

**Agenda**  
**8:00 a.m. Thursday, December 7, 2017**  
**315 Hughes Hall**

**Public Business Session - Announcements and Updates**, Attachment A, 15 min

Chair, Announcements and Approval of Prior Minutes  
ASG Updates, Annika Fowler  
Graduate Student Update, Jeff Carr  
University Senate Updates - Executive Committee Chair, Shelly Jarrett Bromberg  
Update - Ohio Trustee Conference, Trustee Gunlock

**Integrated Presentation**

**Presentation** - Student Success and Support, Attachment B, 90 min

**Student Affairs Reports - Vice President for Student Affairs**

**Presentations and Reports:**

VP Update - As Necessary, 10 min

**Written Report Only:**

Student Affairs "Good News," Attachment C  
Student Disability Services (every two years), J. Andrew Zeisler, Attachment D

**Break** 10 min

**Enrollment Management and Student Success - VP for EMSS**

**Presentations and Reports:**

VP Update - As Necessary, 10 min  
Career Fee Ordinance, Attachment E  
Enrollment Update, AVP Susan Schaurer, Attachment F, 20 min

**Written Report Only:**

EMSS "Good News," Attachment G  
Career Exploration and Success (to include the Career Fee Ordinance), Attachment E

**Academic Affairs Reports - Provost**

**Presentations and Reports:**

Provost Update As Necessary, 15 min, Attachment H  
Reports to the State/Chancellor  
Faculty Hire and Award of Tenure  
Center for Assistive Technology, Amit Shukla, Attachment I, 20 min

**Written Report Only:**

Academic Affairs "Good News," Attachment J  
Academic Advising, Academic Advising Council, Attachment K

**Academic Dean's- All (except MUDEC) typically include a tour, 50 min total**

College of Engineering and Computing, Dean Dollár, attachment L, 30 min  
College of Engineering Tour, 20 min

**Other Areas**

**Presentations and Report:**

Forward agenda, Attachment M

**Executive Session**

If required



Annika Fowler  
Secretary for Academic Affairs  
Associated Student Government  
fowlerak@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee  
FROM: Annika Fowler  
DATE SUBMITTED: November 26, 2017

Ladies and Gentlemen of the Board,

This semester has proven busy and productive for ASG. Executive Cabinet has been working hard to advance student interests in our respective fields, and our Student Senate has been busy gathering student concerns and acting upon them through legislation. I expand on some of our initiatives and progress below:

#### Academics

One of my biggest focuses this semester has been the Textbooks on Reserve program, which resides in the University Libraries. Textbooks for Miami's most popular classes are made available to students on two-hour reserve in the King and B.E.S.T. library locations. My goal is to expand the number and variety of textbooks available to students this year as the cost of textbooks is rising across the nation. In collaboration with Dean Conley, I wrote a statement to be included in the Provost's Weekly Three communication, encouraging faculty members to donate a copy of their textbook(s) to the program. I look forward to evaluating and continuing our communication strategy at the beginning of next semester.

Another one of my focuses this semester is Open Educational Resources. I have worked with Associate Provost Carolyn Haynes in developing an award titled "Associated Student Government Open & Affordable Education Leader Award." Selected in partnership with the Open Educational Resources Committee and ASG, the award will be given annually to a continuing Miami faculty member on any campus who demonstrates compelling impact in areas related to affordable and open educational resources. Pending final approval, I look forward to awarding this for the first time at ASG's Outstanding Professor Awards Banquet next April.

#### Student Organization Funding

Secretary of Finance Caroline Weimer and Secretary of the Treasury Madeline Zinkl worked with the Funding & Audit Committee to allocate approximately \$419,129 during 266 hearings this semester to many different student organizations. They estimate to have approximately \$290,000 to allocate next semester. Additionally, they have met with Student Activities and the SEAL Ambassadors to discuss a new way to organize funding that would reward organizations that are involved in the Miami community and show commitment to the funding process.

#### Student Trustee Selection Process

Our Chief of Staff, Brandon Fogel, in conjunction with the Selection Committee, successfully conducted our portion of the Student Trustee search, narrowing down the field of applicants to five names following interviews. These five names have been sent to Governor Kasich.

#### Alumni Relations

Secretary for Advancement & Alumni Relations Meaghan Murtagh has planned several networking events for students and alumni this year. In early November, she hosted a networking event for the College of Education, Health & Society, where about 20 students and 20 alumni were able to connect before the home football game. Additionally, there will be a networking reception for the College of Arts & Science in February the night before Spring ICE. She will host an event for the College of Creative Arts in May before the Glee Club concert.

#### Campus Life

ASG collaborated with the It's On Us campaign this semester, raising awareness for the pledge: "It's On Us to end sexual and interpersonal violence." Senators and ASG members tabled in Armstrong during It's On Us week, encouraging students to sign the pledge online and sharing promotional materials. Maggie Callaghan and a Student Senator spoke on a

panel about campus safety later that week. Additionally, our Secretary for Governmental Relations Cecilia Comerford has organized free water bottle pass-outs on Friday nights Uptown throughout the semester, aimed at encouraging safer alcohol consumption. Secretary Comerford also spearheaded voter registration drives across campus with the help of Senate leading up to Election Day.

#### Student Senate

Senate has heard from a variety of guest speakers during meetings this semester including: Mike Curme, Dean of Students; Chuck Martin, Head Football Coach; Randi Thomas, Director of Institutional Relations; Matt Yepez, Assistant Director and Liaison to the College of Arts & Science for the Center for Career Exploration and Success; Kathie Wolney, Sexual and Interpersonal Violence Education and Outreach Coordinator; and John Jones, Chief of the Oxford Police Department.

The Senate unanimously passed a “Resolution to Support Changes in Resident Assistant Compensation” and a “Bill to Establish Biennial ASG Community Service Days.” ASG already performs trash clean-ups throughout the year Uptown, and this bill codifies our efforts and commits ASG to at least two service days per year. Senate passed a resolution on dining, proposing a flexible swipe option, which Senators will be taking to dining administrators.

Senate also passed a resolution in support of raising the initial registration credit hour limit from the current 17 hours to 20 hours per semester. Undergraduate students can register for a maximum of 17 hours during their first registration window, and then they must wait for their next window to increase to the maximum of 20 hours (without further approval). With a significant portion of students double majoring and completing minors, ASG supports this increase to aid students in obtaining the classes they need to graduate on time. ASG is currently discussing this issue with the Undergraduate Academic Advising Council (UAAC).

Several Senators and Cabinet members attended Statehouse Day in late October, traveling to Columbus to speak with State legislators and legislative aides on issues pertinent to higher education. These issues included: alcohol consumption, entrepreneurship, gerontology and the Scripps program, STEM & big data, and the Urban Teaching Cohort at Miami.

We anticipate another busy and productive semester following winter break, following up on current initiatives and instituting some new ones. As always, thank you for your dedication to Miami University and the student body.

Love & Honor,

Annika Fowler  
Secretary for Academic Affairs

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Shelly Jarrett Bromberg, Chair

Terri Barr, Chair-elect

University Senate Website: [www.miamioh.edu/senate/](http://www.miamioh.edu/senate/)

December 7, 2017

To: Board of Trustees, Academic and Student Affairs Committee  
 From: Shelly Jarrett Bromberg, Chair, Executive Committee of University Senate  
 RE: University Senate Report to Board of Trustees – December 7, 2017 Meeting

Executive Committee of University Senate membership:

- Shelly Jarrett Bromberg, (Spanish and Portuguese), Chair
- Terri Barr, (Marketing), Chair-elect
- Helaine Alessio (Kinesiology and Health), at-large member
- Maggie Callaghan (Student Body President), undergraduate
- Caitlin Martin, graduate student
- Phyllis Callahan, Provost, Chair of University Senate
- Jeffrey Wanko, (Associate Provost), Secretary of University Senate
- Becky Sander (Executive Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on September 14, 2017.

- New Business, Specials Reports and Updates delivered to University Senate:
  - September 25, 2017: Campus Climate Survey – Denise Krallman, Office of Institutional Research
  - October 9, 2017: Awards and Recognition Committee – Andrea Ridilla, Chair, Awards and Recognition Committee
  - October 9, 2017: Undergraduate Research Committee – Kate de Medieros, Chair, Undergraduate Research Committee
  - November 6, 2017: Budget – Phyllis Callahan, Provost and David Creamer, Sr. V.P. of Finance and Business Services
- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
  - September 25, 2017 – New Certificate, GTY – Social Entrepreneurship and Aging
  - September 25, 2017 – Revision of an Existing Minor, AES – Aerospace Studies
  - September 25, 2017 – Revision of an Existing Minor, CMR – Commerce
  - September 25, 2017 – Revision of an Existing Minor, EDP – Disability Studies
  - September 25, 2017 – Revision of an Existing Minor, MGT – Management
  - September 25, 2017 – Revision of an Existing Minor, MGT – Management and Leadership
  - September 25, 2017 – Revision of an Existing Minor, MGT – Supply Chain Management
  - September 25, 2017 – Revision of an Existing Major, EDT – AYA Integrated Social Studies Education
  - September 25, 2017 – Revision of an Existing Major, FRE – French
  - September 25, 2017 – Revision of an Existing Major, HST – M.A. History
  - September 25, 2017 – Revision of an Existing Degree, ENG –M.F.A. Creative Writing



- November 6, 2017 – New Minor, EGS – English Studies
- November 6, 2017 – Revision of an Existing Major, ASO – Applied Social Research
- November 6, 2017 – Revision of an Existing Degree, CMR – Nonprofit and Community Studies- Bachelor of Science in Nonprofit and Community Studies
- Senate Resolutions:

October 9, 2017, SR 18-01: Awards and Recognition Committee Composition

SR 18-01

October 9, 2017

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the *Awards and Recognition Committee*, as set forth below:

In the ByLaws of University Senate, 6.C.2.a., regarding Committee composition and membership of the Awards and Recognition Committee, the faculty composition will include tenured faculty at the rank of full professor. The composition of the membership will be changed to include at least one member with expertise in arts or humanities; at least one with expertise in social sciences, education, or business; and at least one with expertise in science, math, technology or engineering. Efforts will be made to select members from across academic divisions and who have experience with promotion and tenure reviews. For the Distinguished Service award, a classified or unclassified staff member shall serve as an additional voting member.

SR 18-01 passed by voice vote

October 23, 2017, SR 18-02: Adolescent Young Adult Integrated Science, B.S. Education

SR 18-02

October 23, 2017

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Education, with a major in Adolescent Young Adult Integrated Science, College of Education, Health and Society;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

SR 18-02 passed by voice vote

cc: Provost Phyllis Callahan, Chair, University Senate  
Shelly Jarrett Bromberg, Chair, Executive Committee of University Senate  
Jeffrey Wanko, Secretary, University Senate  
Becky Sander, Recording Secretary, University Senate

## House Bill 49 Legislation Affecting Boards of Trustees

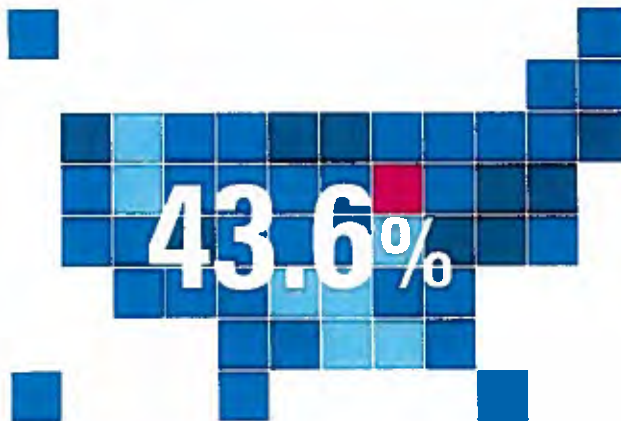
3345.14	Intellectual Property policy	Requires boards of trustees to adopt a policy that would permit employees to hold a financial interest in on Intellectual Property developed at the college or university.
3345.45	Commercialization track for faculty tenure	<p>(C)(1) The board of trustees of each state university shall review the university's policy on faculty tenure and update that policy to promote excellence in instruction, research, service, or commercialization, or any combination thereof.</p> <p>(2) Beginning on July 1, 2018, as a condition for a state university to receive any state funds for research that are allocated to the department of higher education under the appropriation line items referred to as either "research incentive third frontier fund" or "research incentive third frontier-tax," the chancellor shall require the university to include multiple pathways for faculty tenure, one of which may be a commercialization pathway, in its policy.</p>
3345.062	Remediation reporting for university presidents	Requires each state university to issue an annual report, no later than December 31, 2017, and each December 31 thereafter, on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation. Requires each university to present the remediation report to its board of trustees and to submit a copy of the report to the Chancellor and the Superintendent of Public Instruction.
381.550	Efficiency Reports	Requires the boards of trustees to approve the IHE's efficiency report submitted to the chancellor under ORC 3333.95, requires the report to be based on the Task Force recommendations.
3345.025	Textbook selection policy	Requires the board of trustees of each state institution of higher education to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials.

## House Bill 49 Legislation Affecting Boards of Trustees

3345.14	Intellectual Property policy	Requires boards of trustees to adopt a policy that would permit employees to hold a financial interest in on Intellectual Property developed at the college or university.
		(C)(1) The board of trustees of each state university shall review the university's policy on faculty tenure and update that policy to promote excellence in instruction, research, service, or commercialization, or any combination thereof.
3345.45	Commercialization track for faculty tenure	(2) Beginning on July 1, 2018, as a condition for a state university to receive any state funds for research that are allocated to the department of higher education under the appropriation line items referred to as either "research incentive third frontier fund" or "research incentive third frontier-tax," the chancellor shall require the university to include multiple pathways for faculty tenure, one of which may be a commercialization pathway, in its policy.
3345.062	Remediation reporting for university presidents	Requires each state university to issue an annual report, no later than December 31, 2017, and each December 31 thereafter, on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation. Requires each university to present the remediation report to its board of trustees and to submit a copy of the report to the Chancellor and the Superintendent of Public Instruction.
381.550	Efficiency Reports	Requires the boards of trustees to approve the IHE's efficiency report submitted to the chancellor under ORC 3333.95, requires the report to be based on the Task Force recommendations.
3345.025	Textbook selection policy	Requires the board of trustees of each state institution of higher education to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials.

# A STRONGER NATION

*Learning beyond high school builds American talent*



## Ohio's Report 2017



## Ohio's Progress Toward the Goal

By 2025, 60 percent of Americans will need a college degree, workforce certificate, industry certification or other high-quality credential beyond high school. To count toward this important goal, any credential must have clear and transparent learning outcomes that lead to further education and employment. **Ohio's rate of educational attainment beyond high school is 44 percent, and the state is working toward its attainment goal of 65 percent by 2025.**

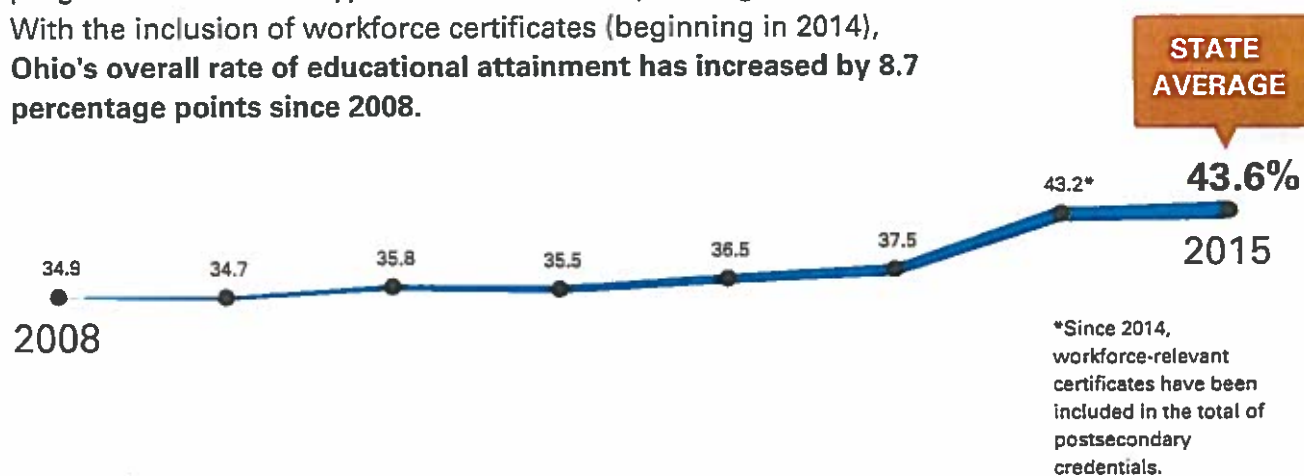
### How Ohio Compares to the Nation

Ohio is making progress in increasing educational attainment, but still lags when compared to the national average.

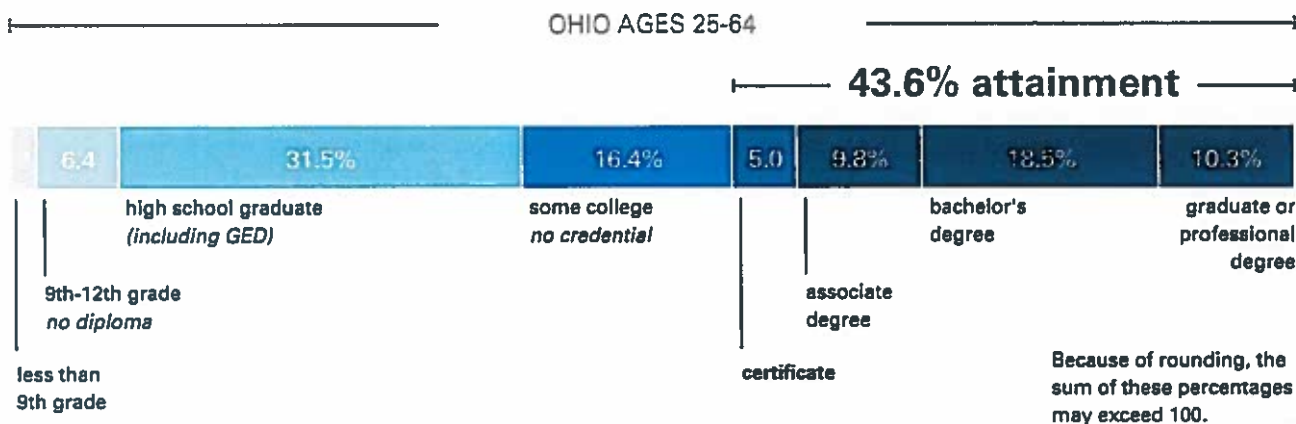


### Ohio's Progress

It is important that we measure progress. To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **Ohio's overall rate of educational attainment has increased by 8.7 percentage points since 2008.**



## Highest Education Level Across Ohio



## Ohio's Racial and Ethnic Disparities

As the data make clear, increasing the overall level of education beyond high school is not the only challenge the country faces. There also are **significant gaps** in educational attainment that must be closed – specifically, **gaps linked to race and ethnicity**. These gaps **persist in every single state**. Because educational attainment beyond high school has become the key determinant of economic opportunity and social mobility, **closing these gaps is crucial**.

















































## Comparing Ohio Counties

Exploring educational attainment at the local level can be especially helpful to state and local leaders as they pursue the vital task of talent development. For example, by pinpointing specific counties or regions where attainment lags, resources can be targeted where they're needed most. Conversely, in areas of high attainment, practices or processes may exist that other counties and regions can emulate.













Compare degree attainment rates across Ohio's 88 counties. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.\*

*sorted by* NAME ▼▲

Attainment	County	Population	Pop. Rank	Attainment	County	Population	Pop. Rank
19.1%	Adams	28,024	78	24.8%	Columbiana	104,806	25
30.3%	Allen	104,425	26	21.0%	Coshocton	36,569	67
30.6%	Ashland	53,213	48	24.4%	Crawford	42,306	58
22.0%	Ashtabula	98,632	28	41.1%	Cuyahoga	1,255,921	1
41.8%	Athens	65,886	38	22.7%	Darke	52,076	49
32.7%	Auglaize	45,876	51	30.2%	Defiance	38,352	65
28.8%	Belmont	69,154	36	62.3%	Delaware	193,013	15
21.9%	Brown	43,839	55	32.6%	Erie	75,550	35
39.0%	Butler	376,353	7	38.9%	Fairfield	151,408	20
20.6%	Carroll	27,811	80	24.9%	Fayette	28,679	74
25.6%	Champaign	38,987	64	46.8%	Franklin	1,251,722	2
28.6%	Clark	135,959	21	30.6%	Fulton	42,537	57
39.4%	Clermont	201,973	14	25.4%	Gallia	30,142	73
27.2%	Clinton	41,917	59	48.7%	Geauga	94,102	29

 <b>49.2%</b> Greene	164,427	18	 <b>26.7%</b> Meigs	23,257	81
 <b>24.3%</b> Guernsey	39,258	63	 <b>29.3%</b> Mercer	40,968	61
 <b>45.7%</b> Hamilton	807,598	3	 <b>32.8%</b> Miami	104,224	27
 <b>38.1%</b> Hancock	75,573	34	 <b>22.3%</b> Monroe	14,409	86
 <b>24.0%</b> Hardin	31,682	72	 <b>37.7%</b> Montgomery	532,258	5
 <b>21.6%</b> Harrison	15,450	84	 <b>24.1%</b> Morgan	14,777	85
 <b>31.7%</b> Henry	27,816	79	 <b>25.5%</b> Morrow	35,074	69
 <b>22.7%</b> Highland	43,026	56	 <b>26.5%</b> Muskingum	86,290	31
 <b>27.8%</b> Hocking	28,491	76	 <b>17.5%</b> Noble	14,326	87
 <b>12.3%</b> Holmes	43,909	54	 <b>35.2%</b> Ottawa	40,877	62
 <b>22.2%</b> Huron	58,469	44	 <b>23.7%</b> Paulding	18,976	83
 <b>28.4%</b> Jackson	32,596	71	 <b>23.6%</b> Perry	35,985	68
 <b>31.3%</b> Jefferson	67,347	37	 <b>26.7%</b> Pickaway	56,998	45
 <b>30.4%</b> Knox	61,061	42	 <b>20.4%</b> Pike	28,217	77
 <b>39.7%</b> Lake	229,245	11	 <b>34.7%</b> Portage	162,275	19
 <b>26.9%</b> Lawrence	61,109	41	 <b>22.4%</b> Preble	41,329	60
 <b>34.3%</b> Licking	170,570	17	 <b>36.9%</b> Putnam	34,042	70
 <b>25.1%</b> Logan	45,386	52	 <b>25.9%</b> Richland	121,707	23
 <b>34.7%</b> Lorain	305,147	9	 <b>26.6%</b> Ross	77,170	32
 <b>36.1%</b> Lucas	433,689	6	 <b>27.3%</b> Sandusky	59,679	43
 <b>26.2%</b> Madison	44,094	53	 <b>24.9%</b> Scioto	76,825	33
 <b>33.2%</b> Mahoning	231,900	10	 <b>27.3%</b> Seneca	55,610	46
 <b>22.3%</b> Marion	65,355	39	 <b>29.2%</b> Shelby	48,901	50
 <b>44.3%</b> Medina	176,395	16	 <b>34.4%</b> Stark	375,165	8

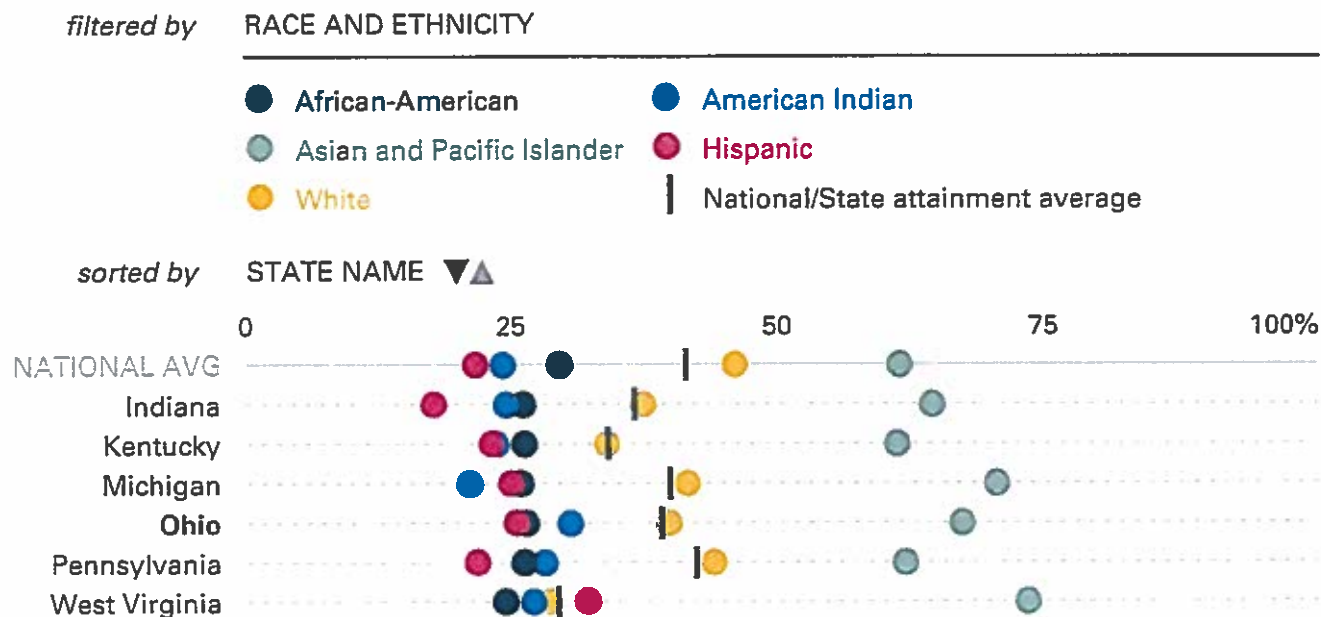


 <b>42.2%</b> Summit	<b>541,968</b>	<b>4</b>	 <b>52.1%</b> Warren	<b>224,469</b>	<b>12</b>
 <b>27.6%</b> Trumbull	<b>203,751</b>	<b>13</b>	 <b>32.8%</b> Washington	<b>61,112</b>	<b>40</b>
 <b>24.8%</b> Tuscarawas	<b>92,916</b>	<b>30</b>	 <b>30.8%</b> Wayne	<b>116,063</b>	<b>24</b>
 <b>37.3%</b> Union	<b>54,277</b>	<b>47</b>	 <b>25.5%</b> Williams	<b>37,120</b>	<b>66</b>
 <b>28.6%</b> Van Wert	<b>28,562</b>	<b>75</b>	 <b>45.5%</b> Wood	<b>129,730</b>	<b>22</b>
 <b>22.0%</b> Vinton	<b>13,048</b>	<b>88</b>	 <b>27.2%</b> Wyandot	<b>22,243</b>	<b>82</b>

## Results by Race and Ethnicity in Ohio

A growing proportion of today's learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

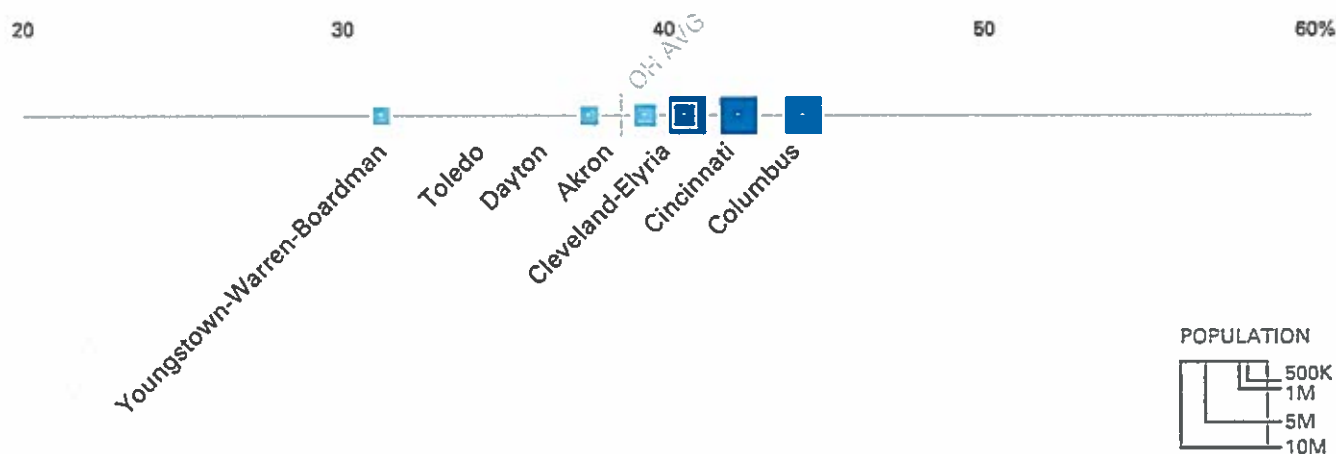
Explore Ohio's attainment rates across five racial and ethnic groups, and compare how Ohio performs relative to other states. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.\*



## Ohio's Metro Areas

Metropolitan areas are important talent hubs, because the majority of the nation's population lives within these areas.

Explore attainment rates in Ohio's Metropolitan Statistical Areas (MSAs). Attainment is shown here as the percentage of residents, ages 25 to 64, with at least an associate degree.



## Data Sources

---

Data sources for *A Stronger Nation* are listed below, along with links and additional information.

### Attainment and Enrollment Rates

---

**U.S. Census Bureau American Community Survey (ACS):** One-year Public Use Microdata Sample (PUMS). County-level and metro-regional data are from ACS five-year estimates (2011-2015). College enrollment percentages reflect the enrollment of non-degree-holding students, ages 18 to 54, at public and private two- and four-year institutions.

- U.S. Census Bureau: <http://www.census.gov/programs-surveys/acs>

### Persistence and Completion Rates

---

Student retention rates (persistence) and degree-completion rates were collected by the National Student Clearinghouse. Graduate degrees awarded were analyzed by the National Center for Education Statistics and IPEDS.

- National Student Clearinghouse, 2016: <http://www.studentclearinghouse.org/>
- National Center for Education Statistics: <https://nces.ed.gov/>
- Integrated Postsecondary Education Data System Completion Survey 2014-2015: <https://nces.ed.gov/ipeds/Home/UseTheData>

### Awareness

---

Data that track public opinion about the importance of earning credentials come from a Gallup-Lumina Foundation survey conducted in 2016.

### Population

---

**U.S. Census Bureau Population Division:** Annual Estimates of the Resident Population April 1, 2010, to July 1, 2015.

- U.S. Census Bureau Annual Population Estimates: [https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP\\_2015\\_PEPANNRES&src=pt](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2015_PEPANNRES&src=pt)

## Inclusion of Certificates

---

Attainment rates for both 2014 and 2015 include the estimated percentage of working-age Americans who have earned high-value postsecondary certificates – not just associate degrees and above, as *A Stronger Nation* reported in previous years. This estimated percentage was derived by polling a nationally representative sample of Americans ages 25 to 64. The survey was conducted by NORC at the University of Chicago, an independent research institution.

At the state level, the estimated percentage of state residents who have earned high-value certificates was derived from U.S. Census and IPEDS data by labor market experts at Georgetown University's Center on Education and the Workforce.

- NORC at the University of Chicago: <http://www.norc.org>
- Integrated Postsecondary Education Data System: <https://nces.ed.gov/ipeds/Home/UseTheData>
- Georgetown University's Center on Education and the Workforce: <https://cew.georgetown.edu/>

## Defining Metro Areas

---

Metro-area data in *A Stronger Nation* are those that apply to the nation's Metropolitan Statistical Areas (MSAs). The term MSA refers to "a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core." MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs by applying published standards to Census Bureau data.

**Lumina Foundation** is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy.



**Lumina**  
FOUNDATION

P.O. Box 1806  
Indianapolis, IN 46206-1806  
[www.luminafoundation.org](http://www.luminafoundation.org)

©2017 Lumina Foundation  
🐦@LuminaFound  
All rights reserved.

May 2017



## The Case for Ohio Attainment Goal 2025

Ohio's economic outlook is strong. The many signs of recovery are reason for pride and optimism. Our economy is growing more and more diversified. Ohio is among the leaders in areas such as advanced manufacturing, technology innovation, exports and entrepreneurship. Since the recession of 2008, thousands of new jobs have been created in our state. Unemployment in Ohio is below the national average. And the poverty rate has continued to decline since 2010.

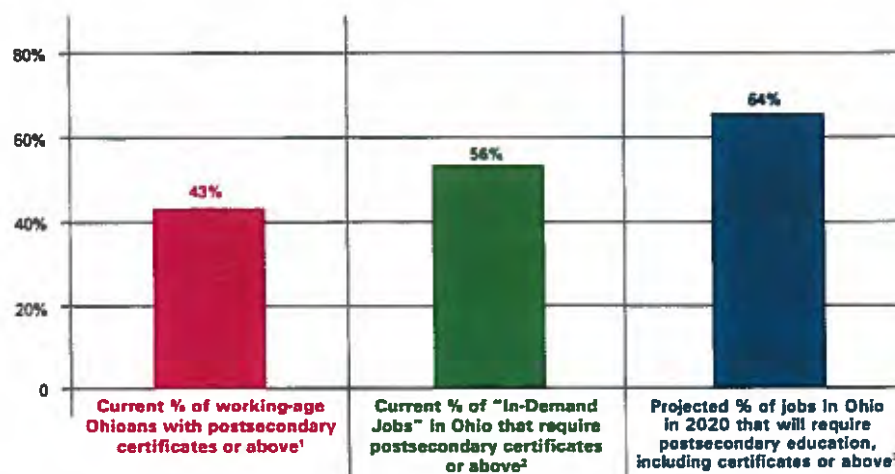
Many challenges remain, however – none bigger than how to ensure an adequate supply of knowledgeable, highly skilled, globally competitive workers.

### Ohio's Talent Gap: A Looming Crisis

Ohio's short-term and long-term economic development efforts are rightly focused on job retention and job creation. **Ohio's ability to attract and retain jobs is the key to our state's economic future and hinges on the educational attainment levels of our citizenry.** To win the global competition for business investment and jobs, Ohio must be among the leaders in developing individuals with the knowledge, skills and postsecondary credentials that meet the needs of employers seeking to fill in-demand jobs.

While it's true that Ohio's economy is rebounding and gaining momentum, a severe and well-documented "talent gap" threatens our state's continued economic competitiveness and growth. Simply put, Ohio has a substantial shortage of working-age adults (ages 25-64) with the postsecondary-level credentials required to fill and succeed in current, evolving and future jobs. The gap exists now and will only grow in coming years.

#### It's Clear: Ohio Must Increase Education Attainment Levels



<sup>1</sup>Source: American Community Survey

<sup>2</sup>Source: Governor's Office of Workforce Transformation

<sup>3</sup>Source: Georgetown University Center on Education and the Workforce



How serious is the threat? According to the Georgetown Center on Education and the Workforce, 64 percent of Ohio jobs in 2020 will require postsecondary education.<sup>1</sup> And a new Lumina Foundation report shows that just 43.2 percent of working-age adults in Ohio have a postsecondary certificate or degree,<sup>2</sup> which is slightly below the nation's overall postsecondary attainment rate of 45.3 percent. The shortage of adequately credentialed workers, exacerbated by the flood of retiring Baby Boomers, is a looming economic crisis – in Ohio, nationally and globally.

Consider this observation from a McKinsey Global Institute report published in 2012:

“... Based on current trends, there are potentially serious gaps in the supply of workers with the skills that will be needed to drive 21st-century economies, and a growing surplus of workers with more limited skills. Avoiding these imbalances (in both advanced and developing economies) and their consequences will require an unprecedented commitment to education and training.”

(The World at Work: Jobs, Pay and Skills for 3.5 Billion People)

Unfortunately, at the current rate Ohio students are earning degrees and certificates, our state will fall well short of closing that gap; in fact, if we stand back and do nothing, we actually will lose ground, resulting in an even larger gap. To produce the number of highly skilled workers with postsecondary credentials required to meet the needs of employers, **Ohio will need to produce, by 2025, an estimated 1.3 million more adults with high-quality postsecondary certificates or degrees.** Stated another way, at Ohio's current rate of production, by 2025, almost 2 million Ohioans will lack the postsecondary education or training needed to be competitive in the labor market. Urgent and significant action is needed; even if we improve Ohio's performance by increasing college access and increasing college credentials to the same level as leading states, we will still have a shortfall of hundreds of thousands of credentialed workers with the knowledge and skills needed to fill projected workforce needs in Ohio in 2025.

The economic impact on our state would be crippling.

The problem is not just a matter of quantity of workers; it's also a matter of quality – that is, a heightened need for credentials valued by the labor market. The Ohio Governor's Office of Workforce Transformation reports that 56 percent of Ohio's "in-demand" occupations currently require a certificate or degree, but again, Ohio's current attainment rate is only 43.2 percent. Moreover, the education requirements of in-demand jobs are anticipated to increase over the next 10 years. Consequently, as we work to increase overall postsecondary attainment, we must make sure that the credentials Ohioans are earning align with the jobs that are available, the jobs we want to attract and the jobs Ohioans want to have.

<sup>1</sup> Georgetown University Center on Education and Workforce. *Recovery: Job Growth and Education Requirements Through 2020*. June 2013. The 64% figure includes not only jobs needing postsecondary certificates or higher, but also jobs requiring "some college."

<sup>2</sup> Lumina Foundation. *A Stronger Nation*. 2016.



To succeed in this endeavor, Ohio must improve outcomes at all stages along the education pipeline. For example:

- Ohio's K-12 system is developing rigorous academic standards, administering new assessments, offering programs in which high school students can earn college credits while still in high school, implementing enhanced career counseling, reducing dropouts and collaborating with the state's institutions of higher education to strengthen alignment of secondary curriculum and postsecondary curriculum, so more students leave high school ready for college or careers.
- Ohio's postsecondary education institutions are helping to achieve the Ohio Attainment Goal 2025 in many ways. First and foremost, Ohio colleges and universities have embraced a nationally acclaimed outcome-based funding formula. They also are providing comprehensive student support services critical to improving success rates, reducing tuition, raising more funds for student financial aid, and encouraging and incentivizing "on-time" completion of their degree and certificate programs.
- Ohio's workforce development and adult learning providers are contributing to the effort to increase the number of Ohioans with postsecondary credentials in major ways. Intensive efforts are underway to improve communication and collaboration between businesses and educators, to improve information sharing about in-demand job openings and job requirements, to connect qualified job seekers to in-demand occupations and careers, and employers to skilled, job-ready workers, and to broaden pathways to good jobs and promising careers.

If, however, Ohio fails to close the talent gap, jobs with opportunities for growth and advancement will disappear. This would be a terrible outcome for the residents of our state. The economic and noneconomic benefits of postsecondary education credentials are widely known and acknowledged. A 2014 report from the Pew Research Center notes:

"On virtually every measure of economic well-being and career attainment – from personal earnings to job satisfaction to the share employed full time – young college graduates are outperforming their peers with less education. And when today's young adults are compared with previous generations, the disparity in economic outcomes between college graduates and those with a high school diploma or less formal schooling has never been greater in the modern era." (The Rising Cost of Not Going to College)

Both the link between education level and poverty, and the value of postsecondary education credentials, are powerfully illustrated by these numbers:

Percentage of Ohioans Age 25 or Older Living in Poverty	
Less than a high school diploma:	29.8 percent
Just a high school diploma:	13.8 percent
Some college or an associate degree:	11.6 percent
Bachelor's degree or higher:	4.0 percent

The impact of these disparities in economic outcomes is felt most severely by segments of the population that are disproportionately poor and historically underrepresented in our institutions of

higher learning. While educational attainment rates overall are increasing, college completion rates differ considerably across demographic groups. Existing gaps in the educational attainment by race must be closed if we are to flourish as a nation, as a state and as individuals.

## **Closing Ohio's Talent Gap: A Bold Goal**

All of this adds up to one conclusion: Ohio faces a clear and compelling imperative to increase educational attainment levels – and this imperative must be the number-one public policy priority for our state leaders and our postsecondary institutions.

So how do we meet the education and training requirements for the jobs of tomorrow? First, we must believe we actually can close the talent gap with increased educational attainment – and then commit to do it. That is why we have established a bold statewide goal for educational attainment:

**65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025.**

Succeeding in this goal means that almost 2 million Ohioans will attain a credential or degree of value. Our intention is that this goal will keep the state's eyes fixed on this priority and remind us how we should align our policies and practices toward increasing educational attainment.

College-level learning is key to individual opportunity, competitive advantage and economic prosperity – for individuals, for businesses and for the state. Ohio's Attainment Goal 2025 stakes out a specific target for optimizing those benefits.

## **Strategic Priorities**

To achieve Ohio's 2025 Attainment Goal, we must be relentless in our focus on these critical pillars.

- **Aligning credentials to "In-Demand Jobs":** Ohioans must earn credentials that will allow them to get, keep and advance in present and future jobs.
- **Identifying, validating and counting all levels of credentials:** It is important for Ohioans to earn postsecondary certificates, industry licenses and certifications, associate degrees, baccalaureate degrees and advanced degrees to build a robust workforce.
- **Achieving attainment rates with greater parity among people of all races:** Ohio's population of people of color continues to grow, but gaps in educational attainment rates persist. Ohio has a roughly 14 percentage point difference between attainment rates of whites and the attainment rates of African-Americans, and a 15 percentage point difference between whites and Latinos.

To meet our workforce demand and new state attainment goal, increased numbers of Ohioans of every race need to earn postsecondary credentials of value in the workplace.

- **Educating more adults:** Ohio is aging. We cannot rely only on the aspirations of our current K-12 students to meet the 65 percent attainment goal by 2025. We need to increase enrollment and completion of adults ages 25-64. That will require special attention to the half-million working-age adults without a high school diploma, to help them achieve a high school credential plus postsecondary certificate or industry certification.
- **Rethinking systems:** Ohio must continue to rethink the way our systems educate and serve students. Barriers to attainment must be removed, and we all must be willing to do the business of education and workforce development differently if it means better outcomes for students.
- **Acting in local communities:** The actions to reach these goals will come from the organizations and individuals on the front line of education and workforce development in their communities. Each region is encouraged to set its own postsecondary educational attainment goals to meet the needs for a diverse, skilled workforce. Together, we must also explore how state-level policy and practice can best support communities in making progress toward the goals for their communities and the state.
- **Monitoring and measuring progress:** At the local and state level, we must monitor the indicators of attainment to see what levers are affecting the changes we want to see. This may include many data points, from trends in math and reading proficiency among K-12 students to enrollment and persistence rates among college students, with a keen eye to demographic disparities among the results, as well as alignment of educational credentials to in-demand jobs.

## Call to Action

We face a looming workforce crisis in Ohio. Urgent action is required.

We must embrace this challenge to ensure a promising future with a strong economy, strong businesses and strong communities and families. We ask that you join us in this effort by (1) engaging in the statewide conversation; (2) adopting or endorsing this statewide goal and attainment goals specific to your city, county or region; (3) collaborating with other stakeholders in your community to maximize resources, share best practices and coordinate efforts; and (4) setting targets for leading indicators to educational attainment on which you have some impact.

Closing Ohio's talent gap will not be easy. The gap is large. The stakes are high, and the need for action is urgent. Our state's long-term economic viability hangs in the balance.

UPDATED: MAY 2017

Ohio needs to increase the percentage of working age Ohioans with a postsecondary certificate or degree to 65% by 2025. In order to reach this goal, Ohio needs to mobilize to raise educational attainment for in-demand, living wage occupations for citizens in every region, of every race and of every background.



[ohiohighered.org/attainment](http://ohiohighered.org/attainment)



**PARTHENON**

# **Ohio Department of Higher Education**

## **Board of Trustees Annual Conference**

November 9, 2017



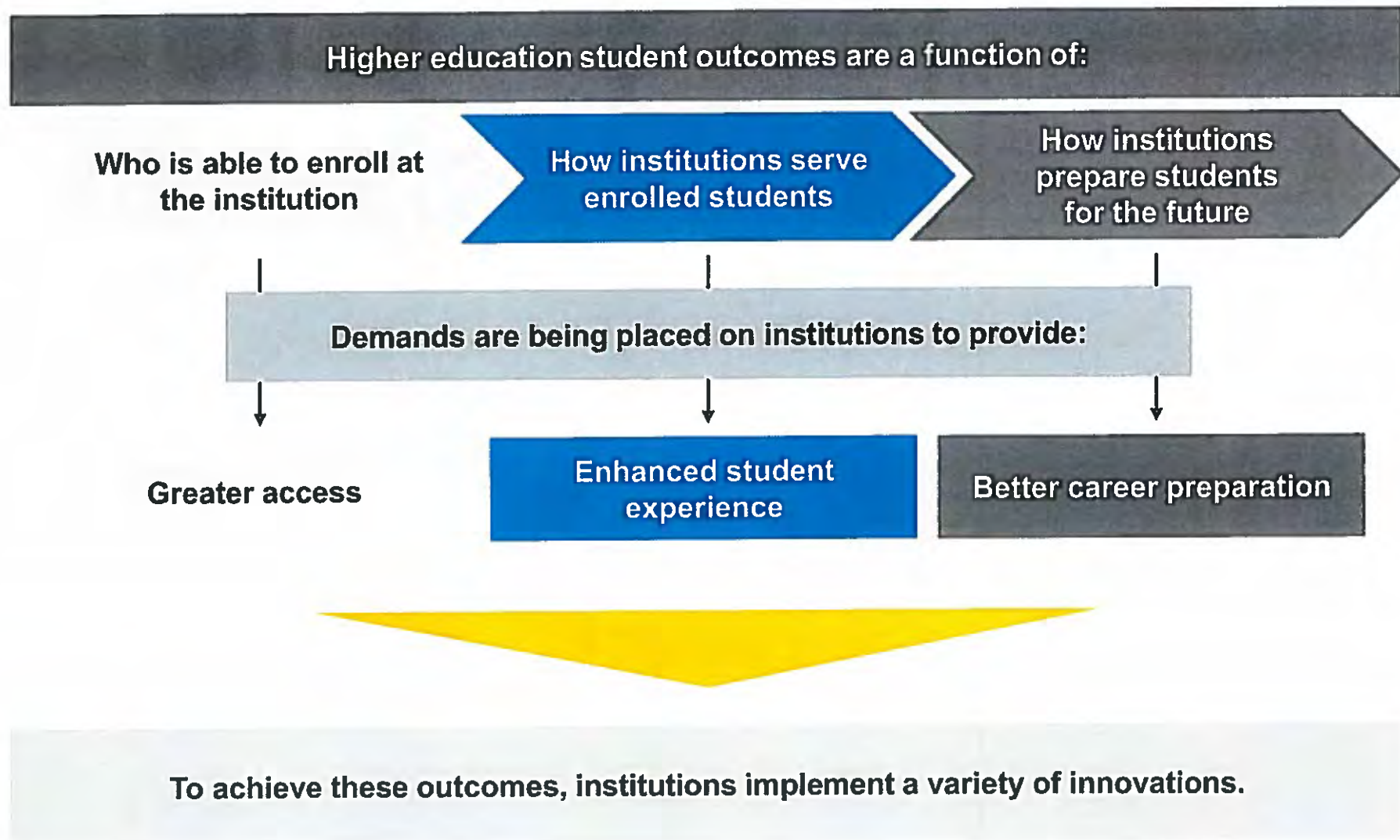
# Agenda

- ▶ **The role of innovation in higher education**
- ▶ Student success efforts
- ▶ Digital revolution
- ▶ Industry collaborations
- ▶ Key roles for board members



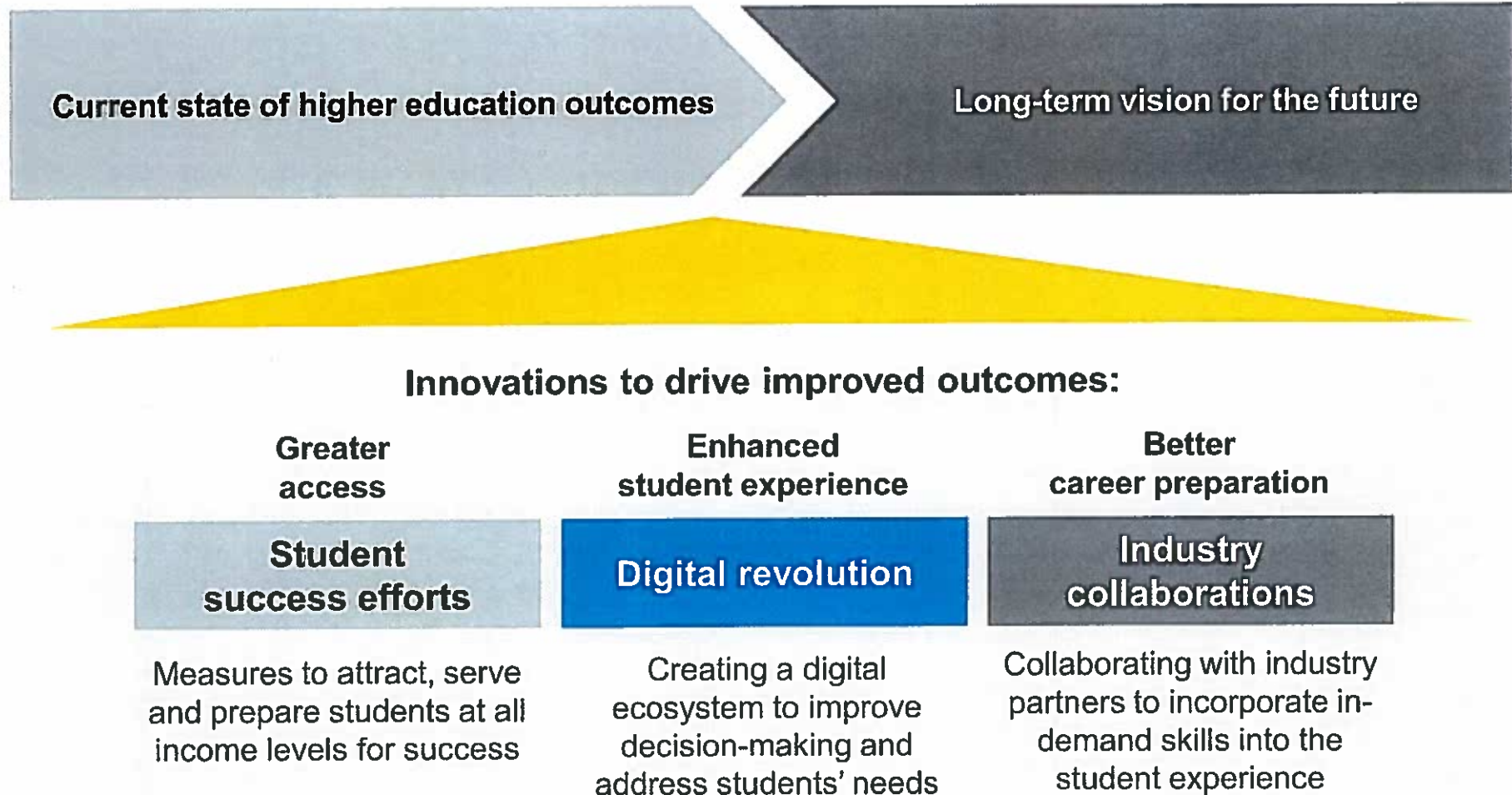
## The role of innovation in higher education

To drive improved student outcomes, higher education institutions increasingly turn to innovation in their approaches



## The role of innovation in higher education

Three innovations can help institutions rethink the traditional model of education in preparing students for an ever-changing world



# Agenda

- ▶ The role of innovation in higher education
- ▶ **Student success efforts**
- ▶ Digital revolution
- ▶ Industry collaborations
- ▶ Key roles for board members



## Student success efforts

**Student demographics are changing; forecasts estimate institutions will serve a population of older, more ethnically diverse and lower-income students**

Students face many **demands and responsibilities** outside of the classroom.

**28%**

Have children or dependents<sup>1</sup>

**25%**

Take full course loads while working full-time<sup>2</sup>

**38%**

Are enrolled part-time<sup>2</sup>

**These populations are more likely to be lower income.**

The population of students **over the age of 25** is projected to **grow faster** than the under-25 population.

**42%**

Forecasted percent of enrolled students 25 and older by 2025

**16% - 20%**

Growth in enrollment of students 25+

Student populations are forecasted to be **more ethnically and racially diverse** in 2025.

**22%**

Increase in African-American student population

**32%**

Increase in Hispanic student population

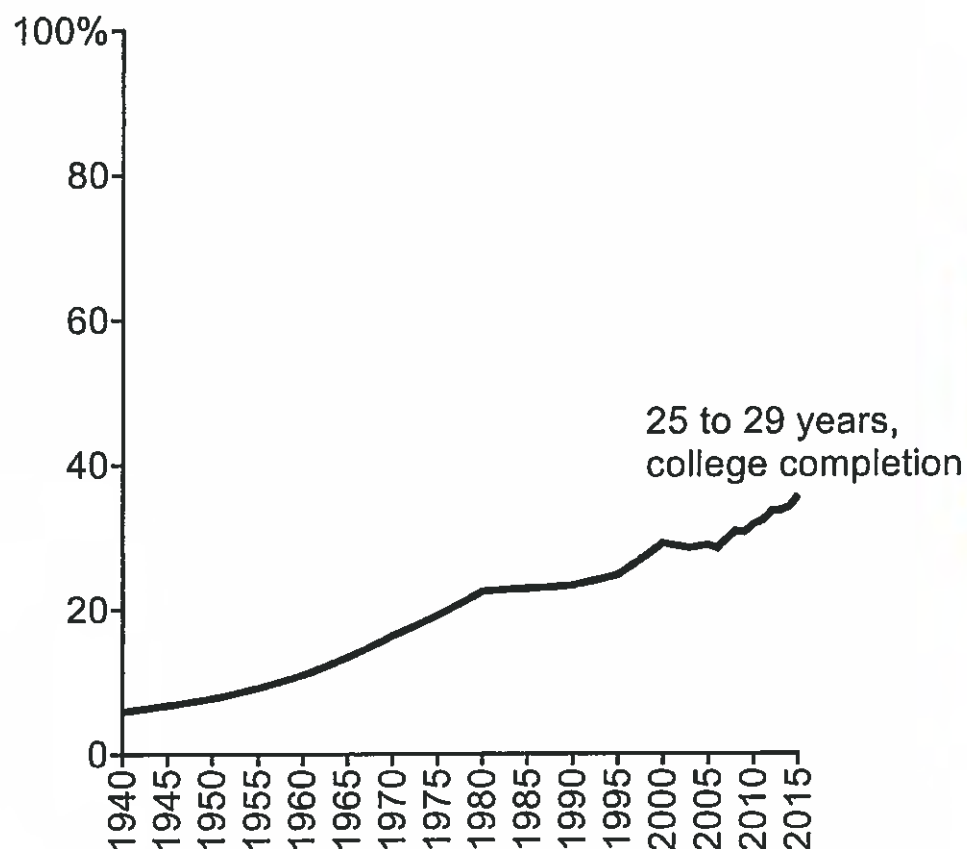
Nontraditional students are **more than twice as likely** to be low-income as traditional students.

Non-white children are **three times more likely** to come from low-income backgrounds than white children.

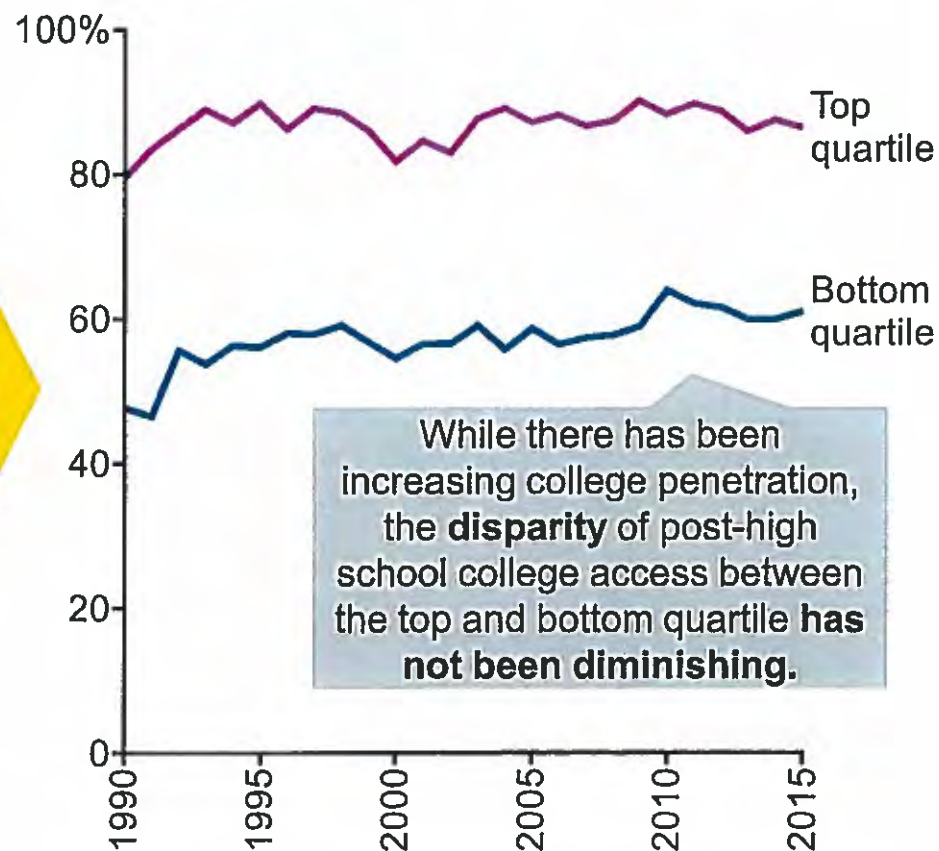
## Student success efforts

Even though the percentage of the population who completed college has been rising steadily, the inequality of post-high school college access persists

Percentage of the 25- to 29-year-old population with bachelor's or higher degree  
Selected years 1940-2016



Post-high school college access for top and bottom family income quartile students  
1970-2015






Note: College completion data is not available for years prior to 1964; The High School Graduates College Continuation Rate is the percent of 16- to 24-year-old high school graduates who entered a postsecondary educational institution of any type.

Sources: US Census Bureau; Pell Institute "Indicators of Higher Education Equity in the United States - 2016 Historical Trend Report", NCES

## Student success efforts

### Discrepancies in the return on higher education exist between high-income students and low-income students at colleges across the US

	<p>In general, a college degree <b>continues to be valuable</b> and <b>provides an additional ~\$1m</b> in lifetime earnings over a high school degree.</p>	<p>Bachelor degree provides a <b>~2x</b> earnings premium over a high school diploma.</p>
	<p>But <b>not everyone can access</b> this benefit; children of families in the bottom two income quartiles are much less likely to attend or be able to afford college ...</p>	<p>For the bottom income quartile, average net price of tuition is <b>&gt;80%</b> of average family income.</p>
	<p>... and when they do, they are <b>less likely to graduate</b> or <b>achieve career income</b> able to lift them out of lower-income status.</p>	<p>Only <b>21%</b> of low-income/first-generation students graduate in six years compared to <b>57%</b> of non-low-income/non-first-generation students.</p>

**As a result, some have begun to question whether pursuing higher education is actually worth it for low-income students.**



## Student success efforts

### Certain institutions outperform in channeling students from low-income families to long-term financial success

#### The Equality of Opportunity Project

- ▶ Study by Stanford economist Raj Chetty
- ▶ Ranks the performance of US institutions in providing **accessibility**, **success** and **mobility** for low-income students

#### Accessibility

The likelihood that a student with a lower-income enrolls in the college



#### Success

The likelihood that – once enrolled – the lower-income student succeeds in achieving a high income



#### Mobility

The likelihood of a student both enrolling and succeeding



#### Parthenon-EY study of high-performing institutions

- ▶ Analyzed public data and interviewed presidents and provosts within ~10% of the institutions top ranked in **success** and **mobility**
- ▶ Identified **primary drivers**, **common strategies** and **actionable leading practices**

Source: The Equality of Opportunity Project: The Role of Colleges in Intergenerational Mobility. Using de-identified federal tax data for over 30 million college students from 1999-2013, Stanford Professor Raj Chetty et al. characterized intergenerational income mobility at each college in the United States.

Parthenon-EY | Page 9

## Student success efforts

High-performing institutions prioritize low-income student success by focusing on four critical areas to get students into, through and beyond college



All high-performing institutions mention serving low-income students as a priority, with 44% having it core to their mission and/or one of their top three priorities.



Sources: Parthenon-EY interviews and analysis

Parthenon-EY | Page 10

## Student success efforts

**Institutions are reaching out to students early and creating systems to get them up to speed once they arrive on campus**

### Into college

A representative sample of institutions identified by the Equality of Opportunity Project as being leaders in increasing student access and success reported ...



College  
affordability

**66%** offer  
specialized  
financial aid



Networks of  
support and  
engagement

**66%** offer low-  
income student  
recruitment  
programs



College and  
career readiness

**56%** offer college  
readiness or  
adjustment programs



Self-confidence  
and sense of  
belonging

**89%** offer  
programs engaging  
with local area high  
schools

### Large four 4-year public university

#### The fundamentals

Summer program for  
high school and  
middle school  
students



#### The innovation

- ▶ Serves underrepresented minority and female students
- ▶ Focuses on strengthening abstract reasoning and problem-solving skills
- ▶ Free of charge for students; funded through grants and private industry collaborations



Sources: Parthenon-EY interviews and analysis; institution website

Parthenon-EY | Page 11



## Student success efforts

**Institutions are creating access to a network of systems and individuals to support students academically, financially and personally**

### Through college

A representative sample of institutions identified by the Equality of Opportunity Project as being leaders in increasing student access and success reported ...



**56%** offer emergency funding to be able to keep students in school



**89%** offer advising/counseling tailored to low-income students



**56%** offer college readiness or adjustment programs



**56%** fund and promote social clubs and mentorship opportunities



### The fundamentals

Academic and informational support for at-risk student populations

### Large private university

### The innovation

- Provides social support to first-generation college students through a "family unit" made up of faculty, peers and alumni to help students access a network of services
- University priority, established through an organizational restructuring in 2014

Sources: Parthenon-EY interviews and analysis; institution website

Parthenon-EY | Page 12

## Student success efforts

### Institutions see their commitment to student success as continuing beyond graduation, with a focus on alumni mentorship and industry engagement

#### Beyond college

A representative sample of institutions identified by the Equality of Opportunity Project as being leaders in increasing student access and success reported ...



**56%** mention lack of debt as a key determinant of long-term career success



**66%** mention offering alumni counseling relationships



**56%** have career preparation integrated into the college experience



**56%** fund and promote social clubs and mentorship opportunities



#### Community college

##### The fundamentals

Seeks input from business and industry to understand skill demands



##### The innovation

- ▶ Engages with community-based nonprofits as well as public/private funders to build customized training programs
- ▶ Free job training provided to students, funded primarily by federal and local, public and private institutions



# Agenda

- ▶ The role of innovation in higher education
- ▶ Student success efforts
- ▶ **Digital revolution**
- ▶ Industry collaborations
- ▶ Key roles for board members

## Digital revolution

The growing EdTech market offers digital solutions for improving delivery systems for academics, services and infrastructure

EdTech has been the center of significant investment and growth

15k

Number of companies currently operating in the EdTech market

\$1.03b

Amount invested in EdTech in the US in 2016

17%

Projected growth of the EdTech market, 2015-20

Digital solutions can leverage data to enhance the user experience, whether the user is a student or an institution

### User: student

A company that connects students to schools and programs globally based on the student's individual profile and data

### User: institution

University use of a customer relationship management (CRM) tool that integrates student communications data to increase enrollment of highly qualified candidates and modify graduate program offerings

## Digital revolution

**“Digital” is more than a website, online learning or an app – it impacts every aspect of higher education**

*From “What’s your digital strategy?” to “What’s your university strategy in a digital world?”*

### Academics

An institution’s ability to **effectively deliver** an education that **meets students’ needs**

### Services

Student, staff and faculty **expectations** for **service delivery** within higher education, given the context of the broader digital world

### Core infrastructure and operations

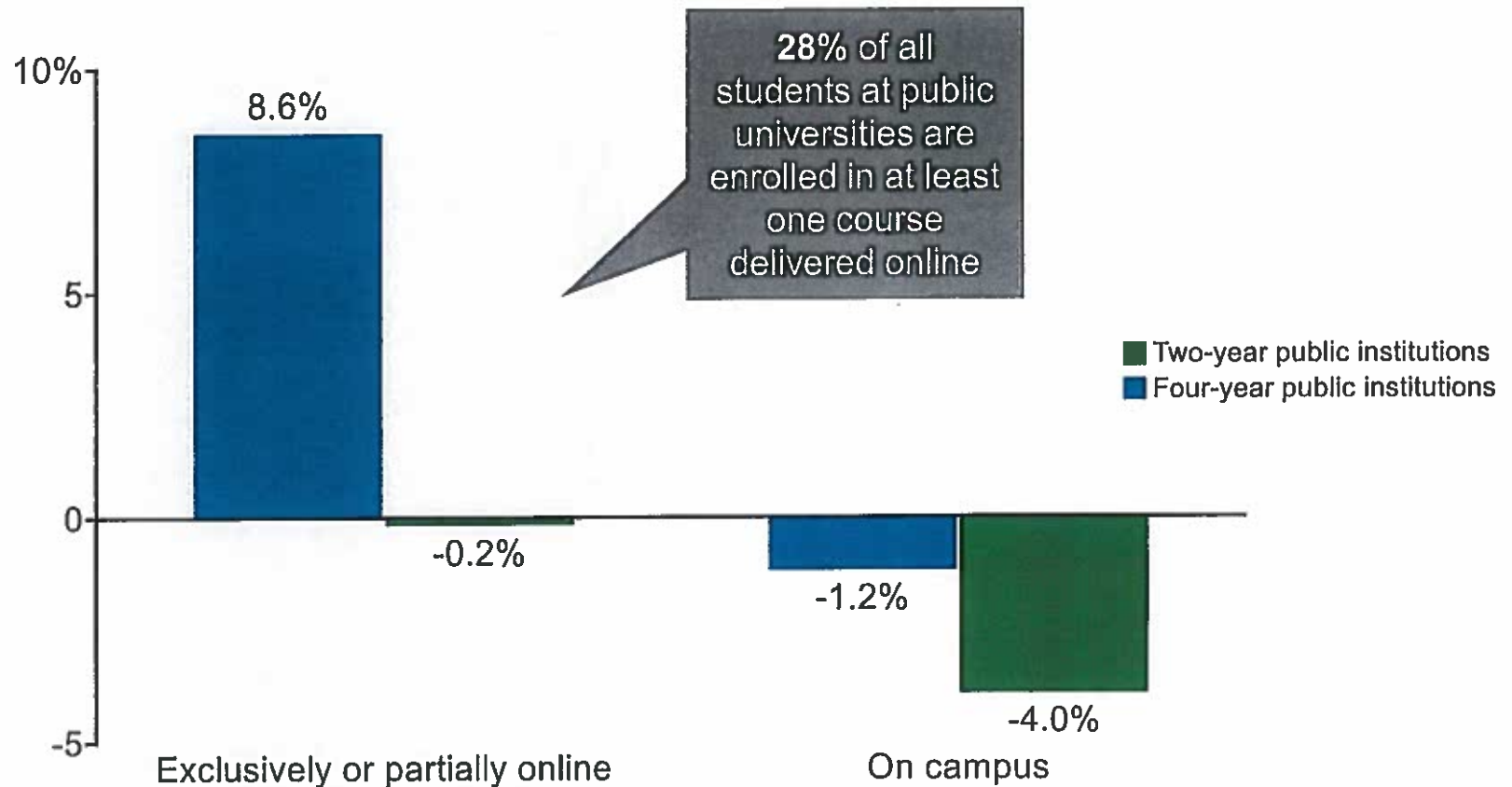
**Secure and streamlined** operations that **integrate** across platforms and ensure **strong administrative functionality**

**A comprehensive digital strategy touches on all aspects of an institution.**

## Digital revolution: academics

Institutions have made big strides in online and hybrid online courses and programs: enrollment growth is occurring almost exclusively within online and hybrid

Growth in enrollment in online/hybrid and on-campus courses  
Fall 2012-15



## Digital revolution: academics

But this is just the first step of the digital revolution: the digital landscape is changing *what* universities teach and *how* that learning happens

### What



More institutions are developing **robotics programs** to spur innovation within **research and academics**.

Investment  
growth,  
2013-16

**225%**

**A four-year public university** is home to a **laboratory** (robotics, engineering, applied continuum mechanics and health care), where research is focused on the intersection of **robotics and medical applications**.

### How

**Virtual and augmented reality** technology are changing how institutions engage with **current and prospective students**.

Investment  
growth,  
2013-16

**37%**

**A large private university** and **a local hospital** are collaborating to use a virtual reality platform. The university is building a health education campus that will use the latest technology to allow medical students to use **virtual cadavers**.



## Digital revolution: services

Beyond curriculum, institutions are also seeing success by innovating around point solutions that better serve students *outside* the classroom

### The point solution digital campus



**Laundry app** to find available machines, check laundry status



**Real-time location data** for campus buses and shuttles



**Virtual classrooms** so students do not need to be on campus for class



**Expanded library access** through cloud-based resources



**Chatbot system** to answer incoming student questions as they navigate the transition to college or careers post-college



These uses of technology are helpful, but they are often siloed and have not yet fulfilled the promise of the digital revolution, though there is high potential.



## Digital revolution: core infrastructure and operations

Thinking comprehensively about digital's role across an institution, IT experts in the sector consistently rank information security among their top 10 priorities

### Information security

#### Description

Develop a **holistic, agile approach** to information security to create a **secure network**, develop **security policies** and **reduce institutional exposure** to information security threats

#### Priority ranking (out of 10), 2000-17



2000



2017



Trend

Information security is top of mind, bringing with it a unique set of challenges, opportunities and outcomes.

## Digital revolution: core infrastructure and operations

Cybersecurity is a priority in higher education, as this sector ranks among the top five facing a high number of cyber attacks

The wealth and type of data at universities make them cyber attack prime targets.

35%

Percent of security breaches that take place in higher education

66%

Percent of breaches due to hacking, malware or unintended disclosures

1.36m

Number of identities exposed through breaches in education (2014)

The impact of cybersecurity breaches can be significant.

\$6.5m

Average cost of a data breach in the US (2015)

### Nonfinancial cost

- ▶ **Loss of confidence** in institution by faculty, staff and students
- ▶ **Reputational damage** with the potential to impact enrollment and research funding



## Digital revolution: core infrastructure and operations

### Universities can take proactive actions to mitigate the risk of and develop responses to cyber attacks by leveraging existing industry tools ...

---

#### University case study 1: strategic leadership

- ▶ Initial cybersecurity leadership position revolved around technical duties and left gaps in management areas
- ▶ Over time, became more closely aligned with academic and business areas in addition to partnering with the CIO
- ▶ Ultimately added to the president's senior staff group

#### University case study 2: robust information

- ▶ Found that most security incidents were coming from the colleges
- ▶ Developed a Dean's Security Dashboard to give a clear picture of security incidents, attendance at security training programs, regulatory compliance score for their college and initiatives to address risk

#### University case study 3: rapid response

- ▶ Implemented a multi-pronged approach to increase the security of the university's network, including rolling out a new password policy and firewall, as well as a two-factor identification system
- ▶ Focuses on system design that allows for a rapid response to attacks, rather than additional controls on the system itself

## Digital revolution: core infrastructure and operations ... and exploring new technologies like blockchain

Blockchain is an emerging cybersecurity technology ...

**\$2.3 billion**

Expected blockchain market  
size by 2021

**61.5%**

Forecasted annual growth in  
blockchain (2016-21)

**Decentralized**

Distributes how data is stored  
and transferred to remove a  
single point of entry

**Rapid  
response**

Detects and mitigates  
cyberattacks in real time

**Reduction in  
human error**

Can eliminate the need for  
passwords and logins

... with application opportunities in higher education

**Security**

Collecting, storing and  
protecting identities and  
student records

**Teaching**

Content co-creation and  
delivery across secure  
global networks

**Learning**

Tracking and verifying  
student progress in  
alternative credentialing  
programs

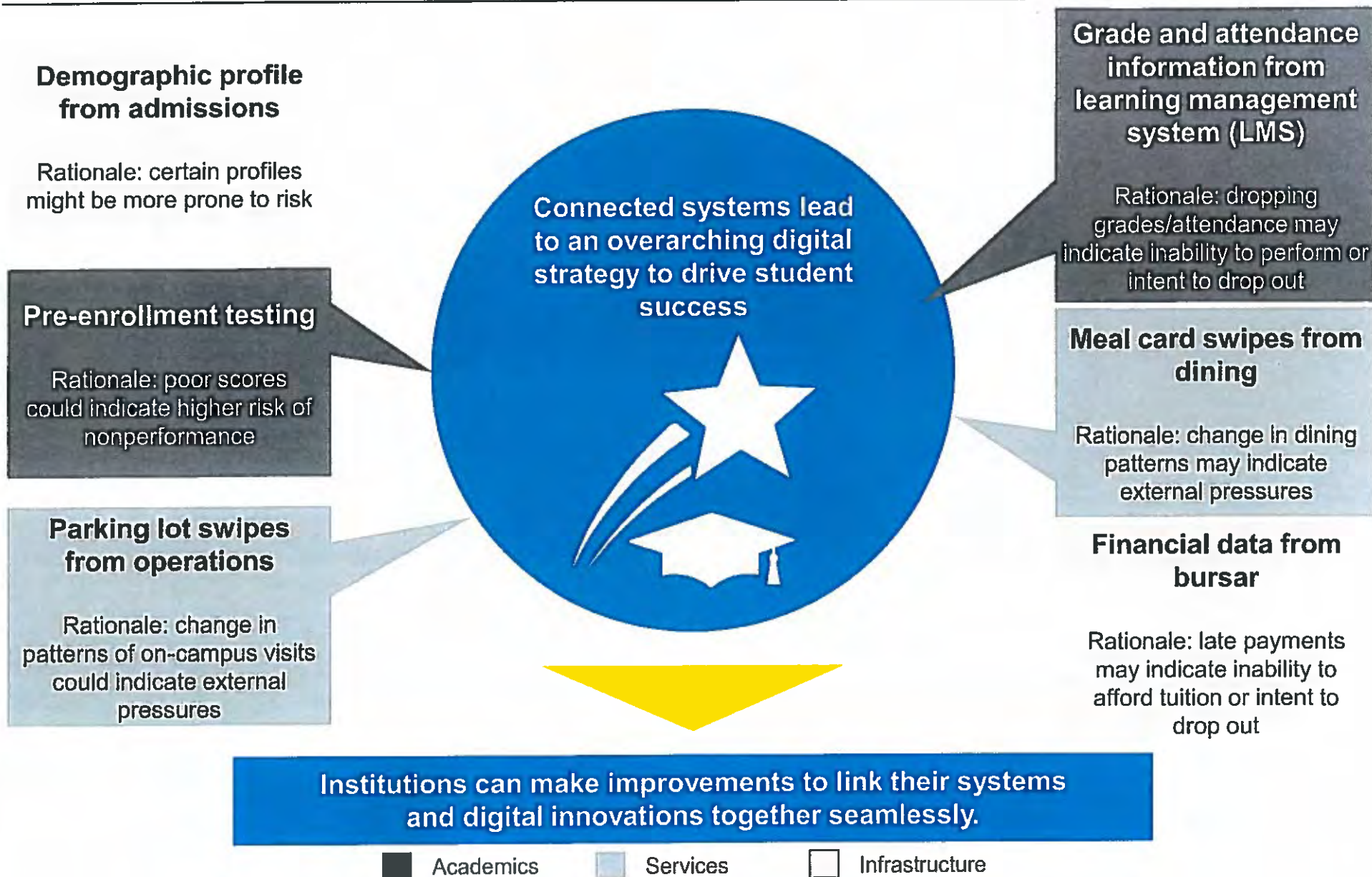
**Financing**

Distributing funds to  
students and institutions  
based on progress and  
achievement



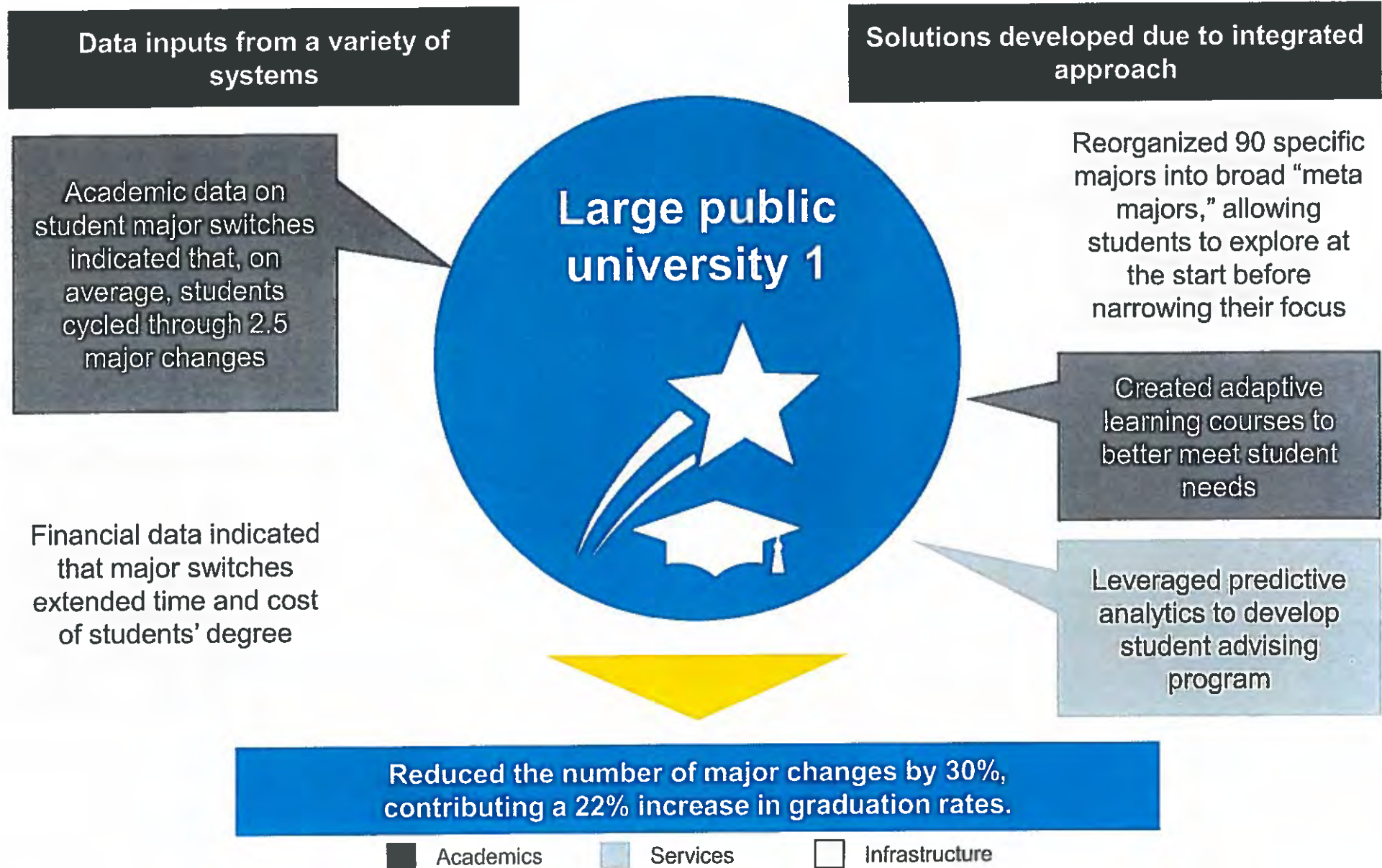
## Digital revolution: bringing it all together

In linking data points across academics, services and infrastructure, institutions can understand students holistically and better ensure their success



## Digital revolution: bringing it all together

There are public institutions leveraging this digital ecosystem to produce outcomes in terms of student success

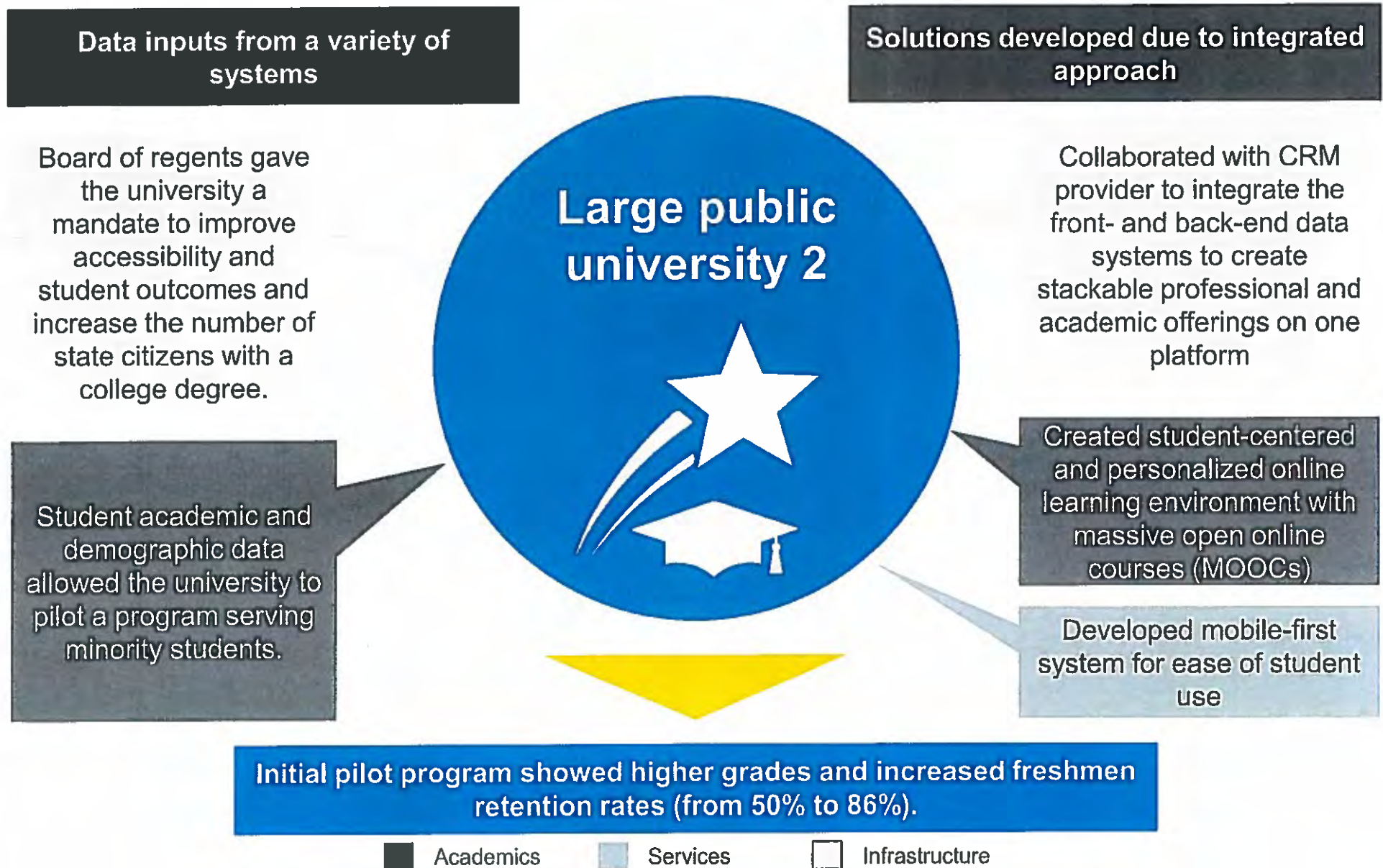


Sources: Campus Technology; The Huffington Post; Institution websites



## Digital revolution: bringing it all together

There are public institutions leveraging this digital ecosystem to produce outcomes in terms of student success



Sources: Campus Technology; The Huffington Post; institution websites

# Agenda

- ▶ The role of innovation in higher education
- ▶ Student success efforts
- ▶ Digital revolution
- ▶ **Industry collaborations**
- ▶ Key roles for board members

## Industry collaborations

The economy is changing rapidly, prompting institutions to integrate with industry partners to address in-demand skills

---

**“99% of the 11.6m jobs created between the recession and 2016 required more than a high school education”** – Georgetown Center on Education and the Workforce


**“The gig economy is growing; by 2020, EY predicts that a third of workers at ~33% of large employers will be contingent (‘gig’) workers”** – EY

**“47% of all jobs could be automated in the next 20 years”** – Oxford Martin

**“65% of the children entering grade school this year will end up working in careers that haven’t even been invented”** – Duke University

**“Compared to 57% of the manufacturing jobs lost in the recession, only 12% of manufacturing jobs created after the recession required a high school degree or less”** – Georgetown Center on Education and the Workforce

**“One trait [...] that is going to be absolutely essential [for future leaders] is agility, and the ability to be curious and self-aware so you fit in and connect in a lot of different contexts [...] The ability to build trust is really important because teams are changing and are more virtual and cross-border”** – EY



To keep up with these rapid trends, institutions of all sizes and types are increasingly looking to integrate with industry.

## Industry collaboration

Institutions are responding by collaborating with industry in more innovative ways to provide career preparation for students that is more economically relevant

### Experiential learning: private university

Partnerships with a **diverse set of employers** to integrate **hands-on work experience** into **curriculum**

#### The fundamentals

Connects students to **internship and externship opportunities** through business and alumni networks



#### The innovation

- ▶ **First look:** Students explore professions by **visiting alumni or industry partners onsite**
- ▶ Part of an **integrated four-year-long approach** to career development

### Access to degree: large public university and retail coffee chain

Partnerships with **individual companies** to provide **tuition benefits** to **current employees** to support degree attainment

#### The fundamentals

Provided full tuition coverage for students



#### The innovation

- ▶ **Broad access** mission for any degree at any level for any qualifying employee
- ▶ **Fully for the benefit of student-employees:** Would not necessarily make employees better at their jobs, so no clear employment benefit for the coffee chain's employees
- ▶ Strongly supported at **highest levels of leadership**



## Industry collaboration

Institutions are responding by collaborating with industry in more innovative ways to provide career preparation for students that is more economically relevant

### Industry-specific career preparation: large state college and a public utility

Partnership with **businesses and industry associations** to provide **sector- or job-specific training** to prepare students for industry success

#### The fundamentals

**Natural gas technician certificate:** 12-week certification course to introduce students to careers in energy, with a focus on skill development



#### The innovation

- ▶ **First collaboration of its kind** in the energy sector
- ▶ Taught at a **utility's training facility** by industry experts
- ▶ **100% of graduates** of first class were hired by the utility

High-demand fields that may provide similar opportunities include **construction, advanced manufacturing, health care and insurance.**

### Economic development: economic development zone

A **broad collaboration with company or industry** to build a **physical hub** for research, innovation and community-building activities

#### The fundamentals

A dedicated center on campus that houses industry activities alongside academic functions



#### The innovation

- ▶ Rehabilitated an urban neighbourhood to create an **"innovation district"**
- ▶ **Home to ~200 start-ups** and a number of **major corporations**

This type of collaboration is a **long-term investment** whose impact cannot be fully measured for a number of years.

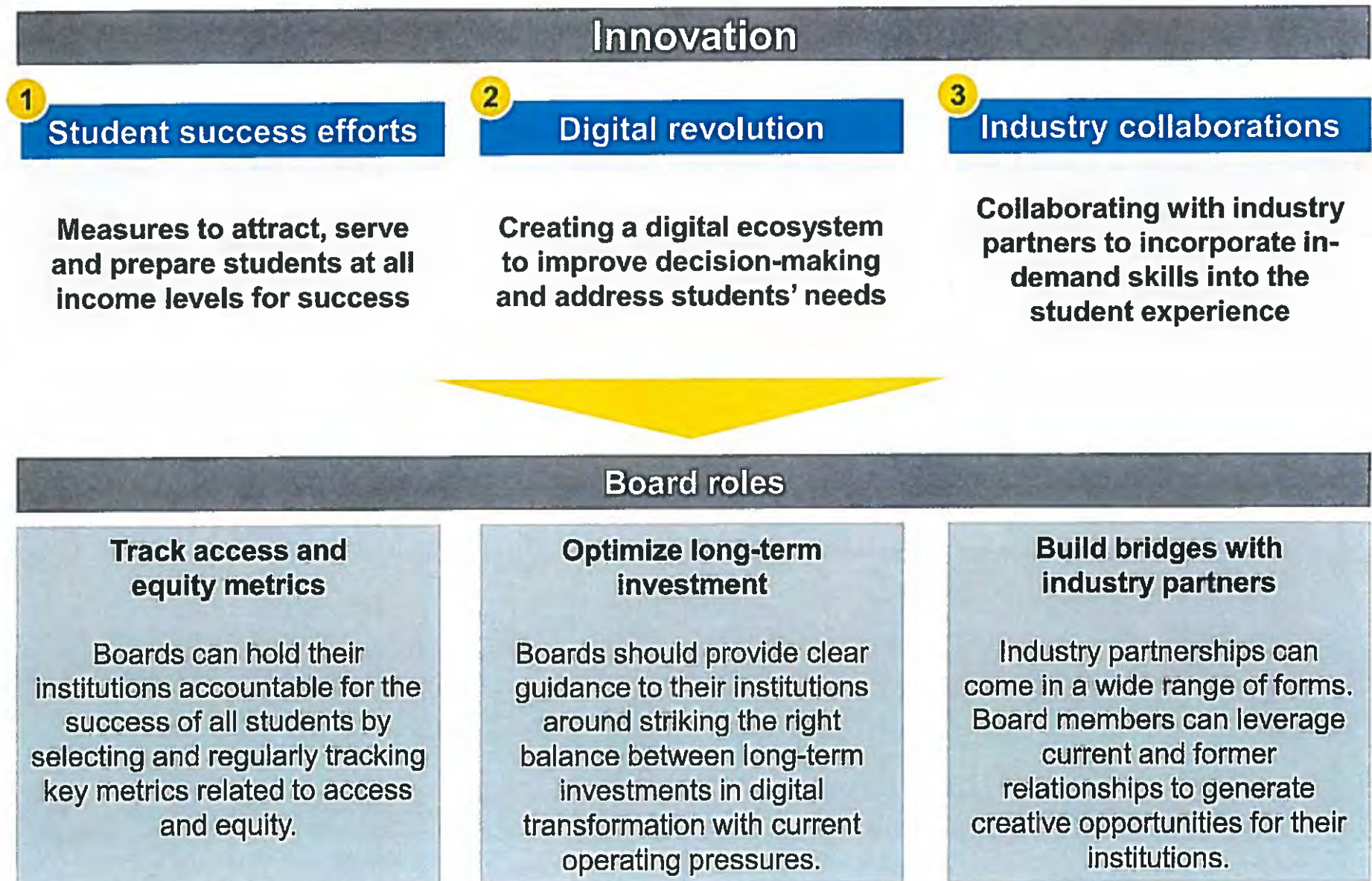


# Agenda

- ▶ The role of innovation in higher education
- ▶ Student success efforts
- ▶ Digital revolution
- ▶ Industry collaborations
- ▶ **Key roles for board members**

## Key roles for board members

Board members can take a number of actions to build the conditions for innovation within their institutions



## EY | Assurance | Tax | Transactions | Advisory

### About EY

EY is a global leader in assurance, tax, transaction and advisory services. The insights and quality services we deliver help build trust and confidence in the capital markets and in economies the world over. We develop outstanding leaders who team to deliver on our promises to all of our stakeholders. In so doing, we play a critical role in building a better working world for our people, for our clients and for our communities.

EY refers to the global organization and may refer to one or more of the member firms of Ernst & Young Global Limited, each of which is a separate legal entity. Ernst & Young Global Limited, a UK company limited by guarantee, does not provide services to clients. For more information about our organization, please visit [ey.com](http://ey.com).

Ernst & Young LLP is a client-serving member firm of Ernst & Young Global Limited operating in the US.

Parthenon-EY refers to the combined group Ernst & Young LLP and other EY member firm professionals providing strategy services worldwide. Visit [parthenon.ey.com](http://parthenon.ey.com) for more information.

© 2017 Ernst & Young LLP.  
All Rights Reserved.

EYG no. 06273-173GBL

This material has been prepared for general informational purposes only and is not intended to be relied upon as accounting, tax or other professional advice. Please refer to your advisors for specific advice.

[ey.com](http://ey.com)



Student Success Update  
ASA Integrated Report - Board of Trustees  
December 7, 2017

## Introduction

**The mission of Miami University emphasizes that Miami is “a student-centered public university” with “an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life” as well as a deep commitment to “student success.” In addition, it notes that Miami “supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses.”**

**Not only is student success central to Miami’s mission, but it figures prominently in our strategic plan, the Miami 2020 Plan. In fact, the first metric of the 2020 Plan is: “Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.” Although the specific numbers for the regional campuses are different, the goal, to increase the graduation rate by 10%, is equally ambitious.**

To underscore its importance, President Gregory Crawford incorporates student success in many of his major communications. For example, in his 2016 inaugural address, he affirmed our commitment to the lifelong success of our **students: “At Miami, our work is not limited to a student’s four years on campus or to merely preparing them for their first jobs. It is to prepare them for a life of leadership and citizenship, to instill in them the capacity to adapt to constant change, whatever their major or career path. Though we put a date on diplomas as if a student’s education is complete, that date marks the start of the next 40, 50, or 60 years of their lives.”**

## Oversight & Coordination

To meet the ambitious Miami 2020 Plan metric relating to retention, persistence, and graduation, Miami has created three committees:

1. Student Success Committee which was formed in 2012 and is co-chaired by the Provost and the Senior Vice President for Enrollment Management and Student Success and includes the Vice President of Student Affairs and the Associate Vice President of Budget & Analysis, and Dean of the College of Arts and Science along with other senior academic leadership, faculty, staff, and student representation. This committee guides the direction and planning of all academic and co-curricular success initiatives and policies, and it regularly creates subcommittees to undertake special projects relating to advancing student success.
2. Undergraduate Academic Advising Council (UAAC) which was formed in 2008 by the Provost to oversee the mission of academic advising at Miami. This Council coordinates advisor training and recognition, proposes advising-related policy and procedures, manages advising-related communications, and oversees assessment of undergraduate advising efforts. The UAAC also oversees the coordination of the UNV

101/First-Year Experience Course and supports the Miami University Academic Support & Advising Association which provides optional professional development and networking for academic advisors and academic support staff.

3. Regional Strategic Enrollment Team which is focused on improving the recruitment and retention on the regional campuses.

In addition to these three major committees, Miami has two additional university committees focused on: (1) academic partnerships and transfer & articulation, and (2) College Credit Plus. Both of these committees are chaired by an associate provost and include representatives from Academic Affairs on the Oxford and Regional campuses and Enrollment Management & Student Success.

The work of all of these committees is informed by ongoing student success data analysis and are designed to meet the Miami 2020 Plan metrics relating to retention and graduation.

### Academic Profile of Miami Students

As of fall 2017, 19,452 students were studying on the Oxford campus. The regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 4,972 students.

Of the Oxford first-year class, 50% are female, 57.8% are residents of Ohio and 98% were born in 1997 or 1998. Over eight (8.1) percent are international students, with 79.4 percent of this group from China.

Domestic students of color make up 16.8 percent of the first-year class and 12.3 percent of the undergraduate student body (based on fall 2017 Oxford campus enrollment). The breakdown of this population is as follows:

- 3.1% Black or African-American
- 4.5% Hispanic/Latino
- 2.2% Asian, Native Hawaiian, or other Pacific Islander
- 3.3% identify themselves as Multi-Racial, and of these:
  - 34.2% include American Indian/Alaskan Native as one of their races
  - 46.2% include Asian, Native Hawaiian or other Pacific Islander as one of their races
  - 26.8% include Black as one of their races.

Eleven percent of Oxford first-year undergraduates are Pell Grant recipients; 43% have financial need, and 100% of first-year students with need received offers of financial aid.

**Miami's student body is generally high achieving. Of the fall 2017 first-year** Oxford campus students, 33 percent of the freshmen graduated in the top 10% of their high school class. Fifty-seven percent entered Miami with college credit from Advanced Placement, dual enrollment/College Credit Plus, and other programs, with the average credit received being 17 hours. The average ACT score of the 2016 entering freshman class was 28.3.

The first-year student retention for full time students (2016 cohort) is 90.9 %. The six-year graduation rate (2011 cohort) is 79.1%.



In 2016, Miami University was commended for its strides in decreasing the gap between graduation rates of white and African-American students. The Education Trust report, [“Rising Tide II: Do Black Students Benefit as Grad Rates Increase?”](#), ranks Miami in the top ten of its list of the “top-gaining four-year public institutions for black students” for closing the gap between black and white students by 10.7 percentage points. Graduation rates improved by 10.5 percentage points for African-American students at Miami between 2003 and 2013, while **overall graduation improved by 0.4 percentage point. Miami’s graduation rates in 2013 were 81 percent for all students and 71 percent for black students.** The Education Trust used three-year averages to assess graduation rate change and lists Miami’s rates as **80.7 percent for all students** and 68.6 percent for African-American students.

While also focused on a liberal arts education, **Miami’s regional campuses serve a more diverse** and non-traditional student population: 39% of the students are part time and 61% are full-time. Twenty-five percent of the students on the regional campuses are non-traditional students (25 years or older); 53% are female, and 47% are male. Over 10% of the students on the regional campuses are high school students seeking college credit through the College Credit Plus (dual enrollment) program. The majority of students on the regional campuses are place-bound, and do not reside on campus. The top feeder schools are area high schools as well as local community colleges. The students on the Hamilton campus have a first-year student retention rate of 63.6%, and students on the Middletown campus have a first-year student retention rate **of 68.5% (for the 2016 cohort).** Those pursuing bachelor’s degrees on the Regionals (2011 cohort) have a six-year graduation rate of 26.3% for the Hamilton campus and 25.4% for the Middletown campus.

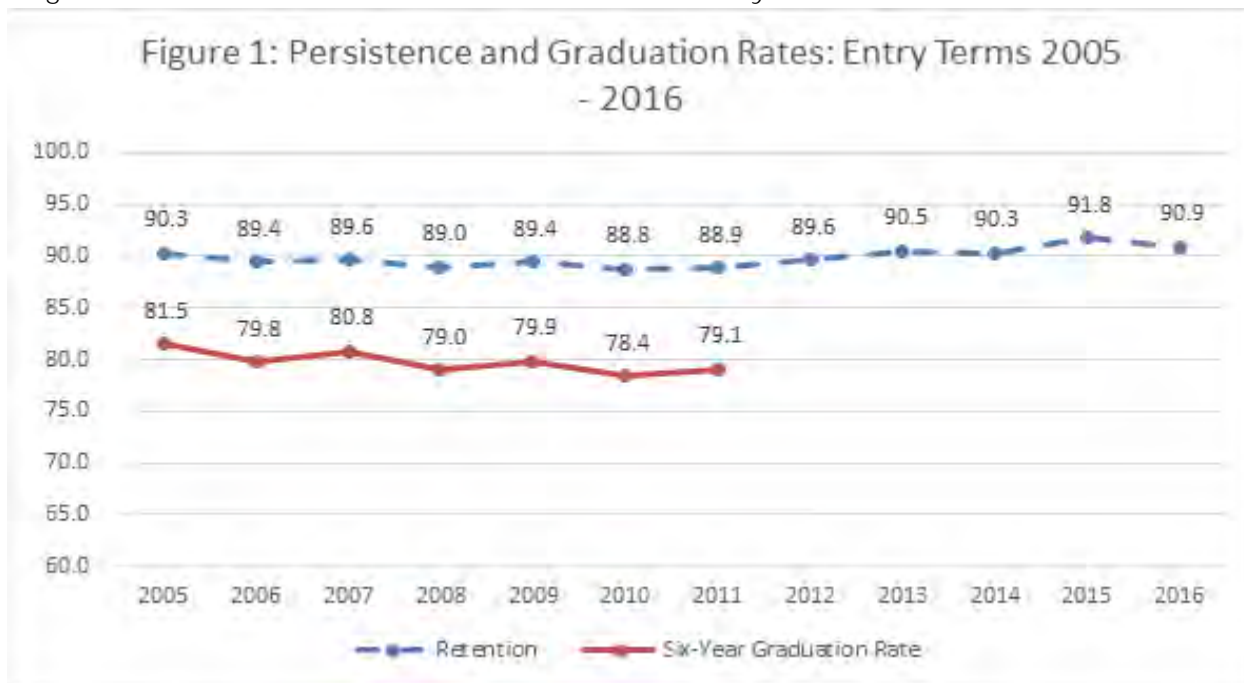
Although the academic **profile and completion rate of Miami’s Oxford campus students remain** very strong overall, data show that these overall success rates mask the fact that certain populations of students still lag behind in terms of academic success, including graduation rates. In this report, we define student success in terms of college completion (e.g., retention and graduation rates); and we not only present the data relating to barriers to student success, but we also will discuss the current support programs and strategies currently used to advance academic success. The report concludes by raising key questions related to student success at Miami University.

### Barriers to Persistence and Completion

The retention rates and graduation rates presented in this report are those submitted to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University.

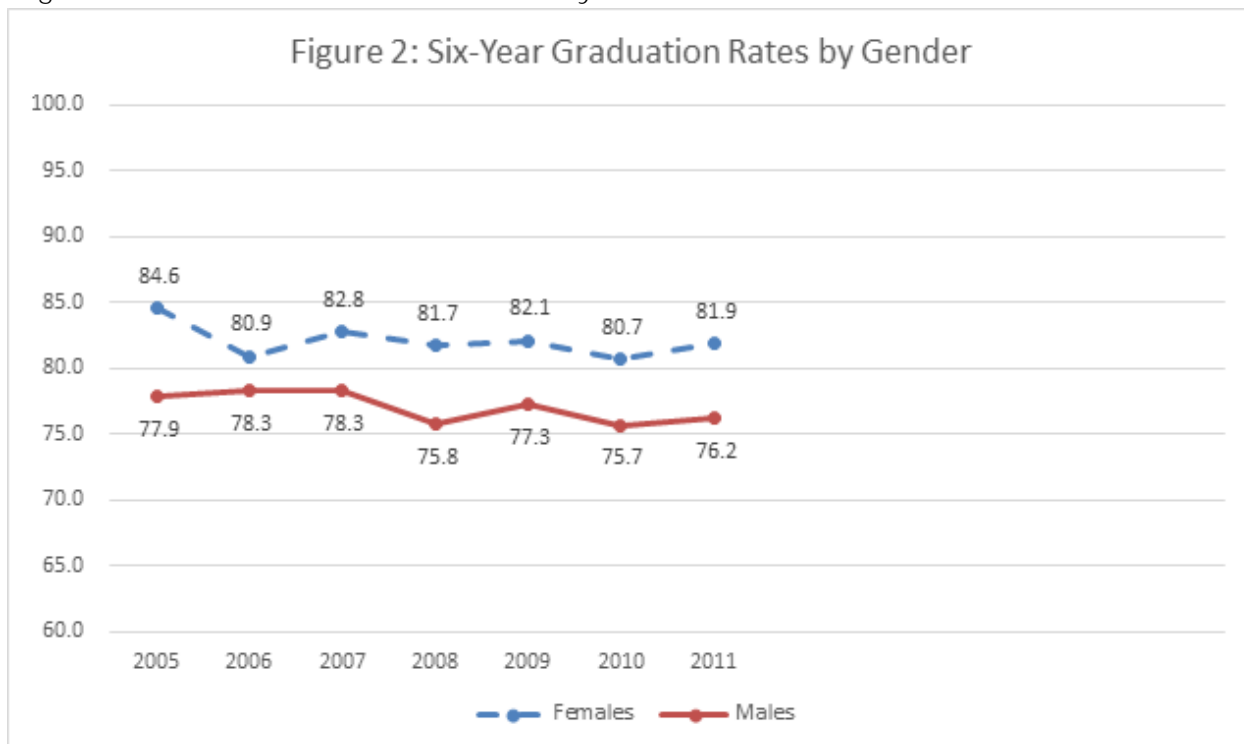
**Although Miami’s success rates are generally steady, retention and six-year graduation rates** have fluctuated in narrow bands for several years (Figure 1).

Figure 1: Persistence and Graduation Rates: Entry Terms 2005 – 2016



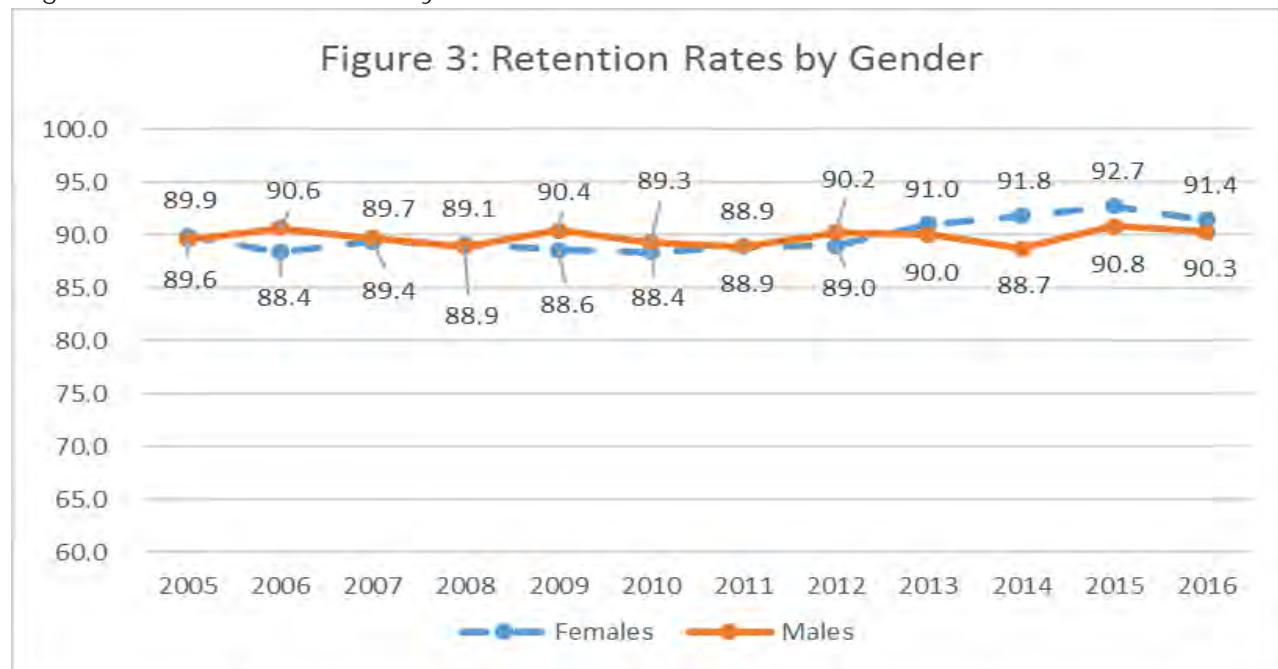
Several attributes have been identified as correlated to a higher risk for attrition for new, full-time Oxford students. These are: gender, first generation, and high financial need. For gender, the gap between male six-year graduation rates and female rates persists, with females graduating at a higher rate than males (Figure 2).

Figure 2: Six-Year Graduation Rates by Gender



Because the correlation between six-year graduation rates and retention rates is fairly strong for the period being considered, we expect graduation rates to increase over the next few years since retention rates have been increasing since 2012 (Figure 1). Retention rates for males and females tend to be similar, except in 2013-15 when females had slightly higher retention rates than males, i.e. 1-3.1% (Figure 3). Interestingly, even when female students have lower retention rates, the graduation rate among females has been consistently higher (Figure 2).

Figure 3: Retention Rates by Gender



First-generation students continue to have lower graduation rates compared to other groups of students (Figure 4). The gap in graduation rates for first generation students (Figure 4) is due, at least in part, to lower retention rates in that group (Figure 5). Further, we expect to see a decrease in the graduation rate for first-generation students due to the dip in retention rates in this group between 2010 to 2012. As discussed later in the report, Miami has created specific, targeted initiatives to improve graduation rates for this group, including more proactive academic advising, new learning communities focused on assisting with transition to college programming, financial literacy initiatives, and early career development programming across a number of majors.

Figure 4: Six-Year Graduation Rates for First Generation Students

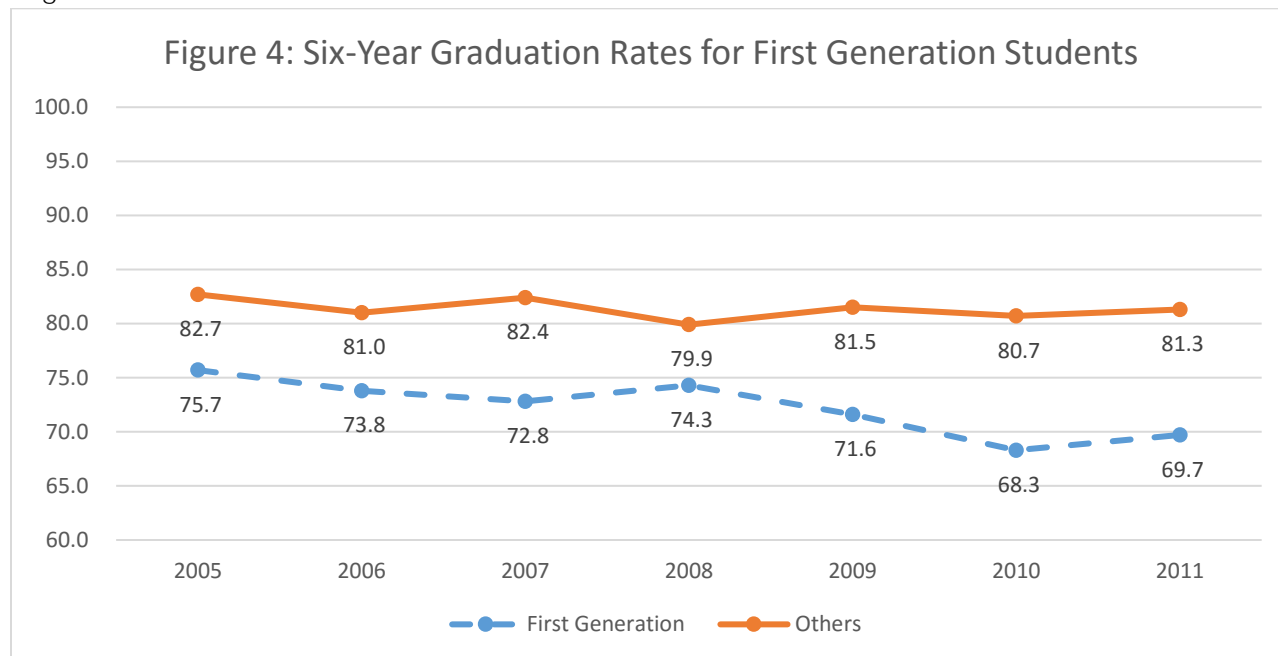
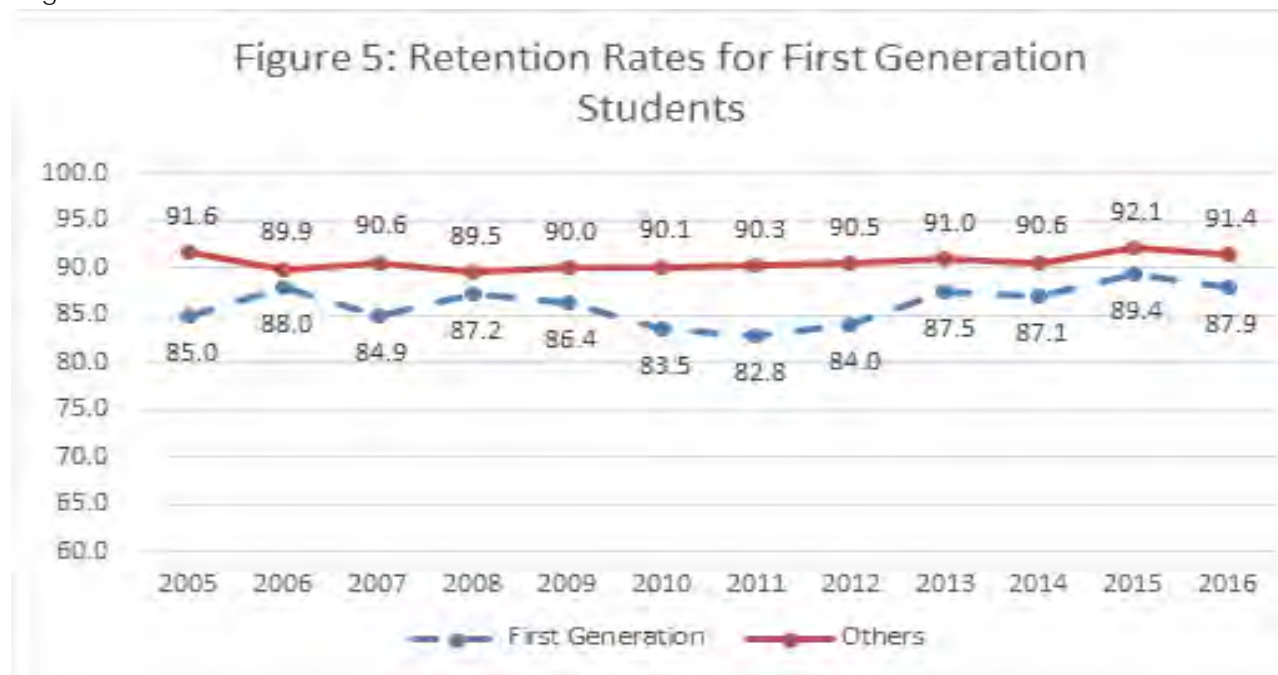


Figure 5: Retention Rates for First Generation Students



Finally, financial need is a factor in graduation rates. Students with high need [defined as students with an Expected Family Contribution (EFC) < \$5,000] have the lowest graduation rates (Figure 6). Encouragingly, retention rates for high financial need students have been improving in recent years (Figure 7).

Figure 6: Six-Year Graduation Rates by Financial Need (EFC)

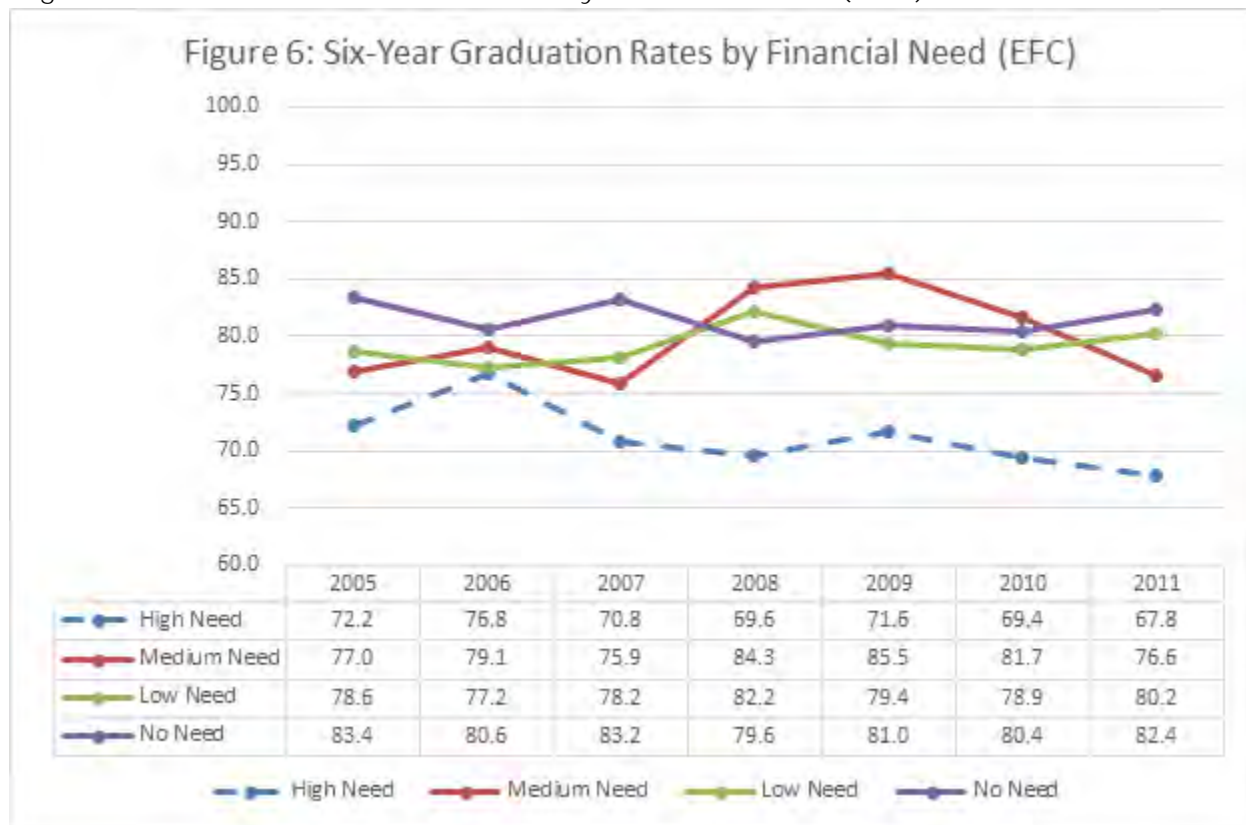
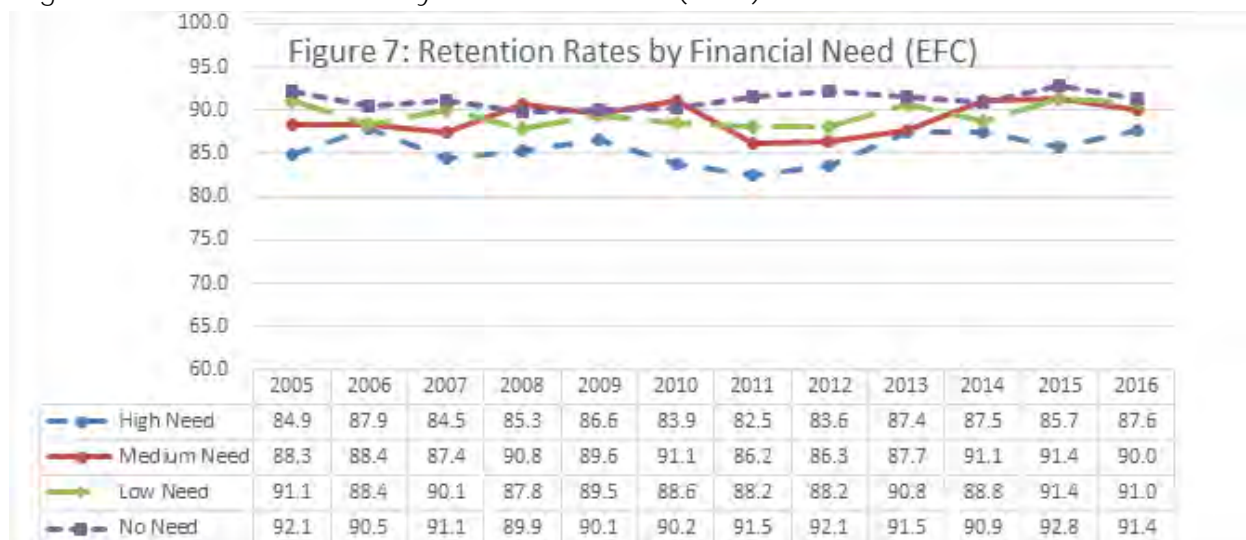


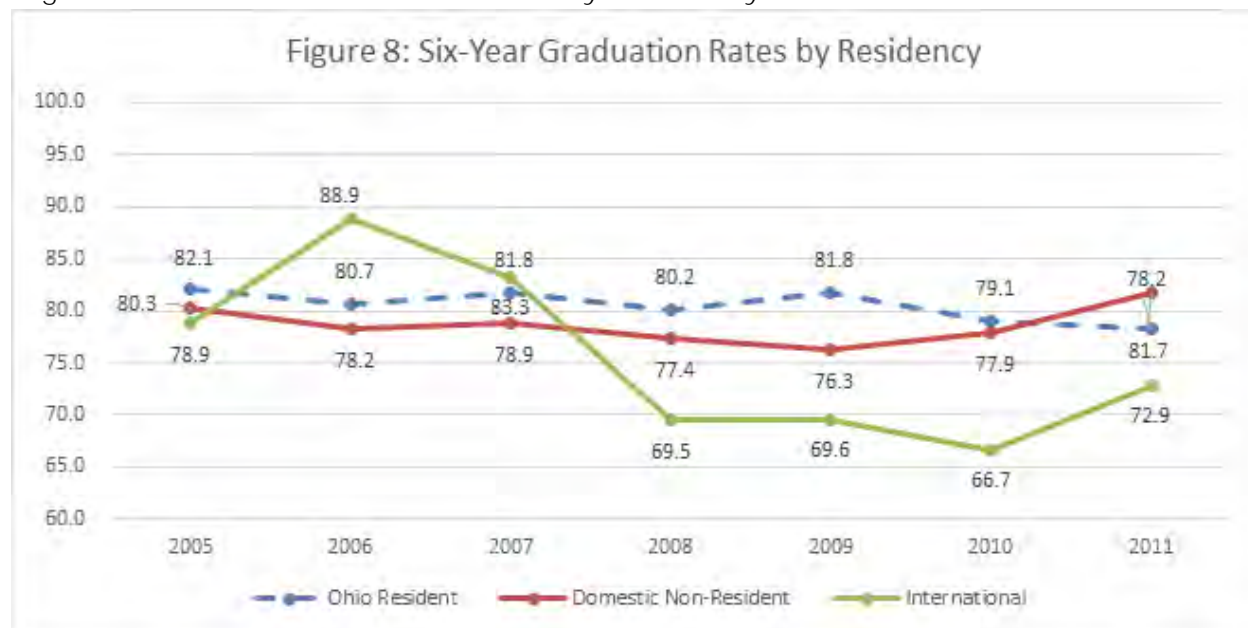
Figure 7: Retention Rates by Financial Need (EFC)





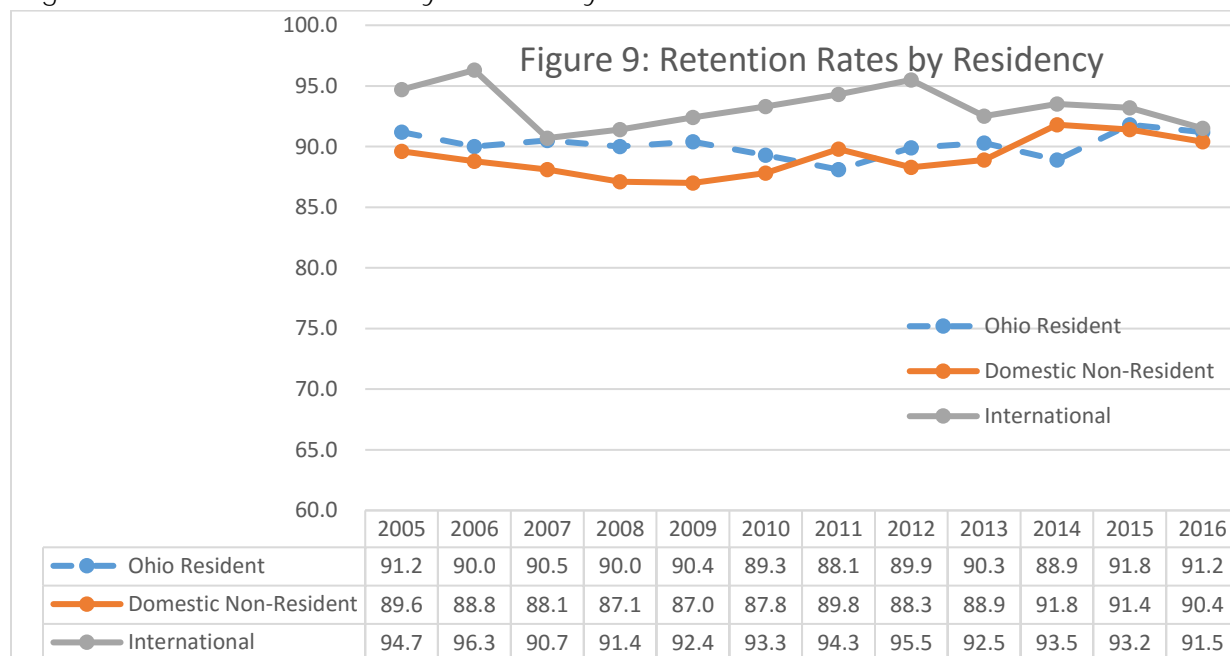
International student graduation rates are also of concern. Although the number of international students is small by comparison to domestic students, their collective graduation rate is lower (Figure 8).

Figure 8: Six-Year Graduation Rates by Residency



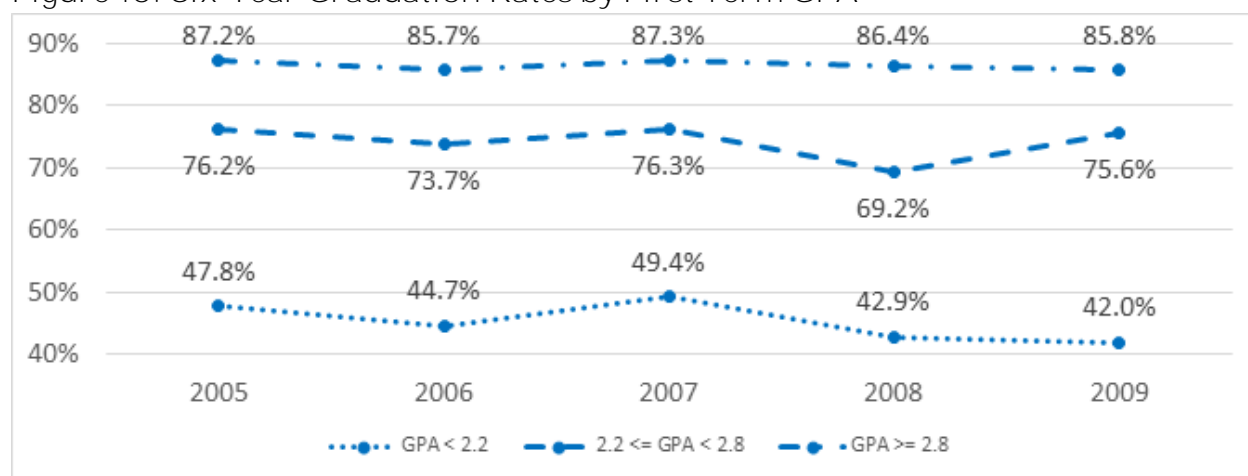
Retention rates of international students (unlike those for domestic students) have *not* been a strong predictor of the six-year graduation rate. In fact, retention for international students continues to exceed domestic students, although that gap is narrowing, especially in the last two to three years as the retention rate for domestic students has improved (Figure 9).

Figure 9: Retention Rates by Residency



Over the past three years, Miami has conducted research on persistence and graduation using **data from the Education Advisory Board's Student Success Collaborative as well as predictive analytics** from the Civitas Learning Platform. One factor that has emerged as a significant variable for retention is first term Grade Point Average (GPA, Figure 10). In fact, first term GPA is the most powerful predictor of retention for incoming cohorts. Miami has identified two important cut-points affecting student retention. Students with a first-term cumulative GPA below 2.20 have six-year graduation rates below 50% (Figure 10), and students with GPAs of at least 2.20 but less than 2.80 have a statistically significantly lower six-year graduation rates than those whose first term GPA is at least 2.80 (Figure 10). Historically, Miami had intervention practices for students with first term GPAs below 2.00. As a result of the work of the Student Success Committee collecting and evaluating these more recent data, Miami has initiated new, proactive intervention practices for students whose first term GPA is between **2.00 and 2.20, in addition to other 'at risk' student populations. These interventions are** described in more detail below.

Figure 10: Six-Year Graduation Rates by First Term GPA



## Success Strategies

### Pre-College Programs

Launched in 2014, the [Summer Scholars Program](#) provides a rich, early college experience for academically-talented rising high school juniors and seniors from across the globe. Students engage in a community of learners for an intense, two-week summer program.

[Bridges](#) is a visit program geared towards high-achieving, diverse high school seniors who are interested in learning more about the educational opportunities available at Miami University. Students who successfully complete the Bridges Program and apply, receive acceptance, and enroll full time at Miami's Oxford campus are considered for a Bridges Program scholarship. Scholarships are renewable for up to four years if the student maintains a 2.50 GPA at Miami University.

Miami University and Cincinnati Public Schools have recently developed a long-term partnership that will create a pipeline of academically talented and diverse students who, beginning in middle school and through continuous engagement and exposure to college-readiness initiatives and programming, ultimately will matriculate to the Oxford campus. The

primary goal of the program is to identify traditionally underrepresented students early in their academic careers in an effort to simultaneously increase their academic success and degree attainment and to diversify and broaden the pipeline of these Cincinnati Public Schools students into specific academic disciplines at Miami University. Miami expects to replicate this pre-college and success program in other key urban and rural markets across Ohio over the coming years.

### Competitive Admission

Because the number of undergraduate students that can be enrolled at Miami is limited by **several factors, including the physical capacity of Miami's residence halls** and the number of faculty, Miami's Oxford campus practices selective admission. The review process is comprehensive, holistic, and individualized. The Admission Review Committee strives to see their interrelationships of the variables within the application and to establish the context of a student's achievements and demonstrated potential up to this point in his or her life. By taking **this holistic approach, Miami's admission process can purposefully focus on recruiting,** admitting, and enrolling a diverse, motivated, and academically-talented cohort of students who are highly likely to progress to on-time graduation.

### Institutional Aid & Loan Debt

**Because Miami is committed to providing the greatest return on families' investment in** education and data show that **anxieties that relate to finances can impede students' academic** success, Miami recently instituted the [Miami Tuition Promise](#). The Tuition Promise provides all first-time undergraduate students and their families the certainty that Tuition, Room and **Board, Special Purpose Fees, and Course Fees will be frozen over the four years of a student's** Miami experience. By holding tuition and fees constant, students and families can better plan **financially for a college education. Stability in costs also ensures that a student's renewable** scholarships and financial aid dollars will retain their value over the entire four-year period.

Additionally, to better serve students who come from families with high financial need, Miami has instituted a [Miami Access Fellows Program](#). This program is a grants and scholarships program for Ohio residents designed to help make Miami University accessible to new first-year academically competitive students who have total family income that is equal to or less than \$35,000. It also includes academic support, including workshops and a pre-college experience. Since 2010, Miami has strategically leveraged institutional aid to meet enrollment and retention **goals. Miami's scholarship program recognizes both merit and financial need, and for the last** several years, almost 70% of the incoming fall class has received some type of scholarship or grant. In 2017-18, 38.2% of Miami scholarship dollars went to support students with financial need.

Miami continues to monitor student debt at graduation carefully and to provide students with **financial aid counseling to diminish student's overall educational costs. The One Stop website** includes a student-friendly [guide](#) for applying for financial aid (including an estimated family **cost contribution calculator**) as well as a "[Know Before You Owe](#)" student loan information page. Miami's UNV 101 now includes an optional module relating to financial literacy.

For the last two years, Miami's (Oxford and Regional Campuses) student loan indebtedness has held steady. In 2016, the average loan indebtedness was \$29,956, with 51% of graduates

**borrowing. This is a slight decrease from the prior year's average of \$30,015. Statewide, the average in 2016 was \$30,351 with 64% borrowing. The three-year default rate for Miami's 2014 cohort is 10.6%, up from 9.3% in 2013.**

#### Orientation and Transition to College

Miami offers a [two-day summer orientation](#) to all incoming students on the Oxford campus with **the goal of promoting the 4 C's: confidence, connection, curiosity and comfort.** The majority (97%) of domestic, first-time students on the Oxford campus attend a June orientation session. International students attend orientation when they arrive on campus in mid-August, and the remaining 3% of domestic students attend a two-day session in August before the start of Welcome Weekend. Orientation features group sessions on a variety of college success topics (e.g., health and wellness, personal development, involvement and activities) as well as individualized advising by faculty and professional staff to assist with decisions about degrees, academic opportunities and courses. Additionally, orientation contains components that are **aimed at educating students' parents on key transitional issues, and later in the summer,** students are required to complete an [online educational module](#) about high-risk alcohol use and Title IX issues. Upon arrival in August, student also participate in a series of programs and activities during Welcome Weekend, which was summarized in detail in a written report for the September 2017 Board of Trustees meeting.

Students who attend the new student summer orientation program (NSO) overwhelmingly **return for classes in the fall, so it is effective at minimizing summer "melt."** In 2017, 99.5% of NSO attendees returned in the fall, with a five-year average of 98.92%. Students also report that as a result of NSO, they feel a greater sense of belonging at Miami (96%), more confidence in their decision to attend Miami (97%), and more prepared for their first year of college (97%).

On the regional campuses, all incoming students participate in the [SOAR \(Student Orientation, Advising, and Registration\)](#) Program which facilitates a seamless transition to the regional **campuses' academic support systems.**

Placement in appropriate courses is assured through online examinations in [math](#) and [foreign language](#). Students typically complete the examinations prior to summer orientation so that they can plan their schedule appropriately with their advisor. Students on the regional campuses also complete [Accuplacer placement tests](#), and a trained academic advisor is assigned to students who score low on their placement test, so that they have additional support and can make careful course selections.

Since 2014, International Student and Scholars Services (ISSS), along with Student Affairs staff and an academic advisor, have conducted pre-orientation sessions in China to help our new students begin their transition in advance of their arrival in the U.S. That program, held in four cities, includes academic sessions, a student life session, a session for parents, and a session about the logistics related to arriving in and studying in the U.S. In the past two years, Miami has also been piloting pre-Orientation advising for special populations of students (international, **College Credit Plus, transfer**) via **Miami's Learning Management System** (Canvas). Students can learn about the Global Miami Plan and degree program requirements, academic support resources, and other important information for new students prior to the in-person orientation.



Sponsored and piloted beginning in Fall 2017 by the Student Success Center, [Miami, My Place](#) is a specialized, interactive, and exclusive program. It was created for students who are first in their family to earn a bachelor's degree, are recipients of the RedHawk Grant (Pell eligible), or have had limited exposure to pre-college and professional enrichment experiences, and ensures participants make a smooth transition to college.

**Bridges Program (Miami's premier diversity recruitment program) alumni are invited to** participate in two exclusive programs devoted to creating a successful transition to and through Miami – Bridges Scholars and Bridges Scholars Early Arrival programs. These initiatives are a joint effort between the Office of Admission and the Student Success Center. The program is uniquely designed to intentionally develop a community around Bridges Program alumni and connect them with activities and resources geared toward their success at Miami.

Miami also works with the Ohio Department of Higher Education to award appropriate course credit and placement for students who earn particular scores on [Advanced Placement \(AP\) or College Level Examination Program \(CLEP\) assessments](#). In the past two years, Miami has also taken steps to increase the credit awarded for International Baccalaureate Higher Level examinations and in-house proficiency examinations as well as to lay the groundwork for awarding prior learning via portfolio-based assessments.

### Support Services

Once the semester begins, students can take part in a wealth of high quality support services suited to their needs:

- [Office of the Dean of Students](#) works to offer comprehensive resources to support **students' intellectual growth and personal development, and provides support for students' safety as well as academic and personal well-being**, including assisting students through crises or difficult circumstances.
- [One-Stop Services](#), launched in October 2014, integrates the front-facing functions of the bursar, registrar, and student financial assistance to virtualize and provide services for all students, faculty, and staff on a 24/7 basis.
- [Rinella Learning Center](#) offers tutoring, supplemental instruction, academic coaching, and meetings with learning specialists at no charge to students. Individualized support is also offered to students with learning disabilities and other populations who are at higher risk for attrition. Last year Rinella provided 9,127 tutoring appointments to 1,492 students, a 33% increase in students served in two years. An additional 2,018 students were served through supplemental instruction sections, a 62% increase in two years. Rinella also proctored more than 10,000 exams during the 16/17 academic year.
- [Global Initiatives](#) provides advising and programming support for international students and faculty through visa and immigration information, incoming student orientation and other social and academic programs, a newsletter, peer mentoring, and other resources.
- [Student Disability Services](#) provides reasonable accommodations and resources to ensure that students with disabilities have equal access to university life. More than 1,800 Oxford students are registered with SDS, a 17% increase in one year.
- [Student Counseling Service](#) provides individual and group counseling appointments as well as workshops to assist students in developing and maintaining healthy personal,

emotional, and psychological functioning. In 2016/17, SCS served 11.44% of the student body in Oxford, holding more than 9,000 appointments. In 2014/15, that percentage was 6.7%. In addition they offered 300 outreach programs on campus last year.

- [Student Success Center](#) focuses on advocacy, problem-solving, and retention. With the goal of increasing student persistence to graduation, the staff helps students untangle and resolve complex problems and provides assistance with navigating University policies and procedures.
- The [Office of Residence Life](#) creates a safe, engaging, and comfortable residential community for more than half of our undergraduate population so that they can thrive in their academic pursuits. Full time and graduate residence hall directors and 268 undergraduate resident assistants manage all aspects of student life in 46 residence halls and 31 living-learning and themed communities.
- [Center for Career Exploration & Success](#) offers workshops, individualized consultations, and proactive career support to all students.
- [Howe Center for Writing Excellence](#) provides consultations, workshops, and other programs to improve student writing and writing instruction.
- [Office of Diversity Affairs](#), which includes [LGBTQ+](#) services and the [Women's Center](#), is responsible for the development and implementation of [programs and activities](#) designed to enhance the academic success, retention, and personal development of diverse student populations, including.
- The [Office of Parent and Family Programs](#) offers programs, webinars, and e-newsletters to work in partnership with parents to support their students' success. Educational programs and articles, reminders about deadlines, and recommended discussion prompts all help parents have conversations with their students that support our mutual goals.
- Several other offices within Student Affairs offer educational and support programs and services to facilitate student engagement and learning and to support student success. These offices include the [Armstrong Student Center](#), [Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life](#), the [Wilks Leadership Institute](#), the [Office of Community Engagement and Service](#), and [Student Wellness](#).
- Support Services on the Regional Campuses include an [advising center](#), [tutoring and learning center](#), [disability services](#), [counseling services](#), [veterans center](#), [multicultural services](#), and [career services](#).

## Advising

[Comprehensive Academic Advising Model](#) – Beginning in 2015, Miami instituted a new university-wide approach to academic advising that included a shared advising philosophy, outcomes and approaches. All advisors are required to undergo advisor training offered in a hybrid delivery mode, via the Learning Management System. The training addresses the following topics:

- **Miami's Advising Model (Philosophy, Outcomes, Approaches)**
  - University, Global Miami Plan and Divisional Curricula
  - Key Advising Policies & Procedures
  - Advising E-Tools (EAB Student Success Collaborative, Degree Audit Report)
  - Developmental Approaches to Advising Conversations
  - Special Topics Relating to Advising (Mental Health, Career Development, Financial Aid, Study Abroad)

- Advising Special Populations (Student-Athletes, High-Ability Students, Transfer Students, Relocation Students, Students with Financial Need, Students with Academic Need, LGBTQ Students, Students of Diverse Racial & Ethnic Identities, etc.)

Advisors can attain four levels of achievement which are recognized at an annual reception hosted by the provost.

[University Studies Program](#) is an intensive advising program (begun in 2013) for students who are undecided about their major. Advising is offered by faculty members who are specially trained to work with undecided students. University Studies also are enrolled in special sections of UNV 101 during the first semester. The UNV 101 curriculum for these sections are customized to address the needs of undecided students.

### Advising E-Tools

**The Degree Audit Report (DAR) displays the student's completed course work and current registration matched with degree requirements of the student's declared major(s) and minor(s);** it identifies deficiencies and lists courses to satisfy specific requirements. Students also have the ability to access the "What-If DAR" to explore new degree paths. In 2017, Miami launched the **use of the Education Advisory Board's [Student Success Collaborative](#)** across all campuses. This powerful advising tool provides data analytics and predictive modeling to generate risk assessments for each Miami student; easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support. It also enables early alerts, communication campaigns from advisors to advisees, and note-taking on all advising and academic support sessions. Plans are underway to implement [U.Achieve](#) Planner, a web application technology designed to allow students and advisors to explore multiple degree paths and identify a four-year, term-by-term schedule for success. This system also enables chairs and deans to plan course schedules well in advance and ensure the appropriate number and array of courses are available to meet student needs.

### Curriculum & Instruction

A new college transition course, [UNV 101](#), was designed and launched in 2014, and the number of sections offered have increased each year thereafter. The course provides an overview of liberal education, promotes personal and social responsibility, and educates students about the advising and other support resources within their division, campus, and university. The course content can be customized to meet the needs of special populations of students, and many departments embedded UNV 101 content into their introductory courses for their majors. Currently, almost 80% of incoming students are enrolled in a UNV 101 or a customized version of this course for the major.

[EDT 110: College Success Strategies](#) is offered through the Rinella Learning Center each semester. Topics for the course include metacognition, time management, test taking anxiety and strategies, writing, problem solving and decision-making, critical thinking, and annotation. A new degree completion program, the [Liberal Studies](#) major, was developed in the past two years to enable students with more than 120 academic credits and have either stopped out or stalled in their degree progress to graduate more easily.

In 2014, as a part of a state initiative, Miami created [pathways](#) for over 60% of its academic programs to enable students to complete these degree programs in three years.

In 2014, Miami offered its first winter term. Among meeting other goals, the winter term is designed to assist students in meeting degree requirements in a timely manner. Since its inception, approximately 75-100 students were able to use the courses taken during this term to complete graduation requirements. In 2016-2017, new [guidelines](#) were developed to ensure that accelerated-delivery curricular offerings are of the same level of rigor and quality as courses offered during the fall and spring semester.

The [Regionals e-Campus](#) and [e-Learning Miami](#) (Oxford) have been selectively developing new online degree programs and online/hybrid courses to enable greater flexibility and degree pathways for students.

Miami has taken major strides in advancing [affordable and free course texts](#) for students in the past year. An Affordability/Open Education Resource Committee has developed multiple grants programs for faculty, a Canvas site for faculty, and a communication plan.

#### Academic Support for Special Populations of Students

[University Honors Program](#) provides special curricular and co-curricular opportunities and academic support for selected high-ability students.

[University Academic Scholars Program](#) was launched in 2013-2014 and provides enrichment and support for high-ability students pursuing particular areas of study (e.g., pre-law, global studies, sustainability). This program allows Miami to attract and retain greater numbers of high-ability students beyond those enrolled in the University Honors Program.

[Scholastic Enhancement Program](#) provides academic and personal guidance for targeted and conditionally admitted students to ensure their completion of a degree through coordinated programs and services in cooperation with faculty and staff campus wide.

[TRiO Student Support Services](#) is an educational support program located on the Regionals funded by the United States Department of Education, whose goal is to help eligible students (Pell Grant) graduate on schedule with the lowest amount of financial debt.

[Academic Interventions](#) by academic support staff and advisors are provided at midterms for students who are in their first two years at Miami and receive a C- or less as well as students who are on academic warning, probation or suspension.

Miami has administered several surveys to students (transition survey and student satisfaction **survey**) **to gain insights into students' experience inside and outside the classroom. The** Division of Student Affairs administered the Transition Survey to first year, incoming students and provided outreach to those students whose responses indicated a need for support.

[American Culture & English Program](#) serves international students whose English language test scores fall just below the admissible level for admission to Miami, but who otherwise meet the requirements for admission. It offers high-quality English language instruction, a challenging



and supportive intellectual environment, and the cultural and co-curricular experiences necessary to develop strong English speaking and writing skills and to achieve academic success at Miami University.

Located on the Regionals, the [English Language Center](#) provides conditionally admitted students with intensive English language instruction and prepare them with college, social, **cultural, soft, and life skill sets to be successful in America's higher**-education system.

[Student Athlete Support Services](#) (SASS) offers student athletes academic coaching and tutoring designed to achieve their highest level of academic and personal development. This office also provides a summer bridge program to help prepare incoming student athletes to excel in the classroom.

### Transfer & Articulation

In 2013, Miami formed an Academic Partnerships Committee to create consistent policy and processes, enable university-wide coordination of efforts, and ensure best practices in forging and sustaining partnerships with schools, colleges, and universities across Ohio, the nation, and world. The Committee has developed [partnership guidelines](#) and [workflows](#) as well as a [comprehensive list of academic agreements with postsecondary institutions](#).

In alignment with the Ohio Department of Higher Education regulations and to promote the success of transfer students, Miami has created over 200 Transfer Assurance Guides, Career Technical Assurance Guides and Military Transfer Assurance Guides.

Miami also offers all incoming transfer students a customized [orientation](#) which includes individual advising as well as a comprehensive [website](#). The advising community is developing a Learning Management System (Canvas) site for transfer students.

### Policies & Procedures

Each year, the Student Success Committee and the Undergraduate Advising Council reviews policies and procedures to advance student success. In 2016-2017, the Student Success Committee formed four working groups to benchmark student success policies against national best practices. These groups developed several important recommendations which are currently being implemented. Examples include:

- Develop degree paths based on primary major.
- Revise parameters for midterm grade submission.
- Pilot early alert system, and expand the practice of progress reports currently used for student-athletes.
- Establish university-wide success markers.

In the past five years, several significant policies have been developed or revised. Among the policies revised are developed are: course repeat policy, reduction of the credit hour requirement for graduation, expansion of the midterm grade policy to include sophomore students, and revision of the fresh start policy. Beginning in 2014, the university began moving progressively toward a multi-term course scheduling and registration process to enable purposeful curricular planning, more accurate advisement, and timely degree completion.

## Conclusion

Student success is integral to the mission and operation of Miami University. The 2018 *U.S. News & World Report* rankings recognize Miami as the highest public university in the United States in the category of “**Strong Commitment to Undergraduate Teaching**.” Only 19 national universities are noted for such commitment. Miami has appeared on this short, elite list since the inaugural year of the rankings in 2009, and has been in the top five among public universities for eight years in a row. *The Fiske Guide to Colleges 2018* recognizes Miami for a “strong academic reputation, dedicated and accomplished faculty, high-caliber students, and high graduation rates.”

Although Miami has attained national prominence for its ability to graduate students on time and prepare them for life beyond college, the university does not intend to rest on its laurels. Miami is and will continue to be vigilant in adopting a data-driven and forward-thinking approach to ensure continuous improvement.

Key Questions to advance continuous improvement include:

1. How effective are our approaches to enhancing student success with respect to preparing Miami graduates to enter a competitive, diverse, and global environment?
2. What can be done to promote a greater sense of belonging among our entering students in the residence halls and co-curricular life? How might we assess the impact of the residential experience on student learning and success?
3. As Miami assesses student success related to:
  - a. their Miami experience, what indicators of success should we use beyond retention and graduation rates?
  - b. post-graduate outcomes, what indicators of success should we use beyond measuring placement rates, starting salaries, and other post graduate outcomes (e.g., graduate and professional school success)?
4. What will be the critical elements of a residential campus in 2030? How might we prepare to ensure Miami is creating a premier residential experience for current and future Oxford students?

## Student Affairs Good News December 2017

---

### Fall Highlights (through November 20)

#### Community Engagement and Service

- Miami University received a Champion Award for its Freedom Summer App at the first-ever ALL IN Challenge Awards Ceremony recognizing colleges and universities committed to increasing college student voting rates and civic participation. The program was designated as “most innovative” in the nation by the members of the ALL IN Challenge Advisory Board. The Office of Community Engagement and Service prepared the ALL IN Challenge application and report, resulting in the “most innovative” program award.
- Miami University also earned a Bronze Seal from the ALL IN Challenge for achieving a student voting rate between 50 and 59 percent. Miami’s data reveals a voting rate of 55.9% in 2016, higher than the national average.

#### Diversity Affairs

- The Women’s Center and LGBTQ Services moved into a new shared space on the third floor of the Armstrong Student Center.
- The Office of Diversity Affairs (ODA) welcomed 130 of our incoming students who represent students of color, LGBTQ students, Pell Grant and 1<sup>st</sup> generation students via MADE@Miami Pre-semester program
  - Participants expressed their experience positively impacted their Miami experience including making them more likely to seek out opportunities to get involved on campus.
  - Created monthly follow-up programming for MADE@Miami participants and current students to come together and build community
- ODA formed a connection with our Latinx population of students; we traveled to the Ohio Latino Summit at UC and hosted a reception for them to meet other students, staff and faculty
- The Women’s Center was the primary sponsor for several fall semester events:
  - Women's Equality Day with a voter registration table, co-sponsored by the League of Women Voters of Oxford
  - Welcome reception for new female faculty and staff, co-sponsored by the Provost's Office and Women's, Gender, & Sexuality Studies
  - A dinner for American and Muslim Women's Collective, co-sponsored by the Office of International Students and Scholar Services
  - The 19<sup>th</sup> year of the Clothesline Project art exhibit in October viewed by hundreds of students
- National Coming Out day was held under the Upham Arch with record participation and visibility across campus
- ODA is reassembling the LGBTQ+ Advisory Board Group with Dr. Madelyn Detloff as co-chair
- 2 new LGBTQ+ Student Organizations have been created (1 undergraduate and 1 graduate)
- Stakeholder in first gender-inclusive living learning community

#### Harry T. Wilks Leadership Institute

- Hosted the annual Strengths-based Perlmutter Leadership Conference on October 22. The number of Miami students in attendance this year has remained consistent with 139 students in attendance. Adjusting the level of engagement in the content, students actively participated in multiple Strengths-based sessions, activities, and discussions led by Gallup-trained facilitators from Miami University and the University of Cincinnati in addition to student staff from Wilks. Students mentioned the following as important lessons learned as a result of attendance:
  - How to connect their strengths to daily life

- Turning challenges of Strengths into positive contributions
- Confidence in effectively talking about their strengths to others in a variety of settings

### Myaamia Tribe Relations

- 21 students are enrolled in EDL 115, How the Myaamia Live Today
- Collaboration with UCM--The big news of this semester is the launch of the awareness campaign about Miami's long-standing relationship with the Miami Tribe.
- The revised Miami Tribe Relations website was launched early this semester and included the newly released video about Myaamia students at Miami.
- A joint letter from Chief Lankford and President Crawford was sent on October 19 to all students/faculty/staff and through alumni networks announcing the new Myaamia Heritage Logo and spreading wider awareness of the relationship with the Miami Tribe.
- On October 21, 2017 Chief Lankford and President Crawford signed a Memorandum of Agreement at Lewis Place concerning the joint ownership and the use of the Myaamia Heritage Logo. A reception followed with the UCM and Myaamia Center staffs and Myaamia students attending.
- At the football game on October 21, Chief Lankford and President Crawford went to center field, along with the 3 Myaamia men cheerleaders, for the coin toss to start the game. A commemorative coin was produced for the toss and special copies were presented to both the Chief and the President.
- At the second time-out of the game, a brief slide show and announcement led into a 30 second version of the new video highlighting the new logo and strong relationship. While this was occurring, an infographics handout about the relationship was distributed in the stands.
- December 8 will be the launch of new merchandise in all three bookstores in Oxford using the Myaamia Heritage Logo.

### Off-Campus Outreach & Communication

- The Off-Campus Outreach & Communication Office worked with Associated Student Government to provide an off-campus housing fair for 2<sup>nd</sup> and 3<sup>rd</sup> year students who are searching for off-campus housing. The fair showcased nearly 20 local property managers and the H.O.M.E. office to nearly 200 students.
- The office gave two presentations in residence halls and one to international students, about the off-campus housing search to educate students about their options and their responsibilities as future tenants.
- We continue to see increased use of the Commuter Center, and interest in the Commuters of Miami student organization, likely due to the first annual "Commuter Preview Day" held in August. The Center has now rented ALL of the 70 lockers in the Center. We've also more than doubled the participation in commuter events this year and implemented a Commuter Mentoring Program, providing more and more opportunities for this often-overlooked population to build community and establish relationships.

### Orientation and Transition Programs

- Summer Orientation retention numbers are in! Only 18 students of the 3,458 who attended summer orientation did not return for the first day of school, which is a 99.5% retention rate, the highest since we began tracking this number in 2012. Our three-year average is 99.3%.
- Welcome Weekend and First 50 Days Programs concluded on October 15. The newly expanded program series included over 400 programs to support new student transitions - more than triple prior years - and involved collaboration from more than 70 campus partners from across the university and local community. Student focus group participants commented that Welcome Weekend and First 50 events helped them connect with other new students; students also commented that attending these programs helped to increase their belonging and decrease loneliness and homesickness at the start of the year.



- We've expanded the transfer one-day orientation schedule. As transfer one-day orientation attendance continues to grow and all academic divisions are participating, we have expanded the schedule to include student leaders (SOULs), a SOUL panel for parents and families, and a Q&A session with select campus partners. The program has expanded by 90 minutes, but still fits easily within one business day.
- Orientation and Transition Programs held our third annual SOUL Homecoming Reunion Brunch on Saturday, September 16<sup>th</sup>. Approximately 25 former SOULs attended the event, connected with one another, and enjoyed a meal and slideshow of SOUL memories. The program was the latest in a series of SOUL alumni communications and events which began in spring 2015. These efforts are helping to connect former SOULs for networking and career support, and have resulted in increased alumni giving to the office since the start of the school year.
- Recruitment for Student Orientation Undergraduate Leaders (SOULs) is underway. Applications opened in late October. A priority application deadline is in early December, and a final deadline is set for early January.

### Parent and Family Programs

- Family Weekend 2017 brought thousands of Miami families to campus, where they enjoyed time with their students, attended academic lectures, arts and athletic events, and explored Oxford and surrounding areas. Family Weekend survey respondents reported that Family Weekend increased their understanding about their student's Miami experience (92%), increased their awareness of Oxford as a welcoming community to Miami students and families (92%), and that they had at least one conversation with their student about the student's goals for their time at Miami and how they are working toward those goals (91%).
- Parents Council - Successfully recruited 10 families to represent Families of the Class of 2021 to the University. Through collaboration with offices across campus, the Council remains focused on assisting career development efforts through expanding the network of employers that recruit at Miami, reducing high-risk alcohol use through the support of initiatives such as Uptown Safety Stations, and eliminating hazing in Greek-letter organizations through targeted engagement of parents in conversations about hazing with their students.
- Collaborated with 9 different units to offer seven Parent & Family Webinars, designed to provide families with timely and topic-specific information, such as supporting a student who is sick, post-midterm academic assistance, and second-year housing options. Between live attendance and later viewing of session recordings, an average of 120 family members saw each session.

### Residence Life

- In September students from 2 different living learning communities, RedHawk Traditions and Code Red, took 11 buses (approximately 500 students) to Notre Dame for the football game on 9/30.
- McBrideHall hosted a pumpkin design challenge event in partnership with our LLC stakeholder Dr. Michael Bailey Van Kuren from Mechanical & Manufacturing Engineering. More than 50 students attended and had a great time at the event.
- The Second Year Initiatives Committee sponsored a Mystery Bus Trip to Kings Island for Haunt Night. 27 Students enjoyed connecting with new and old friends, free rides, live entertainment and, of course, everything spooky and haunted.
- During the Homecoming Huddle T-shirt Swap, the National Residence Hall Honorary (NRHH), Residence Hall Association (RHA), and Miami Activities and Programming (MAP) collected t-shirt donations as part of a donation drive to support those affected by Hurricane Harvey.
- Resident Assistant Recruitment Fair had 123 students in attendance. In addition to learning about the RA position, students could learn about leadership opportunities available via the Wilks Leadership Institute. They also had the opportunity to participate in a resume review with our partners in the Career Center. Our attendance was up 212% from last year!

- Peabody Hall hosted an event where 6 faculty, 28 students, and 2 residence life staff members came together for dinner and discussion based around the environment and education. Students and faculty engaged in small groups of 5-6 and discussed opportunities in the local area, students' educational goals, and work faculty were engaged in.

### Rinella Learning Center

- The Rinella Learning Center (RLC) achieved a milestone by providing over 10,000 hours of individual/group tutoring and supplemental instruction during week 11 of fall semester 2017. The RLC Testing Center has also proctored 2,120 exams so far this fall semester (up 78% from last fall).

### Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Student Activities had a record number of students at the annual Mega Fair event this fall. Over 5,000 students attended the main mega fair and following that event 1,500 students attended the follow-up Student Organization Showcases that featured different clusters of student organizations each week following Mega Fair.
- Late Night Miami continues to be a successful program for Student Activities. This semester alone, we have hosted 25 events with an average attendance of 165 students at each event. Student organizations have hosted an additional 50 Late Night Miami programs through this semester.
- Fraternity and Sorority Life hosted its Annual ACROPOLIS Emerging Leaders program. This year we had 175 applicants for 80 student spots.

### Student Counseling Service

- The Suicide Prevention Team, a multi-disciplinary group coordinated through the Student Counseling Service, planned and produced the second annual Out of Darkness Suicide Prevention Walk on October 1, which resulted in over 200 participants representing a broad array of diverse student organizations as well as members of the greater Oxford community. The walk rose over \$8,000 for suicide prevention activities for the American Foundation for Suicide Prevention.
- Recommendations from the independent outside health review team from Keeling and Associates led to the addition of one administrative support position and two mental health counselor positions in Student Counseling Service. Consequently three searches were successfully conducted in the past three months, leading to the hire of an additional receptionist position in early September, a permanent licensed clinical social worker, and a temporary ABD/masters level mental health therapist position in mid-October. While the impact of the latter two positions is not yet fully reflected in the office stats, service statistics show:
  - A 12% increase in total number of appointments this October vs. last October, which includes 13% increase in individual counseling appointments and 29% increase in psychiatric appointments.
  - 18 hospitalizations this year so far vs. 10 by the same time last year. This can in part, but not completely, be attributed to the new psychiatric hospitalization protocol and the clarity, quality of care, and confidence that the relevant players have in it.
  - A 7% increase in number of individual students served since start of classes in August.
  - A 12% increase in the number of new (never before seen) students served since classes began in August.

### Student Disability Service

- Student Disability Services (SDS) sponsored and hosted 4 events in October to advance the Divisional and Institutional mission of Diversity and Inclusion on campus
- SDS co-sponsored the 4th Annual Accessibility Technology Symposium with IT Services on Thursday, October 12, 2017. The AT Symposium continues to be an excellent opportunity for faculty, staff and

students to engage in discussion, learning opportunities, and professional development around the topic of accessible technology. 149 faculty, staff, and students attended the event.

- SDS and Miami University hosted the annual conference of the Ohio Association of Higher Education and Disability (OH-AHEAD) on October 13. Over 100 disability services professionals from all over the state participated in a day of professional development and networking.
- SDS hosted a Diversity and Inclusion reception in their new space in Shriver Center on Thursday evening, October 12. Attendees included participants of the Accessible Technology Symposium, the OH-AHEAD Conference, and the Inclusion Symposium sponsored by the Center for Teaching Excellence. Approximately 70 faculty and staff from the three events enjoyed the event.
- SDS/Student Disability Advisory Council hosted an all campus Late Night event in bringing comedian DJ Demers to campus on Tuesday, October 17 as part of his month long "Here to Hear" tour of national colleges and universities sponsored by Phonak. The event raised awareness regarding hearing loss on college campuses. 249 students, faculty, and staff attended the event. DJ Demers said that Miami hosted the largest audience of the tour to date.

### Student Wellness

- During Fall Semester, the Step Up! Bystander Intervention training was delivered to over 1,000 first year students. Step Up! is a peer led training facilitated by the HAWKS Peer Health Educators.
- As part of It's On Us Week over 500 students attend the Jackson Katz "Taking it Personally: Why Gender Violence is an Issue for Men" lecture on Monday, October 16th in Hall Auditorium.
- The It's On Us Campaign has collected over 500 It's On Us Pledge submissions.
- The required online modules, AlcoholEdu for College and Haven: Understanding Sexual Assault, were administered during the Fall semester and currently have a 98% compliance rate.
- The Health Advocates pilot project is in partnership with the Office of Residence Life, and currently being implemented in Emerson, Hahne, and Collins halls. Health Advocates are Peer Health Educators (HAWKS) that become supporting members of these communities and provide health information that inspires their peers to embrace wellness. Because the Health Advocates hold regular office hours in the hall, attend residence hall staff meetings, and are members of these communities, the outcome is better integration of health messages in these halls. So far this semester, our Health Advocates have led "Brief Educational Interactions" (getting away from 1 hour programs) on the following topics - Health Advocate Introductions and Greetings, Coping with Stress, Party Etiquette (low risk alcohol use), Freshman 15 (nutritious meal planning), and Consent (sexual health/communication).

### Staff Achievements

- Dr. Buffy Stoll Turton, Orientation and Transition Programs Director, co-authored an article, *You Don't Have to Be a Research Expert to Use Data Effectively*, with Dr. Kathy Goodman, Assistant Professor in Miami's Student Affairs in Higher Education program. The article appeared in the September 2017 edition of *New Directions for Student Services*.
- The Women's Center Director, Jane Goettsch, served on a roundtable at the November National Women's Studies Association annual conference; the focus of the roundtable was on building and strengthening connections with other campus identity centers.
- Andrew Zeisler, Director of Student Disability Services, and Sean Poley, Director of Accessible Technology, IT Service, are co-facilitating a Faculty Learning Community for 2017-18 entitled "Accessibility & Inclusion." Ten faculty are participating and engaging in thoughtful discussion around topics including Universal Design, adaptive technology, and how to build accessible courses.
- Emily Collins, RA in Dorsey Hall, won Top 10 Award for her presentation at the CAACURH conference in November on her presentation on Diamonds are Everyone's Best friends: Self Worth and Recognition

- Residence Life Graduate Assistants, Sharee Nurse and Natasha Young, won the Graduate-Level Case Study Competition in November at the Great Lakes Association of College and University Housing Officers Conference in Indianapolis, Indiana
- Residence Life Graduate Assistant, Natasha Young, won a Great Lakes Association of College and University Housing Officers committee scholarship, which covered the cost of her registration at the conference.
- Sarah Meaney, Assistant Director, was awarded the Great Lakes Association of College and University Housing Officers (GLACUHO) Professional Development Award. This award is presented to a GLACUHO member who has personally contributed to the area of professional development through: Significantly contributing in the area of professional development to the nominee's institution and to the profession.
- Aidyn Scott, Resident Director, worked with staff from the University Libraries to develop an Information Literacy breakout to use as an option for UNV101 and for the libraries. The breakout is designed to give hands on experience with the content from the Information Literacy unit in UNV101 through the use of narrative and puzzles.
- Sasha Masoomi, Assistant Director of Residence Life, served as the featured presenter at North Dakota State University's September all department RA In-service. Sasha presented on the topics of stress, motivation, mental health, and the importance of supervisor support.
- Rachael Lange, Resident Director, presented Fundraising and Development 101 at the Alpha Phi Omega Region V Conference
- Great Lake Association of College and University Housing Officers Annual Conference Presentations November, 2017
  - The Great Decline: Working on Civil Discourse with Your RHA, Kyleen Ammerman (Assistant Director) and Jenn Phillips (Resident Director)
  - Radical Candor: The Art of Giving Feedback, Kyleen Ammerman (Assistant Director) and Sarah Meaney (Assistant Director)
  - Stay Sexy and Don't Get Fired – (recognized as one of the best top ten sessions at the conference), Kyleen Ammerman (Assistant Director) and Marci Walton (Colleague from Xavier University)
  - Don't stop believing: Hold onto the feeling that students want to talk about faith and spirituality, Molly DePew (Resident Director) and Jenn Philips (Resident Director)
  - Evolving Resident Director Recruitment Techniques Using Polarity Management, Vicka Bell-Robinson (Director)
  - Exploring the Relationship between Self-Efficacy and Dissent among Student Organizational Members, Vicka Bell-Robinson (Director)

## Division of Student Affairs: Student Disability Services (SDS) Board of Trustees Update - December 6, 2017

---

### SDS MISSION STATEMENT

---

**STUDENT DISABILITY SERVICES (SDS) PROVIDES SERVICES AND REASONABLE ACCOMMODATIONS TO ENSURE EQUAL ACCESS TO INCLUSIVE EDUCATION AND UNIVERSITY LIFE AT MIAMI.**

---

### STUDENTS ACCESSING MIAMI (SAM)

---

In the fall of 2015, Student Disability Services implemented an electronic case management system called Students Accessing Miami (SAM). Previously, office recordkeeping was paper-based. Electronic records management has given SDS enhanced ability to assess trends in services and accommodations to better serve students, faculty, and staff. The SAM system is widely used throughout the university by faculty, students and the Accessible Technology Services department.

---

### REGISTERED STUDENTS

---

The number of students registered with SDS-Oxford\* has almost doubled in the last five years, while Regional numbers have remained fairly consistent:

	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Hamilton</b>	208	182	148	171	145	162
<b>Middletown</b>	75	89	99	90	76	84
<b>Oxford</b>	692	743	844	1,012	1,130	1,348

(\* Excludes temporary and provisional disabilities)

---

### SDS SIGNIFICANT ACHIEVEMENTS

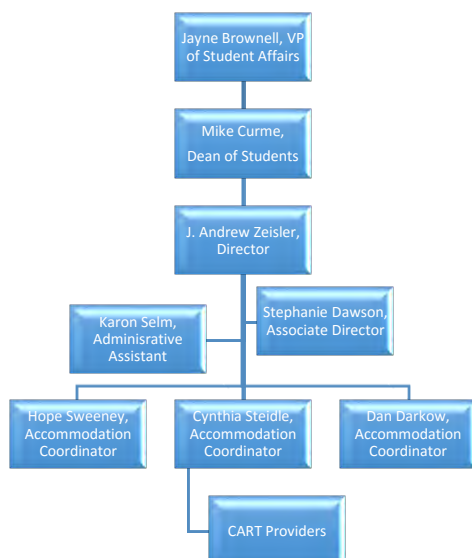
---

- ✓ **SDS/Rinella Learning Center (RLC) Move to Shriver** – SDS and RLC successfully moved to our new space on the 3<sup>rd</sup> floor of the Shriver Center on January 2, 2017. Information regarding the move was published on the SDS and RLC websites, through the students' SAM dashboards, and through various other divisional and University sources. Students are loving the new space, and we have enhanced our partnership with RLC as we now share the same suite of offices and a conference room. RLC continues to effectively run the testing center used for testing accommodations for students registered with SDS.
- ✓ **Deliverables established by the DOJ for Student Affairs (SAF)/Student Disability Services are 100% completed.** IT Services and Legal Counsel developed the Accessible Technology Initiative (ATI) to document and process all 77 deliverables within the Consent Decree. SAF/SDS was responsible for 15 of the 77 deliverables, and all SAF/SDS decree requirements have been met in collaboration with the following departments: Academic



Affairs, IT Services, Office of General Counsel, University Communications & Marketing, Finance & Business Services, and Enrollment Management Services.

- ✓ **Technology/AccessMU Partnership** – The Miami University AccessMU Center opened in August of 2017 and partners closely with SDS to provide support to SDS students, as well as faculty and staff, in terms of alt format requests, adaptive technology, and accessible course materials. AccessMU is managed by IT Services' Accessibility Team and is located in 316 Shriver adjacent to SDS/RLC. The AccessMU staff will also be partnering closely with SDS staff to provide training initiatives on campus for students, faculty and staff.
- ✓ **LEAN Initiatives/SDS Website Redesign** - During the week of July 10-14, 2017 Hope Sweeney, SDS Accommodation Coordinator and Senior Department LEAN Leader for Student Affairs, led the SDS staff through a Kaizen LEAN Process for a complete overhaul of the SDS website. In preparation for the Kaizen, the SDS staff spent many hours researching and documenting areas where improvement was needed, and brought those ideas to the week-long intensive work group. Our new and improved website was launched in August of 2017, and data gathered in November shows that [www.miamioh.edu/SDS](http://www.miamioh.edu/SDS) has moved from #12 (spring semester) to #8 (fall semester) in the most viewed sites within Miami's Division of Student Affairs and has had over 18,000 page views since August 2017. The top three most popular pages in the SDS website are the Home Page, Student Tools, and Accommodations and Services, respectively.
- ✓ **Cultural Competency SDS** - SDS works with students, as well as campus and local agencies, to provide cultural resources in the lobby of SDS. These resources include literature and video testimonials sponsored by Miami's Disability Studies Program, as well as featured artwork by artists with disabilities from the Clovernook Center for the Blind and St. Rita School for the Deaf in Cincinnati, as well as InsideOut Studio of Butler County. Resources are intended to promote dialogue and pedagogy in the areas of identity, understanding, cultural competency, and disability pride.
- ✓ **Additional/New Staff Updates** – SDS hired an Associate Director (new position) in August of 2016, and is fully staffed. The current organizational chart for SDS:



## STUDENT ACHIEVEMENTS

---

- ✓ **Student Disability Advisory Council (SDAC)** – SDAC’s membership is comprised of students registered with SDS and was founded in the fall of 2015 as an advisory group to SDS leadership. Since then, SDAC has hosted numerous events on campus geared toward raising awareness and promoting universal design. In 2016-17, SDAC was awarded the “Best New Student Organization” from the Office of Student Activities, and the advisor of SDAC (Dan Darkow) was awarded “Graduate Advisor of the Year” for his work with SDAC.
- ✓ **SDS/SDAC Collaboration with Disability Studies** – Many of SDS’ and SDAC’s students are minoring in Disability Studies and Dan Darkow, SDS’ newest Accommodation Coordinator, is an adjunct faculty member teaching a section of DST272: Intro to Disability Studies. SDS & SDAC have an enhanced partnership with DST to promote cultural competency with sponsored programs and SDS lobby resources.
- ✓ **Late Night Miami Program** - Comedian DJ Demers’ “Here to Hear” Tour – SDS & SDAC partnered to bring comedian DJ Demers to campus. His tour is sponsored by Phonak, one of the leading companies for technology to support individuals with hearing loss. One of SDS’ own students has been featured by Phonak on promotional materials and their website.

## NOTEWORTHY SDS EVENTS

---

- ✓ **Kate Welling Lecture** – On April 10, 2017, SDS and Miami welcomed Dr. Andrew Solomon to campus as the 2017 Keynote Speaker for the Kate Welling Disability Awareness Lecture. Dr. Solomon is a national book award-winning author, and author of the New York Times Bestseller *Far From the Tree: Parents, Children, and the Search for Identity*. The lecture was attended by over 250 faculty, staff, students, and community members.
- ✓ **Accessible Technology Symposium** – SDS and IT Services partnered this year to offer the 4<sup>th</sup> Annual Accessible Technology Symposium (ATS) on Thursday, October 12, 2017 in the Shriver Center. This year the ATS Planning Committee opened the event to members of OH-AHEAD who held their annual conference at Miami on Friday, October 13, 2017 and promoted a tandem professional development and collaborative training opportunity. President Crawford offered a welcome to the 148 individuals who attended the event sharing his well-received message of inclusive excellence.
- ✓ **Hosting OH-AHEAD** – Miami University was selected to host the 2017 Ohio Association of Higher Education and Disability annual conference. The event was held in the Shriver Center on Friday, October 13, 2017 and was attended by over 110 disability service professionals from all over the state. SDS showcased their new space, including our partnership with the Rinella Learning Center and AccessMU Center. Attendees were very impressed with our space and the relationship SDS has with campus partners, administration, and academic affairs.
- ✓ **Inclusion Symposium & Reception** – On Friday, October 13, 2017, the Center for Teaching Excellence offered an Inclusion Symposium open to Miami faculty. Members of SDS/SDAC participated on the lunch panel that day, and SDS offered our lobby in Shriver for a reception on Thursday evening (10/12/17) for attendees of the ATS, OH-AHEAD, and Inclusion Symposium to meet and greet. Approximately 60 individuals attended the reception.



## Career Fee Overview

### Background:

In 2014, Miami University began embracing and implementing a university-wide strategy, the Miami University Career Community, as an outcome of an initial set of recommendations put forth by an official University committee of invested faculty, staff and administrators. The Committee recommended the full adoption of a career community paradigm wherein all stakeholders (e.g., students, faculty, staff, alumni, parents, and employers) understand their own vital role in supporting the career development of students and the expansion of the **Career Center's role** in supporting proactive career preparation across the entire lifecycle from recruitment through graduation and beyond. This strategic approach has yielded successful and structured networks and collaborations to support student career success however more resources are needed to enhance for all students.

**Vision:** Miami University will offer the best immersive and comprehensive career development experience in the nation for all undergraduate students. Building upon our unwavering commitment to liberal arts undergraduate education and personal attention, this vision reflects our core focus on fostering student success aligned with personal development to pursue successful post-graduate employment.

**Request:** Miami University seeks to assess Career Fee to all undergraduate students on all campuses beginning with the Fall 2018 cohort. The entirety of the fees generated will be additive to the existing career development infrastructure on all Miami campuses thereby providing the new resources to catalyze additional programs and services for all students as a result of expanded career center staffing, increased internships and experiential education opportunities, and proactive and enhanced collaborations with faculty, current and future employers, alumni, and parents.

### Results and Impact of the Center Fee:

Due to the increased resources generated by the Career Fee, Miami University graduates of all disciplines will:

- recognize they received professional development throughout their entire student lifecycle from the point of enrollment through graduation due to customized career plan pathways across all majors,
- have access to enhanced and progressive experiential education opportunities including expanded internships and co-ops, and
- be immediately able to land in their chosen career or post-graduate pathway right after graduation and be highly successful in those endeavors.

The initiatives funded through the fee will amplify the success of our students and this will reflect positively on the quality of State of Ohio graduates and the appeal of Miami graduates to prospective and existing Ohio employers.

### Key Initiatives:

- Increase Career Center Staffing – Enhancing our robust and industry-leading integrated career development strategy requires an increased infrastructure. Our plan includes heightened and personalized career support that will be provided to all incoming students at the point of enrollment beginning the summer of their first-year. Incoming students will be assigned a professional Career Coach who will collaborate and mentor their students through a four-year, personalized career curriculum **customized to the student's post-graduation interest(s)** that is tracked (similar to DAR for academic advising). For the Oxford campus, the career coach to student ratio will go from 1:2,400 to 1:1,400. The added staffing will enable us to begin work earlier in the lifecycle of the student experience including when they deposit and throughout the first year.
- Increase Partnerships with Academic Departments - Our re-envisioned four-year career development strategy must also include increasing our efforts to intentionally couple the Global Miami Plan Experiential Learning requirement into the student experience. This involves Career Center partnerships with Divisions, Deans, and faculty to ensure all students receive personalized attention.

For the Oxford campus, we will launch the Institute for Experiential Education, staffed by faculty from all divisions, to serve as a student point-of-contact for experiential learning for designated career paths. These faculty will also help the Career Center promote the value of experiential learning and help Miami University expand employer relationships especially within the State of Ohio and for in-demand careers.

- **Address Barriers to Student Career Goals** – Helping students create a plan to achieve their first **destination goals is not a “one size fits all” approach. The success plan for students pursuing additional** education upon undergraduate graduation is different from a student pursuing a job. Moreover, the type of degree program or career also yields differing approaches. Students preparing for competitive occupations face more challenges than those pursuing in-demand careers. We also know that students with high financial need may not be able to participate in unpaid internships or attend a career fair because they cannot afford to work for free or purchase professional attire. Additionally, data shows that students graduating from majors with indirect career paths struggle with understanding how their academic preparation aligns with employer needs. Finally, students from underrepresented backgrounds (students of color, international, first-generation, students with disabilities, etc.) face unique barriers to their career paths.

Fee funding will help Miami University address these challenges by offering the following.

- Students may apply for individual career grants to help offset personal expenses (professional attire, fees for certifications/licensure, travel for job interviews, etc.).
- Incentives for employers by offering them funds to offset student wages especially internships that would normally be unpaid. Similar to what Ohio Means Internships and Co-op grants provide, Miami University would offer these funds for internships that would be appealing to our students and/or would traditionally not be able to pay the full cost. Special consideration would be available to minority-owned businesses and Ohio organizations.
- Initiatives led by the Career Center that provide faculty with a contemporary understanding of the economic outlook, career development theory, universal qualities employers look for in new graduates, and connections to employers. These activities will be especially effective in growing **Miami’s Career Community because we will equip a student’s first point-of-contact**, professors, with relevant career information to share. This will be especially valuable for students in majors without a direct career path.
- Funding made available to academic divisions, departments and to staff from student services departments for career-related programming. Other departments and offices find value in scheduling events that have a career component but covering affiliated costs can be a barrier. This will allow the entire campus to potentially engage in the professional development of students and maximizes the premier job search technique, networking, since many of these events involve external constituents such as alumni, employers and experts.
- The implementation of a strategic plan designed to address students from underserved populations such as students of color, international, students with disabilities, first-generation, students with high financial need and more. With this, we will hire staff to work with students from underserved backgrounds who will also help build a community of support for these students.

### Data to Support:

Our current post-graduate success rate for Miami University is 96.6% for the Oxford campus and 94.8% for the Regionals. While these figures are impressive, students of color, international students, student pursuing competitive careers, and students in degree programs with indirect career pathways fall short of the overall **success rate averages. Miami strives to “level the playing field” by developing** highly-personalized and proactive approaches not possible without additional funding offered through Career Fee.

**Our plan also calls for growing experiential education because our data suggests it’s effective. Specifically, over 30% of Miami University Oxford graduates report having worked for their post-graduate employer previously and over 54% of Regional graduates report this.**

### Implementation Plan:

Implementation of these projects would need to be launched in phases, but would begin with the incoming class of Fall 2018 followed by Fall 2019 and so on.

## Summary Benefits to the State of Ohio:

Our goals for the career success of Miami University students are lofty, and will be unattainable apart from a significant boost in funding. Nationally, colleges and universities are only able to fund career centers to a fraction of the degree that it actually takes to remove barriers whereby all students believe that their college education adequately prepared and assisted them for their post-graduation endeavors.

The proposed student fee would provide that boost directly to the students and in areas as identified through institutional data that need additional support. It also provides newfound accountability for Miami University to diligently serve the career needs of EVERY student.

**The State of Ohio's choice to permit state institutions to incorporate** a career fee affords an opportunity for Ohio to serve as a leader in the advancement of professional development into higher education to a scale that finally enables us to better serve underserved populations unique to our respective institutions.

### **Miami University's plan for the fee affords additional benefits which include:**

- Focused graduates who are better informed and prepared for their job search, leading to them securing career related jobs in a quicker time frame.
- Satisfied graduates who are contributing to the Ohio economy and communities in more significant ways.
- Deep college/university relationships with local and state organizations and businesses, including in-demand career sectors, as a result of additional staffing to perform employer development activities.
- Financial incentives to organizations/businesses which may not be able to afford wages for internships without help from colleges/universities.



## **Tuition and Career Fee Ordinance O2018-**

WHEREAS, Miami University established the Miami University Tuition Promise program under Ohio Revised Code §3345.48; and

WHEREAS, the Ohio General Assembly through its legislation has limited the amount that tuition and fees may be increased for resident undergraduate students; and

WHEREAS, such legislation provides for tuition to rise for a tuition guarantee by the amount of change in the consumer price index for the past 60 months as of December 31, 2017; and

WHEREAS, most other fees are not permitted to rise but a public college or university may establish a career fee in order to expand the services that better ensure the employment of students following graduation; and

WHEREAS, a plan prepared by Enrollment Management and Student Success will greatly enhance the service offered to students but will require substantial new resources to make such services available to all students;

NOW, THEREFORE, BE IT ORDAINED: The Board of Trustees of Miami University authorizes an increase in the resident undergraduate tuition for the fall 2018 resident cohort in the amount of the increase in the consumer price index over the 60 months ending December 31, 2017 as shown below; and

BE IT FURTHER ORDAINED: The Board of Trustees of Miami University authorizes a 1.42% increase in tuition for the non-resident fall 2018 cohort as shown below; and

BE IT FURTHER ORDAINED: The Board of Trustees authorize a \$100 per semester career fee in addition to the tuition increases authorized above for the fall 2018 cohort; and

BE IT FURTHER ORDAINED: The Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to establish hourly rates consistent with this ordinance for part-time students and tuition rates for summer and winter terms; and

BE IT FURTHER ORDAINED: The Senior Vice President for Finance and Business Services and Treasurer is hereby authorized to allocate the distribution of tuition between instructional and general fees; and

BE IT FURTHER ORDAINED: The Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to determine the allocation of the

general fee between the University Student Auxiliary Allocation and the Student Organization Allocation for the Oxford Campus.

BE IT FURTHER ORDAINED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to budget and expend, in accordance with general university procedures, the University Student Auxiliary Allocation for the Oxford Campus and authorizes the Vice President for Student Affairs to fund the Associated Student Government from the Student Organization Allocation.

December 8, 2017

**Tuition Promise Per Term**

	FY18 (Fall 2017 Cohort)	%Increase	\$Increase	FY19 (Fall 2018 Cohort)	%Change
Resident Student Tuition	\$ 7,478.88	Inflation	Inflation	Plus Inflation	1.4% (Est.)
Career Services Fee				\$ 100.00	
Non Resident Student Tuition	\$ 17,105.40	1.4%	\$ 242.10	\$ 17,347.50	1.4%
Career Services Fee				\$ 100.00	

**Continuing On Campus per Term**

	FY18	%Increase	\$Increase	FY19	%Change
Resident Student	\$ 7,131.50	0.0%	\$ -	\$ 7,131.50	0.0%
Non Resident Student	\$ 16,099.70	2.0%	\$ 322.00	\$ 16,421.70	2.0%

**Continuing Off Campus per Term**

	FY18	%Increase	\$Increase	FY19	%Change
Resident Student	\$ 7,185.50	0.0%	\$ -	\$ 7,185.50	0.0%
Non Resident Student	\$ 16,153.70	2.0%	\$ 323.05	\$ 16,476.75	2.0%



# ADMISSION UPDATE

## Board of Trustees Meeting

December 7, 2017

**Susan K. Schaurer**

Enrollment Management & Student Success

# Fall 2017 First-Year Enrollment

## *Final Data*

- » Total Confirmations: 4,069
- » Final First-Year Cohort: 3,817  
*Count as of 10/15/2017*
- » Final Melt: 6.2% or 252 students  
*Fall 2016 melt was 6.2%*





# Key Enrollment Metrics

## *Fall 2017 vs. Fall 2016*

- » Average ACT: 28.3 vs. 28.5
- » Domestic Diversity: 16.8% vs. 15.6%
- » Average GPA: 3.76 vs. 3.77
- » Alumni Connection: 31.3 % vs. 30.9%
- » Curriculum Strength: 13.8 vs. 13.9
- » Countries: 19 vs. 26
- » Non-Resident: 42.5% vs. 44.0%
- » States: 42 vs. 43
- » International: 8.1% vs. 7.5%
- » High Schools: 1,408 vs. 1,369



# Other Enrollment Goals

## *Fall 2017*

### **American Culture and English (ACE) Program**

- » Fall 2017 enrollment goal was 275 students
- » 227 confirmed students or an 17.2% decrease versus Fall 2016

### **Transfers**

- » Fall 2017 enrollment goal was 225 students
- » 203 confirmed students or a 15.1% decrease versus Fall 2016

### **Pathways**

- » 40 enrolled students on the regional campuses or a 34.4% decrease over Fall 2016
- » Spring 2018 Oxford enrollment goal is 40



# Top States and Countries

## *Fall 2017*

Top States	2016	2017
Illinois	411	366
Indiana	93	93
Michigan	130	82
New Jersey	42	71
New York	65	68
Connecticut	42	65
Pennsylvania	44	56
California	48	53
Massachusetts	40	51
Colorado	35	45

Top Countries	2016	2017
China	206	247
India	19	24
Vietnam	12	15
South Korea	8	5
Hong Kong S.A.R.	3	3
Brazil	2	2
Georgia		2
Netherlands		2



# Top Competitors

## *Fall 2017*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	1,890	11.2%
INDIANA UNIVERSITY BLOOMINGTON	870	5.2%
UNIVERSITY OF CINCINNATI	713	4.2%
UNIVERSITY OF DAYTON	444	2.6%
UNIVERSITY OF ILLINOIS	414	2.5%
MICHIGAN STATE UNIVERSITY	414	2.5%
PURDUE UNIVERSITY - WEST LAFAYETTE	340	2.0%
PENNSYLVANIA STATE UNIVERSITY	337	2.0%
UNIVERSITY OF MICHIGAN	334	2.0%
OHIO UNIVERSITY	285	1.7%



# Top Competitors by Residency

## *Fall 2017*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	1,644
UNIVERSITY OF CINCINNATI	652
OHIO UNIVERSITY	262
UNIVERSITY OF DAYTON	247
KENT STATE UNIVERSITY	102
INDIANA UNIVERSITY BLOOMINGTON	94
BOWLING GREEN STATE UNIVERSITY	88
UNIVERSITY OF AKRON	70
UNIVERSITY OF TOLEDO	65
CASE WESTERN RESERVE UNIVERSITY	57

Domestic Non-Resident	
INSTITUTION	COUNT
INDIANA UNIVERSITY BLOOMINGTON	671
UNIVERSITY OF ILLINOIS	394
UNIVERSITY OF MICHIGAN	299
MICHIGAN STATE UNIVERSITY	272
UNIVERSITY OF WISCONSIN - MADISON	262
PURDUE UNIVERSITY - WEST LAFAYETTE	261
UNIVERSITY OF DAYTON	197
PENNSYLVANIA STATE UNIVERSITY	180
UNIVERSITY OF COLORADO BOULDER	179
THE OHIO STATE UNIVERSITY	154





# Top Competitors – International

## *Fall 2017*

Institution	Count	% of Non-Enrolls
PENNSYLVANIA STATE UNIVERSITY	146	7.0%
MICHIGAN STATE UNIVERSITY	130	6.3%
UNIVERSITY OF CONNECTICUT	124	6.0%
RUTGERS UNIVERSITY	106	5.1%
INDIANA UNIVERSITY BLOOMINGTON	105	5.1%
THE OHIO STATE UNIVERSITY	92	4.4%
UNIVERSITY OF CALIFORNIA-DAVIS	86	4.2%
SYRACUSE UNIVERSITY	70	3.4%
SUNY STONY BROOK UNIVERSITY	58	2.8%
UNIVERSITY OF MASSACHUSETTS AT AMHERST	51	2.5%



# Top Competitors – Students of Color

## *Fall 2017*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	338	14.6%
UNIVERSITY OF CINCINNATI	105	4.5%
INDIANA UNIVERSITY BLOOMINGTON	100	4.3%
UNIVERSITY OF ILLINOIS	83	3.6%
PURDUE UNIVERSITY - WEST LAFAYETTE	46	2.0%
UNIVERSITY OF DAYTON	43	1.9%
UNIVERSITY OF MICHIGAN	37	1.6%
OHIO UNIVERSITY	36	1.6%
UNIVERSITY OF WISCONSIN - MADISON	35	1.5%
MICHIGAN STATE UNIVERSITY	30	1.3%



# Top Competitors – Students of Color

## *Fall 2017*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	307
UNIVERSITY OF CINCINNATI	100
OHIO UNIVERSITY	33
UNIVERSITY OF DAYTON	23
CASE WESTERN RESERVE UNIVERSITY	20
INDIANA UNIVERSITY BLOOMINGTON	17
KENT STATE UNIVERSITY	14
THE OHIO STATE UNIVERSITY – NEWARK	14
UNIVERSITY OF AKRON	11
UNIVERSITY OF TOLEDO	11

Domestic Non-Resident	
INSTITUTION	COUNT
INDIANA UNIVERSITY BLOOMINGTON	83
UNIVERSITY OF ILLINOIS	82
PURDUE UNIVERSITY - WEST LAFAYETTE	41
UNIVERSITY OF WISCONSIN - MADISON	33
UNIVERSITY OF MICHIGAN	31
THE OHIO STATE UNIVERSITY	31
MICHIGAN STATE UNIVERSITY	29
MARQUETTE UNIVERSITY	26
UNIVERSITY OF COLORADO BOULDER	21
UNIVERSITY OF DAYTON	20



# Top Competitors – Black

## *Fall 2017*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	62	16.1%
UNIVERSITY OF CINCINNATI	21	5.5%
PURDUE UNIVERSITY - WEST LAFAYETTE	10	2.6%
OHIO UNIVERSITY	10	2.6%
HOWARD UNIVERSITY	9	2.3%
UNIVERSITY OF DAYTON	8	2.1%
INDIANA UNIVERSITY BLOOMINGTON	7	1.8%



# Top Competitors – Black

## *Fall 2017*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	56
UNIVERSITY OF CINCINNATI	20
OHIO UNIVERSITY	10
UNIVERSITY OF DAYTON	8
CASE WESTERN RESERVE UNIVERSITY	6
NORTHERN KENTUCKY UNIVERSITY	6
THE OHIO STATE UNIVERSITY - NEWARK	5
HOWARD UNIVERSITY	4
UNIVERSITY OF TOLEDO	4

Domestic Non-Resident	
INSTITUTION	COUNT
PURDUE UNIVERSITY - WEST LAFAYETTE	8
INDIANA UNIVERSITY BLOOMINGTON	6
THE OHIO STATE UNIVERSITY	6
HOWARD UNIVERSITY	5
UNIVERSITY OF ILLINOIS	5
BALL STATE UNIVERSITY	4
UNIVERSITY OF KENTUCKY	4
XAVIER UNIVERSITY	4





# Top Competitors – Hispanic

## *Fall 2017*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	61	8.5%
UNIVERSITY OF ILLINOIS	36	5.0%
INDIANA UNIVERSITY BLOOMINGTON	26	3.6%
UNIVERSITY OF CINCINNATI	21	2.9%
UNIVERSITY OF DAYTON	18	2.5%
UNIVERSITY OF WISCONSIN - MADISON	16	2.2%
UNIVERSITY OF MARYLAND	14	1.9%
MICHIGAN STATE UNIVERSITY	13	1.8%
OHIO UNIVERSITY	13	1.8%
MARQUETTE UNIVERSITY	11	1.5%



# Top Competitors – Hispanic

## *Fall 2017*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	50
UNIVERSITY OF CINCINNATI	20
OHIO UNIVERSITY	10
CASE WESTERN RESERVE UNIVERSITY	3
KENT STATE UNIVERSITY	3
THE OHIO STATE UNIVERSITY - NEWARK	3
UNIVERSITY OF DAYTON	3
UNIVERSITY OF AKRON	2
XAVIER UNIVERSITY	2

Domestic Non-Resident	
INSTITUTION	COUNT
UNIVERSITY OF ILLINOIS	36
INDIANA UNIVERSITY BLOOMINGTON	25
UNIVERSITY OF WISCONSIN - MADISON	16
UNIVERSITY OF DAYTON	15
UNIVERSITY OF MARYLAND	14
MICHIGAN STATE UNIVERSITY	12
THE OHIO STATE UNIVERSITY	11
MARQUETTE UNIVERSITY	11
UNIVERSITY OF DELAWARE	10
WASHINGTON UNIVERSITY	10



# Top Competitors – ACT 30+

## *Fall 2017*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	1,132	15.4%
INDIANA UNIVERSITY BLOOMINGTON	403	5.5%
UNIVERSITY OF CINCINNATI	280	3.8%
UNIVERSITY OF MICHIGAN	275	3.7%
UNIVERSITY OF ILLINOIS	201	2.7%
UNIVERSITY OF WISCONSIN - MADISON	161	2.2%
UNIVERSITY OF DAYTON	156	2.1%
PURDUE UNIVERSITY - WEST LAFAYETTE	143	1.9%
UNIVERSITY OF ALABAMA	101	1.4%
OHIO UNIVERSITY	85	1.2%



# Top Competitors – ACT 30+

## *Fall 2017*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	1,032
UNIVERSITY OF CINCINNATI	254
UNIVERSITY OF DAYTON	100
OHIO UNIVERSITY	81
INDIANA UNIVERSITY BLOOMINGTON	65
CASE WESTERN RESERVE UNIVERSITY	38
UNIVERSITY OF SOUTH CAROLINA	36
KENT STATE UNIVERSITY	34

Domestic Non-Resident	
INSTITUTION	COUNT
INDIANA UNIVERSITY BLOOMINGTON	334
UNIVERSITY OF MICHIGAN	244
UNIVERSITY OF ILLINOIS	190
UNIVERSITY OF WISCONSIN - MADISON	156
PURDUE UNIVERSITY - WEST LAFAYETTE	115
THE OHIO STATE UNIVERSITY	88
UNIVERSITY OF ALABAMA	76
TULANE UNIVERSITY	75
MICHIGAN STATE UNIVERSITY	72
UNIVERSITY OF KENTUCKY	66



# Top Competitors – Pell

## *Fall 2017*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	218	16.6%
UNIVERSITY OF CINCINNATI	92	7.0%
OHIO UNIVERSITY	49	3.7%
UNIVERSITY OF ILLINOIS	39	3.0%
UNIVERSITY OF DAYTON	32	2.4%
INDIANA UNIVERSITY BLOOMINGTON	29	2.2%
CASE WESTERN RESERVE UNIVERSITY	19	1.4%
MICHIGAN STATE UNIVERSITY	16	1.2%
UNIVERSITY OF MICHIGAN	16	1.2%
MARQUETTE UNIVERSITY	16	1.2%



# Top Competitors – Pell

## *Fall 2017*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	206
UNIVERSITY OF CINCINNATI	87
OHIO UNIVERSITY	46
UNIVERSITY OF DAYTON	18
KENT STATE UNIVERSITY	15
CASE WESTERN RESERVE UNIVERSITY	13
UNIVERSITY OF TOLEDO	12
WRIGHT STATE UNIVERSITY	11
CLEVELAND STATE UNIVERSITY	8
THE OHIO STATE UNIVERSITY - NEWARK	8

Domestic Non-Resident	
INSTITUTION	COUNT
UNIVERSITY OF ILLINOIS	39
INDIANA UNIVERSITY BLOOMINGTON	27
MARQUETTE UNIVERSITY	16
MICHIGAN STATE UNIVERSITY	15
PURDUE UNIVERSITY - WEST LAFAYETTE	14
UNIVERSITY OF MICHIGAN	14
UNIVERSITY OF DAYTON	14
UNIVERSITY OF WISCONSIN - MADISON	14
THE OHIO STATE UNIVERSITY	12





# Key Enrollment Goals

## *Fall 2018*

### First-Year Objectives

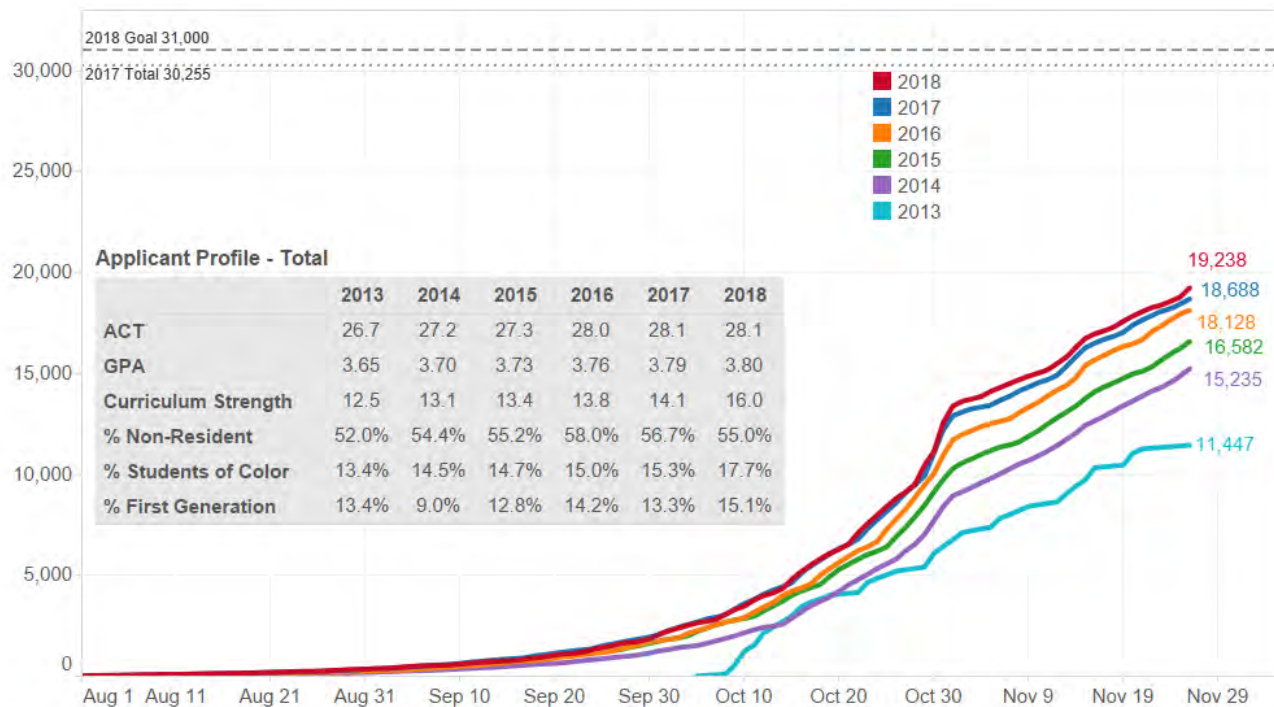
- » Increase applications for admission to exceed 31,000
- » Enroll a cohort of 3,750 first-year students
- » Increase non-resident enrollment
  - » Increase domestic non-resident enrollment
  - » Maintain international non-resident enrollment of 300
- » Maintain diversity
  - » Racial/ethnic
  - » Socioeconomic
  - » College-going status
- » Maintain quality
- » Manage divisional enrollment targets

### Other Enrollment Objectives

- » Meet ACE Program enrollment target of 200
- » Meet transfer enrollment target of 200
- » Meet Net Tuition Revenue targets



# Fall 2018 Applications



Enrollment Research and Analysis

Data as of 11/27/2017

MiamiOH.edu



# Fall 2018 Applications

## *by Residency*

	2016	2017	2018	Δ 2016 to 2018	Δ 2017 to 2018
Non-Resident	10,515	10,595	10,575	0.6%	-0.2%
Domestic Non-Resident	9,853	9,895	9,833	-0.2%	-0.6%
International	662	700	742	12.1%	6.0%
Ohio Resident	7,613	8,093	8,663	13.8%	7.0%
<b>Total</b>	<b>18,128</b>	<b>18,688</b>	<b>19,238</b>	<b>6.1%</b>	<b>2.9%</b>



Data as of 11/27/2017

MiamiOH.edu

# Fall 2018 Applications

## *by Division*

	2016	2017	2018	Δ 2016 to 2018	Δ 2017 to 2018
CAS	7,341	7,589	7,416	1.0%	-2.3%
FSB	5,789	5,888	5,808	0.3%	-1.4%
CEC	2,404	2,500	2,585	7.5%	3.4%
EHS	1,944	2,025	1,906	-2.0%	-5.9%
CCA	650	686	900	38.5%	31.2%
CLAAS (Nursing)			623		
<b>Total</b>	<b>18,128</b>	<b>18,688</b>	<b>19,238</b>	<b>6.1%</b>	<b>2.9%</b>



Data as of 11/27/2017

MiamiOH.edu

# Fall 2018 Applications

## *by Application Type*

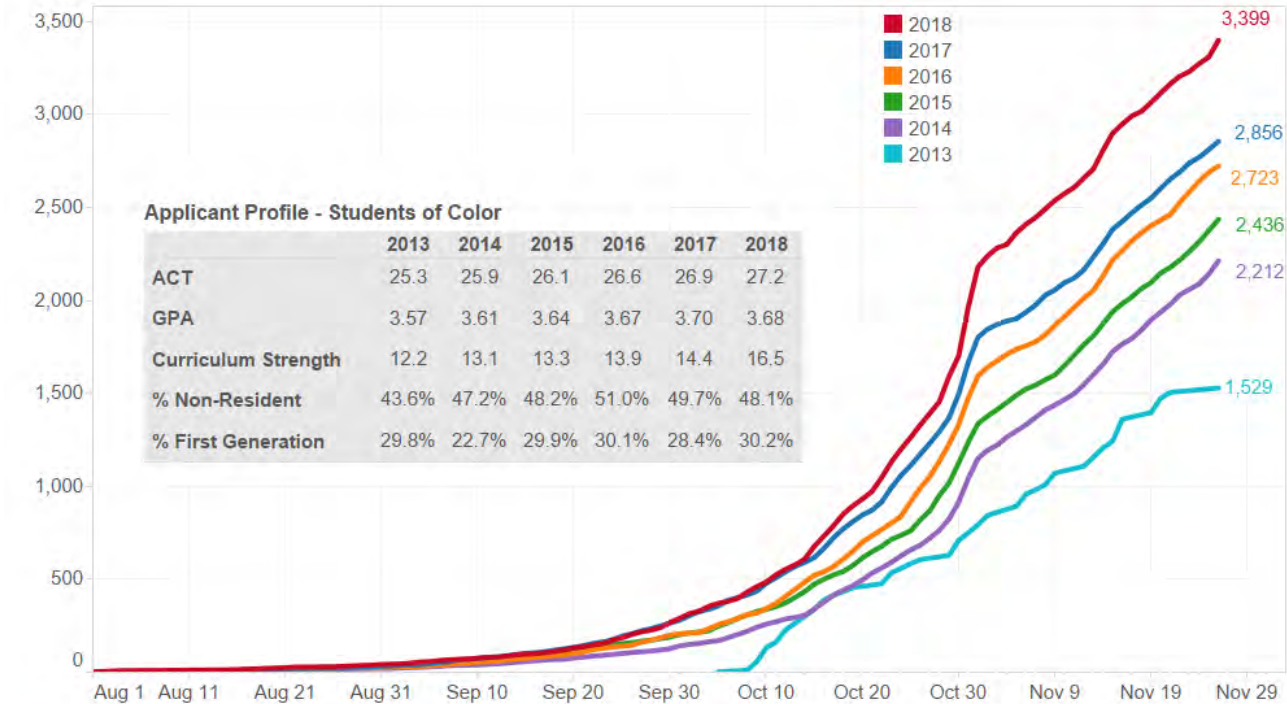
	2016	2017	2018	Δ 2016 to 2018	Δ 2017 to 2018
Early Decision	912	892	823	-9.8%	-7.7%
Early Action	14,258	15,030	15,701	10.1%	4.5%
Regular Decision	2,296	2,066	1,972	-14.1%	-4.5%
International	662	700	742	12.1%	6.0%
<b>Total</b>	<b>18,128</b>	<b>18,688</b>	<b>19,238</b>	<b>6.1%</b>	<b>2.9%</b>



Data as of 11/27/2017

MiamiOH.edu

# Fall 2018 Applications – Students of Color



Enrollment Research and Analysis

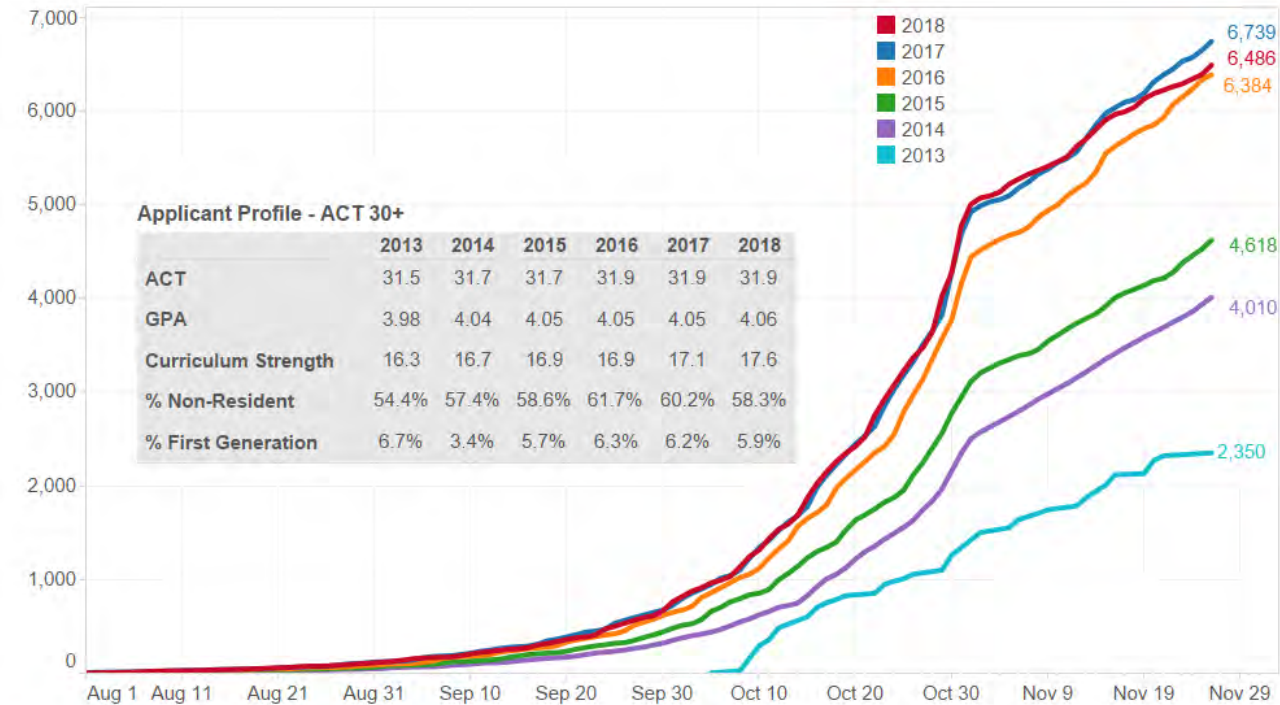
Data as of 11/27/2017

MiamiOH.edu





# Fall 2018 Applications – ACT 30+



Enrollment Research and Analysis

Data as of 11/27/2017

MiamiOH.edu



# Bridges Program

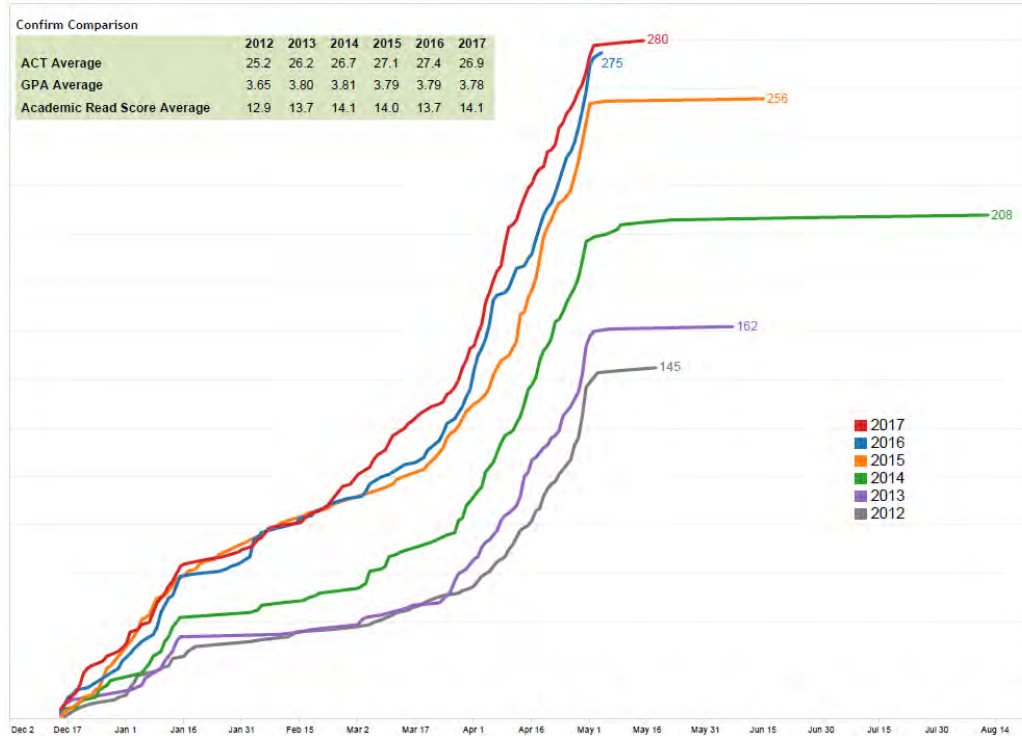
## *Program History*

Year – Entry Term	Bridges Applicants	Bridges Accepts	%	Bridges Participants
2007 - Fall 2008	102	70	69%	44
2008 - Fall 2009	271	103	38%	95
2009 - Fall 2010	571	269	47%	207
2010 - Fall 2011	785	339	43%	286
2011 - Fall 2012	692	499	72%	365
2012 - Fall 2013	804	564	70%	459
2013 - Fall 2014	945	694	73%	581
2014 - Fall 2015	1,194	686	57%	607
2015 - Fall 2016	1,312	684	52%	606
2016 - Fall 2017	1,398	708	51%	618
2017 - Fall 2018	1,529	704	46%	614



# Bridges Program

## *University Impact*



# 51%

Fall 2017 Enrolling  
African American  
Students

# 1,685

Enrolling Bridges  
Participants since  
Fall 2008



# Fall 2018 and Beyond

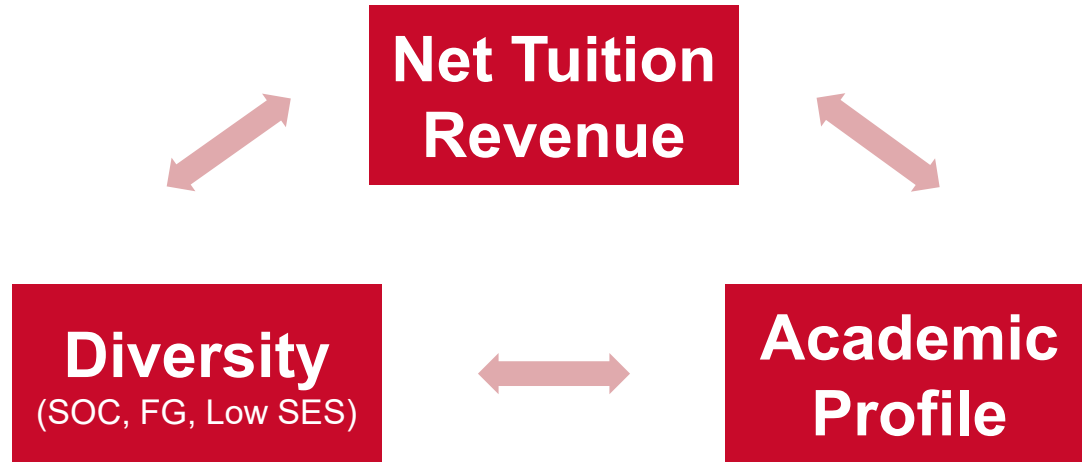
## *Enrollment Planning*

	Actual		Goals			
Key Metrics	2016	2017	2018	2019	2020	2021
First-Year Class Size	3,798	3,817	3,750			
Domestic Diversity	15.6%	16.8%				
Average ACT	28.5	28.3				



# Enrollment Planning

## *Balancing Competing Priorities*



# Enrollment Planning Discussion

## *Fall 2018 Concerns*

- Competitiveness of Miami's scholarship dollars
  - Merit: domestic non-resident, Ohio
  - Need-based: Ohio
- Global and national appetite to increase international student enrollments, including demand for intensive English language programs like ACE
- Increased competition for highly talented and diverse students
- Demographic shifts
- Transfer enrollment trends and Miami's ability to recruit and enroll this student population





# Enrollment Planning Discussion

## *Fall 2018 and Beyond*

- Which enrollment goals for Fall 2018 are the highest priority as it relates to the financial aid spend?
- What trade-offs (e.g. NTR, diversity, quality) is the institution willing to make for Fall 2018 and beyond in order to balance competing enrollment priorities overall and across the academic divisions?
- How does Miami continue to advance (or even maintain) diversity, broadly defined, and academic profile without an increased investment from the E&G budget for scholarship programs?





# QUESTIONS?



December 2017  
EMSS WRITTEN REPORT  
Michael S. Kabbaz, Senior Vice President

## Admission

The Office of Admission has begun its engagement of students from the M.O.R.E. Program as part of its partnership with Cincinnati Public Schools (CPS). With a goal of enrolling up to ten diverse students each fall, the initiative will provide programming, mentorship, scholarship, and other college-going activities to program participants beginning as early as the eighth grade. On November 8, members of the Miami **community traveled to CPS offices to outline the program, share Miami's financial commitment to the cohort, and review the admission application process for inaugural members of the partnership and their families.** On November 14, students then traveled to Oxford where they took part in a campus tour, were joined for lunch by President Crawford, and engaged with current students and faculty.

Admission staff recently concluded their fall travel efforts, visiting more than 1,700 high schools and conducting more than 2,000 recruitment events across the US and around the globe throughout the months of August, September, October, and November. In total, staff visited 35 states and 23 countries in their recruitment endeavors this fall. **In comparison to previous years' efforts, admission staff conducted just 275 high schools in the fall of 2009.** High school visits and other recruitment events contribute **greatly to Miami's application and enrollment goals and help to further brand recognition both nationally and globally.**

## Center for Career Exploration and Success

The annual Fall Career Fair took place in September and drew a huge increase in the number of student attendants. In 2016, 3,541 students attended and in 2017 almost 500 additional students participated with a total count of 4,037 (14% increase). This year, the Center for Career Exploration & Success (CCES) set out to increase participation for first-year students to acclimate them to this important event early in their college experience and as a result, first-year student attendance increased by 53%.

CCES has hired two new staff to lead career-related diversity and inclusion efforts. Tekeia Howard (Senior Assistant Director) and Shayna Smith (Assistant Director) have presented to several student organizations and classrooms already and are currently focusing on building a strategy to increase assistance to international students. This is very important work due to the growth of international students at Miami and U.S. visa restrictions for this population.

## One Stop for Student Success Services

To provide enhanced services to our students, this fall the One Stop assumed responsibility for the certification of Veteran education benefits. Nathan Hoch, a U.S. Marine veteran and Miami graduate, was hired and serves as our certifying official to Veterans and military-affiliated families. The office has streamlined support services for these students and has developed a tiered strategy to properly escalate and resolve any issues this important student population may face.

## Student Financial Services (Office of Student Financial Assistance & Office of the Bursar)

### *Student Financial Assistance*

Between August and November 15, the Office of Student Financial Assistance conducted financial aid night presentations to 19 high schools in the community, speaking to more than 1,500 people. In addition to providing important financial aid information to high school students and their families, these events serve our local high schools and their counseling staffs, who help promote Miami to their students.

### *Bursar*

The Office of the Bursar is currently restructuring the collections area by repositioning staff duties and by updating policies to be more consistent and student-friendly. Largely due to these changes, in comparison to this time last year, we have increased our active past due collections by nearly three times have realized an increase of 16% in Perkins loan collections.

### *Student Success Center*

The Student Success Center, under the leadership of Dr. Ashley B. Hopkins, launched a new year of the Peer Advocate and Student Success (PASS) Mentor program in September 2017. The program pairs five international and five domestic students on mentoring teams that serve in residence halls across campus during the pilot phase. The mentoring teams are receiving specialized training in intercultural communications so that they may role model and facilitate cross-cultural engagement among students with whom they interact. Interactions with students include one-on-one advocacy sessions held during office hours in residence halls, academic-based workshops hosted in residence halls, and presentations provided to CAS 116 classes. PASS Mentors maintain weekly reflection logs to enhance critical thinking skills and to contribute to ongoing assessment of the program.

### *University Registrar*

The Degree Audit Report conversion project, which includes an updated platform and the addition of the Academic Planner, has begun with an anticipated project launch date of November 2018. The new platform will allow students to plan their coursework, thus enabling departments and divisions to plan course offerings accordingly. Additionally, this will enhance an academic division's ability to run degree audits in batch mode versus individually.

Under the leadership of the Office of the University Registrar, the Registration Override Request (ROR) application has been developed to replace the existing force add processes that vary across University departments. For the Spring 2018 registration period, nine University departments are participating in a pilot of the application and providing invaluable feedback.



BOARD OF TRUSTEES  
ROUDEBUSH HALL ROOM 212  
OXFORD, OHIO 45056  
(513) 529-6225 MAIN  
(513) 529-3911 FAX  
WWW.MIAMIOH.EDU

Academic and Student Affairs  
December 8, 2017

**RESOLUTION R2018-xx**

BE IT RESOLVED: that the Board of Trustees hereby approves and directs the Provost and Executive Vice President to submit the Final Report of Duplicate Programs, and the Annual Report of Remedial Education to the Ohio Department of Higher Education.



ACADEMIC AFFAIRS  
*Provost and Executive Vice President  
for Academic Affairs*

209 Roudebush Hall  
501 E. High Street  
Oxford, OH 45056-3653  
MiamiOH.edu

**Miami University Recommendation  
To the Board of Trustees  
For Action**

Date: December 7, 2017  
Title: REPORT OF REMEDIAL EDUCATION  
Synopsis: Annual Report pm Remedial Education for the Ohio Department of Higher Education

It is recommended that the Board of Trustees approve sending the attached report to the Ohio Department of Higher Education. This in response to provision House Bill 49 which "requires the issuance of an annual report on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation." This report has been reviewed and approved by the appropriate authorities.

Prepared by: Carolyn Haynes  
Carolyn Haynes, Associate Provost

Reviewed by: Phyllis Callahan  
Phyllis Callahan, Provost and Executive Vice President for Academic Affairs

FOR BOARD OFFICE USE ONLY:

Recommendation Number \_\_\_\_\_

Date of Board Approval: \_\_\_\_\_ Submitted By: \_\_\_\_\_  
President



# Remedial Education Report

**Miami University**  
*October 2017*

## Introduction & Context

This report has been created in response to the provision in House Bill 49 which “requires the issuance of an annual report on the number of students that require remedial education, the costs of remediation, the specific areas of remediation provided by the university, and causes for remediation.”

Miami University’s main campus in Oxford, Ohio is a selective admission institution and does not currently have students needing remedial education. Those students needing remedial education are admitted to our regional campuses which are located in Hamilton and Middletown. The Miami University Regional Campuses (hereafter referred to as the Regionals) are open admission with the mission of serving the surrounding population and communities, which are primarily low-income, first-generation, and urban Appalachian.

Table 1 uses 2013 US Census Bureau data to summarize the Hamilton and Middletown populations compared to the US population as a whole.

<b>Table 1: Hamilton and Middletown Demographics</b>			
	<b>Hamilton</b>	<b>Middletown</b>	<b>US</b>
Total population	62,258	48,630	
% ethnic minority	16.0	16.7	27.6
% high school graduate (age 25 & up)	83.1	82.4	86.0
% bachelor’s degree or higher (age 25 & up)	14.8	15.5	28.8
% disabled (under age 65)	11.2	15.7	8.4
% in poverty	22.9	23.0	14.5
% unemployed (2013)	7.9	7.8	6.7
Median household income	\$40,426	\$35,853	\$53,046

As shown in Table 2, the Regionals’ student population reflects the surrounding communities’ demographics, with significant numbers of low income (as represented by Pell eligibility) and first-generation students. Many of the Regionals’ commuter students are “place-bound” and cannot easily leave the region to attend college due to work obligations, the need to support a family, or other financial concerns. (Note: Hereafter, any data listed as “Regionals” reflects both the Hamilton and Middletown campus students, combined. Many Regional campus students often take classes on both campuses.)

<b>Table 2: Regionals Demographics</b>						
	<b>F 2015</b>		<b>F 2016</b>		<b>F 2017</b>	
	N	%	N	%	N	%
New students, Fall semester only	1030		920		916	
Pell offered	428	42%	370	40%	365	40%
First generation	339	33%	319	35%	286	31%
Non-White	190	18%	135	15%	127	14%
27 and older	45	4%	42	5%	27	3%

Table 3 shows the current semester tuition rate, the additional estimated expenses, and the full Pell award, although many students only qualify for partial awards. A significant number of Regionals students need to maintain an additional source of

income to cover their living and educational expenses and, as a result, have serious difficulty devoting their full-time attention to their studies.

<b>Table 3: AY 2017-18 Miami University Regionals Tuition and Expected costs for Ohio Residents per semester</b>	
Tuition & Fees	\$5,174
Books & Supplies	\$1,216
Personal Expenses	\$1,596
Transportation	\$1,782
Total	\$9,768
Full Pell Award	\$5,920
Unmet Expenses	(\$3,848)

This report addresses the following topics: (1) definition of remediation; (2) Miami's placement procedures and the number of students needing remedial education; (3) potential causes of students' lack of preparation for college education; (4) proactive support programs as well as a summary of how the university engages with students who exhibit academic underachievement; and (5) cost of remedial education at Miami.

Finally, because Miami University and its Regional Campuses have a focused and deliberate goal of increasing retention and graduation, we will conclude the report by summarizing some of the future directions for supporting remedial education and students who need it.

## Definition of Remediation

Miami University uses the remediation-free standards established by the Ohio Department of Higher Education in 2012 to determine the need for academic remediation for fully matriculating students.

Table 4 shows the remedial courses offered at Miami University Regionals.

<b>Table 4: Miami Developmental (Remedial) Courses</b>	
ENG007	Fundamentals of Writing (3 credits)
ENG007/ENG111	Blended English – Development course (2 credits) plus College English course (3 credits) taken concurrently
EDT002	College Reading II (3 credits)
MTH049	Qualitative Reasoning (3 credits)
MTH011- MTH019	Math Emporium, 9 mastery-based, self-paced modules (up to 9 credits)

In addition to the remediation-free standards, academic advisors consider multiple markers when helping students select appropriate courses.

## Placement & Number of Students Needing Remedial Education

A standardized test score (ACT/SAT or Accuplacer), high school GPA, and class rank (an additional factor to consider because of inconsistencies between the different high school's grading policies) are used to determine course placement. Students who have graduated high school less than two years prior to enrollment are required to submit ACT scores or to take the Residual ACT, which Miami provides. Students who have not participated in a formal educational environment for more than two years or have a GED take the Accuplacer for reading and math and the Writeplacer for writing.

Table 5 shows test ranges with recommended course placements. Green indicates Miami's remedial support courses; white indicates support courses that count toward graduation, and orange indicates remediation-free, college level courses.

Table 5: Test Ranges with Recommended Course Placements						
Writing						
WritePlacer 1 - 8	ACT	Old SAT/ New	CCP	HS GPA	Class Rank	Enroll In
1 - 2 - 3	8, 9, 10					College Readiness
4	11, 12, 13				Bottom 35%	English 007
4 – 5	12, 13, 14, 15				Bottom 50%	Blended English 007 & 111
4 - 5	15, 16, 17, 18			Over 2.5	Top 50%	English 104 & English 111
5 – 6 – 7- 8	18	480 490	5	Remediation Free		English 111
Reading						
Accuplacer 0 - 43	ACT 8, 9, 10					College Readiness
44 - 69	11, 12, 13, 14					EDT002 or EDT110r
70 - 79	14, 15, 16, 17					ENG151 or EDT110r
44 - 105	17, 18, 19, 20, 21			Under 2.5	Bottom 50%	EDT110r
80 – 120	22	480 490	80	Remediation Free		Prepared
Math						
Elementary Algebra (EA) 0 - 24	1 - 14			Less than 2.0		College Readiness
EA 25+	15-16	330		2.0 - 2.25		MTH011
College Level Math (CLM) 41 - 54	17 – 18	390		Less than 2.5	Bottom ½ of class	MTH011 or MTH049
CLM 41 - 54	19 – 21	460		2.5+ GPA	Top ½ of class	MTH011, MTH115, MTH119, or STA261
CLM 55 and up	22	520 550	CLM 55	Remediation Free		MTH119, MTH125, or STA261
CLM 103 - 120	22 - 25	610			Above 60%	MTH119 or MTH125 or STA261
CLM 103 - 120	26 and up	630		Above 3.5	Above 80%	Prepared

Table 6 shows the number of first-time, full-time students entering fall semester for the past three years needing remediation based on placement scores.

<b>Table 6: Students with scores indicating need for remediation</b>						
	<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
	N	%	N	%	N	%
All first-time students	1030		920		916	
All students with one score	206	20%	186	20%	194	21%
All students with two scores	151	15%	136	15%	146	16%
All students with three scores	197	19%	184	20%	204	22%
Reading less than 22	390	38%	338	37%	358	39%
English less than 18	248	24%	230	25%	261	28%
Math less than 22	461	45%	442	48%	479	52%
No ACT Scores	261	25%	218	24%	157	17%

In fall 2017, 52% of the incoming class was deficient in math according to the state's remediation free standards. This means that over half of the incoming class is not prepared for programmatic entry-level pre-calculus, statistics, or many science courses. Also, as shown in Table 7 below, significantly more students have scores that indicate need for support than actually enroll in support programs.

Probably the most significant test score indicating the need for remediation is reflected in the number of students who are not reading at or above the remediation free cut score. Many instructors practice the traditional model of reading-to-learn and with nearly 40% of the incoming class showing a weakness in reading, the need for guided reading support is imperative.

<b>Table 7: Actual remedial coursework taken</b>						
	<b>Fall 2015</b>		<b>Fall 2016</b>		<b>Fall 2017</b>	
	N	%	N	%	N	%
First-year students	1030		920		916	
Number with tests scores indicating need for remediation	566	55%	554	60%	604	66%
First-year students taking remedial courses (EDT002, MTH011, MTH049, or ENG007)	140	14%	146	16%	130	14%

## Probable Causes

A 2004 ACT Policy Report (Lotkowski, Robbins & North, 2004) lists the academic and nonacademic factors that affect retention and graduation rates among students at four-year colleges and universities. Institutional data shows that eight of these factors most seriously affects students on Miami Regionals. These factors are described below:

1. **Low academic skills:** High percentages of incoming Regionals students have academic need and the exact causes of under preparedness are varied and complex. They include students attending less rigorous high schools, not being fully engaged in their learning or not valuing education. Many of these students are academically deficient as shown by number of students testing below the remediation-free standard.
2. **Low non-cognitive skills:** Many Regionals students have issues with attendance and time management, poor study skills, or inadequate study habits (such as taking notes, meeting deadlines, and completing assignments). A concern that the Regionals faculty frequently voice is their students' seeming inability to understand how much time and effort students realistically need to devote to their studies in order to be successful.

3. **Lack of academic goals and planning:** In a recent survey of Regionals students, when asked to check types of campus services the student needed to achieve their goals, two responses—academic planning and career planning—tied for highest perceived need. In a 2014 survey, 40% of responding students indicated that their transition from high school to college was difficult or that they could have used more help.
4. **Insufficient financial aid counseling:** Financial aid counseling and financial management are crucial retention issues for Regionals students. The loan default rate of 27.8% on the Hamilton campus and 24.0% on the Middletown campus, compared to the Ohio rate of 16.7% and the national rate of 13.7%, prove that much more is necessary.
5. **Lack of social support—institution and family:** All Regionals students commute to school, and many have significant family and work commitments. Accordingly, most students come to campus, go to their classes, and then leave. This practice allows little opportunity to develop relationships with other students, faculty, or the school itself. At-risk students frequently have low institutional knowledge and “experience a strong ‘culture shock’ in college, as college represents a fundamentally different culture compared to their parent’s way of life. Sometimes, parents and friends even encourage them not to go to college” (Gofen, 2009).
6. **Weak transition to college:** Starting college is frequently a sink-or-swim experience for many students. For first-generation students and students with academic need, the cultural immersion experience of joining a college can be overwhelming. At the Regionals, new students participate in a half-day orientation, but for many students and specifically first-generation students, a broader exposure to campus life, for themselves and their families, may be warranted.
7. **Lack of career planning:** For most Regionals students, future jobs are of the utmost priority. Yet, because Miami stresses a liberal arts approach to higher education, the correlation between academic pathways and career pathways often appears murky to students. One of the most commonly-asked questions during advising sessions is “What can I do with a degree in \_\_\_\_\_ ?.”
8. **Poor technology skills:** While student surveys have shown that Regionals students are increasingly likely to have access to internet at home, much of this increase is due to students with smart phones, which are typically not suitable for college-level work. If a student does have a computer at home, it is often out of date, which can result in compatibility issues for faculty receiving student papers or sending assignments electronically. Additionally, many low-income students at the Regionals continue to arrive on campus with low technology skills, antiquated word processing software, and computers riddled with viruses. Faculty members also report a dearth of critical computer skills, sometimes as basic and necessary as knowing how to attach files to an email. Because technology is ever changing, it is vital that the Regionals combine access and instruction, especially to the targeted low-income and first-generation commuter students who are beginning their academic careers one step behind the traditional students.

## Support Programs

Before New Student Orientation (which is when students schedule their first semester courses), each advisor and member of the Learning Assistance team carefully reviews each student’s profile and determines appropriate courses or support programs to recommend to the student in their first advising session at Orientation.

In addition to this first advising session, the following programs are available to students.

**College Readiness Program:** Students who test significantly below the state remediation-free standards enroll in a College Readiness (CR) program. The program is a partnership between Aspire (formerly ABLE) and Miami Regionals. The CR program provides intense reading, writing or math supports for 10 to 15 weeks while the student is enrolled part-time (7 credit hours) in other Miami University college level or remedial support courses. After completing the CR program and retaking the Accuplacer, many students move to full-time status.

**Paired Study Skills:** Miami offers an EDT110 College Success course that is linked to BIO171, 161, ATH175, or HST111 so the students must be registered for both the success course and the disciplinary course during the same semester. This program

allows students to practice direct application of study and learning skills needed to enhance student success in an actual credit-bearing course.

**Blended ENG007/ENG111** is a course that combines developmental English with standard freshman composition, giving the students in the program two additional hours per week to work on their freshman composition papers.

**Math Emporium** (MTH011 – MTH019) is a nine-module, competency-based program which enables students to only complete the math modules that align with their degree program and their existing knowledge base.

**Tutoring/Mentoring** is provided by the Tutoring & Learning Center (TLC) for support with course content and skills as well as life skills. The Tutoring & Learning Centers on the Regionals campuses are College Reading & Learning Association (CRLA) certified and provide three levels of mastery training for its tutors and mentors.

**First Year Experience (FYE)** – Research indicates that a First-Year Experience course significantly improves students' transition to college, and Tinto (1998) offered enduring evidence that first-year programming has a significant impact on academic achievement, academic persistence, and graduation for its participants. Currently, Regionals students do have the opportunity to enroll in a first-year seminar, and about 60% do.

This is the third year that the Regionals have aggressively supported the enrollment of incoming new students into the UNV101 course. Table 8 shows the percent of students enrolling in UNV101 increasing.

<b>Table 8: Incoming New Students Registered for UNV 101</b>						
	<b>2015</b>		<b>2016</b>		<b>2017</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
All First Time Students	1030		920		916	
Registered UNV 101	557	54%	510	55%	546	60%

**Career Development:** The Regionals offer a career education course, EDL 100; but on average, only 25 students enroll in the class per semester. Because many students begin college as “undecided” regarding their major, “it is ridiculous to ask [them] what they plan to do in five years. They don’t even know what they plan to have for dinner” (Brooks, 2009). This course must also occur early in the students’ academic careers to make explicit the correlation between current education decisions and future job opportunities. To provide career counseling, the Regionals have a Career, Co-op, and Internship Office, which is currently undergoing an extensive improvement plan. Over the previous three years, the office has received \$261,118 from the State of Ohio to build infrastructure, student awareness, and accountability for co-op and internship opportunities. A new director was recently hired, and the office is increasing services on the Regionals. In addition to career planning, co-ops and internships create a solid bridge to student careers.

Table 9 lists the risk factors and the support strategies provided by Miami University Regionals.

<b>Table 9: Services Addressing Students in Remedial Courses</b>	
<b>Factors that Impact Retention</b>	<b>Miami University Regional Services</b>
<b>1. Low academic skills</b>	College Readiness Program, Learning Labs, academic tutoring, paired study skills, Blended English, Math Emporium, TRiO Student Support Services



2. Low non-cognitive skills	FYE, Learning Labs, paired study skills courses, workshops
3. Lack of academic goals and planning	EDL100 (career exploration course), career counselling, Majors Fair
4. Insufficient financial aid knowledge	Financial Frontiers(online financial aid course), FYE, second semester workshop, assistance completing FAFSA
5. Weak transition to college	Orientation, FYE, paired study skills, workshops
6. Lack of social support	Orientation, FYE, SSS Centers, Student Activities, student athletics
7. Lack of career planning	EDL 100, newly revamped Career Services
8. Poor technology skills	technology workshops, tech tutoring

## Academic Interventions

At times, students who need remedial education (as well as other students) do not meet good academic standing standards (i.e., cumulative GPA of 2.00). Here are the interventions used for these students:

### *Advising E-Tools*

Miami University uses the Education Advisory Board's Student Success Collaborative (SSC) system to assist advisors in proactively communicating with advisees. The system leverages predictive analytics data to determine risk factors, preferred degree pathways, and success markers. It enables advisors to know when students are predicted to or have moved off track so that proactive advising may occur, and it has the capacity for all advisors and support staff to record notes on advising and support sessions with students. It also enables faculty to report on students' progress and to send alert warnings to advisors to enable advising interventions.

### *Early Alert Program*

Miami recently instituted an Academic Early Alert System via the Student Success Collaborative, for faculty use in the first several weeks of every semester. This system allows faculty to send an alert to an advisor regarding students currently enrolled in their classes. The advisor reaches out to the student to discuss best strategies for recovery. Many referred students have commented that knowing their instructor recognized that student's struggle and took the time to make a referral made it easier for the student to approach that instructor for help.

### *Midterm Interventions*

Miami employs an intervention process to support students struggling in courses at midterm. Midterm grades are requested from faculty for all students having earned 0-45 credit hours. Academic support staff or advisors reach out to students with one or more grades reported lower than a "C."

### *Academic Warning and Academic Probation*

The University Registrar's Office takes academic action regarding a significant number of Regionals students each year. Actions include the following:

- academic warning (less than 2.00 cumulative GPA during first semester at Miami or less than 16 graded credit hours);
- probation (less than 2.00 GPA after completing 16 GPA hours);
- suspension (for student on probation, less than 2.00 GPA for the following semester); and

- dismissal (second suspension).

<b>Table 10: First-year Students* Receiving Academic Warning in Their First Semester</b>						
	<b>2015</b>		<b>2016</b>		<b>2017</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Total Students	1458		1383			
Students on Academic Warning	319	22%	241	17%		

\*Does not include College Credit Plus students or students who are in the English Language Center

This high number of students on Academic Warning could indicate placement issues, academic support issues, and/or a number of other factors. Miami needs to drill deeper into the data to determine causes and appropriate support structures.

<b>Table 11: Students on Academic Probation or Suspension</b>				
	<b>2015</b>		<b>2016</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
All Students	4317		4078	
Students on Academic Probation or Suspension	243	6%	248	6%

Academic advisors reach out to students who are on academic warning and probation to make appropriate changes to their course schedules and to decide on intervention options (e.g., study skills course, coaching or tutoring). Students are held accountable to complete the process through the use of administrative holds placed on student accounts that prevent students from registering for classes or making adjustments to their schedule until they have met with the advisor.

Although these steps are important, completion rates at the Regionals still need significant improvement. The six-year graduation rate for the 2010 cohort on the Hamilton campus was 23.8% and 14.6% on the Middletown campus. The average six-year completion rate for Ohio regionals campuses is 25%.

## Cost of Remediation

The cost of remediation has been calculated using the following formula:

**Estimated Cost of the Advising & Learning Center on the Regional Campuses** (where students who need remedial education are enrolled) for Fiscal Year 2017 multiplied by the percent of students on the Regionals needing some form of remedial education. Costs include the personnel and operational budget for the center.

- Total E7G budget for center including salary and benefits is \$1,770,544
- Percent of Regional Campus Students Needing Remedial Education: 66%
- Total Cost for Center to Serve Students Needing Remedial Education: \$1,168,559

**Instructional Costs for Remedial Courses for FY 2017** \$68,065

**ESTIMATED TOTAL COSTS FOR REMEDIAL EDUCATION AT MIAMI** \$1,236,624

**STATE SHARE OF INSTRUCTION FOR REMEDIAL COURSES FOR FY 2016** \$44,593

## Conclusion

Although Miami has made significant strides in supporting students who are underprepared for college, undoubtedly, more needs to be done to engage and promote our students with academic need. With almost 20% of the incoming class on

Miami's Regionals completing less than 67% of their coursework and/or earning a cumulative GPA below 2.00, the data strongly suggest that a more strategic approach is warranted.

Below are strategies that we recommend implementing in the near future:

- 1) Expanding the number of UNV 101 sections to enroll all entering students on all Miami campuses;
- 2) Amplifying intrusive advising approaches for students with predicted and demonstrated academic need;
- 3) Creating no-harm/no-foul support structures that teach academic skills, executive function enhancement, and career exploration as we develop ways to include resiliency training;
- 4) Reconfiguring the math program on the Regionals to help students accelerate through math, including clear math pathways and generating a co-requisite math program for our statistics course;
- 5) Providing co-requisite course for students who need to develop college level writing skills;
- 6) Expanding mentoring programs for students with academic need;
- 7) Exploring ways to provide additional financial assistance, such as repeatable or renewable need-based scholarships or incentive scholarships for completing 30 credit hours per academic year while maintaining good student standing;
- 8) Considering the possibility of curricular pathways for "mega majors" (clusters of similar majors such as STEM, arts & humanities, etc.). Pathways would include linked courses (Learning Communities) for students with academic need.

# University Remediation Report

Name of University:

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

## 1. The number of enrolled students that require remedial education (FY17 actual).

Number of Students	Description (if needed)
916	All first-time students entering in Fall 2017 with one or more scores indicating need for remediation. T

## 2. The cost of remedial coursework that the state university provides (FY17 actual).

Please select the type of cost in the following areas and describe.

- Costs to the university: Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
- Costs to the student: Please include a description of tuition paid by students in pursuit of remedial education.
- Costs to the state: Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$68,065	Instructional costs for remedial courses for FY 2017
Costs to the university	\$1,168,559	2017 multiplied by the percent of students on the Regionals needing some form of
Costs to the state	\$44,721	State share of instruction for remedial courses for FY 2017
Costs to the student	\$2,587	Tuition and fees for full-time students in first semester

## 3. The specific areas of remediation provided by the university.

Subject Area	Description
Writing	ENG007 Fundamentals of Writing (3 credits)
Blended English	(5 credits)
Reading	EDT002 College Reading II (3 credits)
Quantitative Reasoning	MTH049 Quantitative Reasoning (3 credits)
Math	up to 9 credits)
Academic Support	College Readiness Program (intensive support for math, reading, writing), co-remediation study skills

## 4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.

- Lack of student preparation at the K-12 level
- Prescriptive placement policies (over reliance on a single assessment measure)
- Deferred entry into higher education (adult students returning to higher education)
- Other (any other cause identified by the university)

Cause	Description
Lack of student preparation	from attending less rigorous high schools, challenging family situations, and lack of study skills and a
Lack of student preparation	nonexistent technology at home, antiquated word processing software, and computers riddled with
Other	stresses a liberal arts approach to higher education, the correlation between academic pathways
Other	work commitments. Most students come to campus, attend class and leave which means that they



ACADEMIC AFFAIRS  
*Provost and Executive Vice President  
for Academic Affairs*

209 Roudebush Hall  
501 E. High Street  
Oxford, OH 45056-3653  
MiamiOH.edu

**Miami University Recommendation  
To the Board of Trustees  
For Action**

Date: December 7, 2017  
Title: FINAL REPORT OF DUPLICATE PROGRAMS  
Synopsis: Final Report of Duplicate Programs with timeline for implementation for the Ohio Department of Higher Education

It is recommended that the Board of Trustees approve sending the attached report to the Ohio Department of Higher Education in response to their request for a review of specific undergraduate programs offered by both Miami University and another public institution in the Southwest Ohio region, University of Cincinnati. This report has been reviewed and approved by the appropriate authorities.

Prepared by:

Denise Krallman, Director of Institutional Research

Reviewed by:

Phyllis Callahan, Provost and Executive Vice President for Academic Affairs

FOR BOARD OFFICE USE ONLY:

Recommendation Number \_\_\_\_\_

Date of Board Approval: \_\_\_\_\_ Submitted By: \_\_\_\_\_  
President

# Duplication Program Initiative

**Miami University**

**December 2017**

In response to the request by the Ohio Department of Higher Education, Miami University has conducted further evaluation of the six bachelor degree programs and three associate degree programs that were identified in our April 2017 report.

In the initial review, Miami evaluated the programs in terms of the following indicators:

- 1) Retention rates;
- 2) Graduation rates;
- 3) Enrollment pattern over past five years;
- 4) Employment of its graduates; and
- 5) Contributions to the core liberal education mission of the University.

Following the initial review, Miami engaged in a comparative analysis of the Miami and University of Cincinnati programs to explore possible similarities, overlaps, distinctions, and synergies. The missions, requirements, and outcomes of the Miami program and its counterpart at University of Cincinnati were reviewed and analyzed.

Additionally, Miami encouraged departments to engage in collaborations with University of Cincinnati as appropriate. For example, one department—the Department of German, Russian, Asian, & Middle Eastern Languages and Cultures—used this invitation as an opportunity to initiate collaborations with similar language departments at University of Cincinnati.

Below is a summary of our findings:

## Bachelor Degree Programs:

### **African-American/Black Studies**

The outcomes and content of this program are critical to ensuring that Miami meets its goal of advancing inclusion and offering culturally relevant curricula to students. Despite its critical role in promoting inclusion and diversity, this program has experienced diminished enrollment in recent years. To address this challenge, the program was recently moved into the Department of Global and Intercultural Studies and is generating a plan to rename and rebrand the degree as African and African-American Studies. As part of its rebranding effort, the program will make curricular changes, designed to make the degree more relevant and attractive to undergraduate students.

### **Art and Architecture History (A&AH)**

A&AH at Miami University delivers an inquiry-based curriculum that supplies the tools students will need as they embark on a life and career that expects them to be inquisitive, academically well-rounded and intellectually curious. Although the A&AH program has not awarded a high number of degrees over the last few years, it does have a significant impact on other curricular programs. A&AH serves over 800 students each term through its course offerings, including multiple courses that fulfill general education requirements. Over 70 students are currently pursuing a minor in A&AH, and seven majors (including studio art, communication design, architecture, art education, fashion) require A&AH courses for degree



completion. In addition, A&AH contributes to the arts management program, interior design program along with programming at our three on-campus galleries/museums.

### **Classical Humanities and Classical Languages**

Despite the fact that course offerings of the department are popular among Miami's undergraduate students, demand for the majors within this department has been low for some time. To address this issue, the department has been working to increase awareness and relevance of the degree for the past several years; yet, more progress is needed. If there is no increase in student demand by the end of the academic year, the department will explore consolidating the two separate majors offered in the department into one degree with two tracks.

It is also important to note that for the past four years, this department has engaged in a productive course-based collaboration with Ohio University. Miami and OU faculty collaborate to offer one or two upper-level classes in Ancient Greek and Latin each semester, with faculty from each university delivering the course on alternate years. The courses are offered in face-to-face versions on the home campus with the students from the other university participating virtually via an IVDL connection.

### **Individualized Studies**

Upon further evaluation, the overlap between Miami's Individualized Studies major and the Interdisciplinary Studies degree at the University of Cincinnati is minimal. Miami's Individualized Studies major features a core curriculum of 200- and 300-level classes delivered by program faculty along with the development of a personalized course of study in each student's areas of interest. In the senior year, students complete a senior research project (written thesis) under the close supervision of a faculty mentor. The program currently has 49 majors and 12 minors. It has had up to 70 majors (AY16/17) and has averaged approximately 60 for the past several years. UC's program does not include a core curriculum or culminating thesis project. Changes in the curriculum are being proposed that will make the program more flexible and thus attractive to prospective students.

### **Clinical Laboratory Science/Medical Technology/Technologist**

Approximately four years ago the Miami University Clinical Laboratory Science (CLS) major was replaced by the Medical Laboratory Science (MLS) major, which currently has 46 majors. Miami University's Combined MLS Program, which consists up to four years of core STEM classes, includes a one-year internship at an institution that offers a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited laboratory educational MLS internship. The required internship encompasses didactic courses and rigorous laboratory rotations in NAACLS-accredited MLS medical laboratories. As a result of its intensity, the number of majors that can be accommodated by the program is limited by design. Miami's MLS major is recognized statewide, regionally and nationally, as a premier Combined MLS Program. Nationwide, acceptance rates into NAACLS-accredited MLS Programs fall below 25%, whereas Miami students' placement rate is approximately 80%. Currently, the program is working on a number of strategies to increase the number of MLS majors, including developing more partnerships with NAACLS-accredited MLS medical laboratories.

### **Geography**

The program is currently undergoing a strategic planning process that will likely involve: 1) renaming/rebranding the major, and 2) revising the curriculum to make the degree relevant to today's issues and more attractive to students. Specifically, the program name will likely change to "Geography

and Sustainable Development," and its curriculum will feature more project-based work. The department is simultaneously working with alumni and corporate partners to build their internship program and career development programming. The ultimate goal is for the program to grow and serve important needs of the state.

## Associate Degree Programs

### **Associate of Technical Studies, Engineering Technology Focus**

Although Miami has had no enrollment in this program for the past seven years, the Ohio Department of Higher Education has mandated that we offer an ATS degree with a focus in engineering technology to comply with the One-Year Option program and to make higher education degrees more accessible to students in Ohio Career Technical Centers. We are currently pursuing work to revamp this degree to include concentrations in relevant One-Year Option pathways.

### **Associate of Technical Studies, Computer Information Technology Focus**

Although Miami has had no enrollment in this program for the past seven years, the Ohio Department of Higher Education has mandated that we offer an ATS degree with a focus in computer information technology to comply with the One-Year Option program and to make higher education degrees more accessible to students in Ohio Career Technical Centers. We are currently pursuing work to revamp this degree to include concentrations in relevant One-Year Option pathways.

### **Associate of Technical Studies, Commerce Focus**

Although Miami has had no enrollment in this program for the past seven years, the Ohio Department of Higher Education has mandated that we offer an ATS degree with a focus in commerce to comply with the One-Year Option program and to make higher education degrees more accessible to students in Ohio Career Technical Centers. We are currently pursuing work to revamp this degree to include concentrations in relevant One-Year Option pathways.

### **Associate of Criminal Justice/Safety Studies**

This degree currently serves nearly 30 students who typically use this associate degree as a gateway to the four-year bachelor's degree in criminal justice. Because the associate degree requirements are folded into the baccalaureate degree requirements, there are no additional resources required to maintain the associate degree. Other students in this program are either working professionals who may find the bachelor's degree too time consuming, daunting, or financially prohibitive or individuals who often use this degree to distinguish themselves when applying to police academies. Because enrollment in a police academy requires students to be at least 20-years old, this degree program enables students who come to us directly out of high school to complete two years of higher education prior to enrollment at a police academy.

## Miami University 3-year Timeline

Duplicative Program Initiative			
Miami University 3-Year Timeline			
	2018	2019	2020
Bachelor Degree Programs			
African-American/Black Studies	Curricular changes as part of rebranding	Continuous review of program enrollment	Continuous review of program enrollment
Art and Architecture History	No Action to be taken - 9/2017		
Classical Humanities and Classical Languages	Final review of program enrollment with decision for consolidation of two majors		
Individualized Studies	Curricular changes to provide more flexibility	No further action to be taken because of non-duplicative program with UC	
Clinical Laboratory Science/Medical Technology/Technologist	Implementation of developed strategies for increased program enrollment	No further action - enrollment limited due to program design	
Geography	Curricular changes as part of rebranding	Continuous review of program enrollment	
Associate Degree Programs			
Associate of Technical Studies: Engineering Technology, Computer Information Technology, Commerce Focus	Implementation of program concentrations to ATS for ODHE One-Year Option program compliance		
Associate of Criminal Justice/Safety Studies	No Action to be taken - 9/2017		



BOARD OF TRUSTEES  
ROUDEBUSH HALL ROOM 212  
OXFORD, OHIO 45056  
(513) 529-6225 MAIN  
(513) 529-3911 FAX  
WWW.MIAMIOH.EDU

Academic and Student Affairs  
December 8, 2017

**RESOLUTION R2018-xx**

BE IT RESOLVED: that the Board of Trustees hereby approves the conferral of tenure on Dr. Robert Schonlau, within the Department of Finance, effective upon the date of employment.

# MEMO

**Marc A. Rubin**

PwC Professor

Interim Dean

Farmer School of Business

Phone: 529-3381

Fax: 529-6992

E-mail: rubinma@miamioh.edu

Date: November 28, 2017

To: Provost Phyllis Callahan

From: Marc A. Rubin

Re: Tenure Recommendation, Robert J. Schonlau

---

I concur with the recommendation by the Department of Finance to recommend Robert J. Schonlau for the conference of tenure as part of his offer package. The memo from Professor Luzadis, Interim Chair of the Department of Finance, articulates well the accomplishments of Professor Schonlau in regards to both teaching and research. His four articles in A/A+ journals as well as two others in respected law reviews will clearly meet our standard for excellence in research. Professor Schonlau also has a number of working papers and projects that suggest his research pipeline is robust and should continue to be most productive in the future.

In regards to teaching, his high student evaluations at both Brigham Young and University of Washington as well as the two teaching awards that he received at Brigham Young indicate his excellence in teaching. His statement of teaching philosophy also demonstrates a passion for teaching that is most consistent with Miami University. I believe that Professor Schonlau also meets Miami's standards for excellence in teaching.

I am familiar with the Marriott School of Management at BYU as I know a number of their faculty members. They have high standards for both teaching and research. Bloomberg ranks BYU in the top 25 for MBA and in the top 20 for undergraduate business programs.

Since Professor Schonlau meets Miami University's standards for excellence in both research and teaching, I believe that he meets the standards for tenure. I recommend that Miami offer Professor Schonlau a position as associate professor with tenure.

FARMER SCHOOL OF BUSINESS  
*Department of Finance*

28 November 2017

TO: Provost Phyllis Callahan

FROM: Rebecca A. Luzadis,  
Interim Chair, Department of Finance

RE: Tenure recommendation

Together with the tenured faculty in the department of Finance, I respectfully request your support in recommending to the Board of Trustees that the privilege of tenure be conferred upon Dr. Robert Schonlau, when he joins Miami this fall as an Associate Professor in the Department of Finance. Dr. Schonlau brings a record of excellence in teaching combined with scholarship of the highest caliber. Most importantly, Dr. Schonlau will bring much needed leadership to the department. We believe the conferral of tenure will help to maximize the impact of this leadership, as it formally acknowledges an influential role from the very beginning of his membership in the department.

Below I will elaborate on Professor Schonlau's qualifications for tenure.

**A Record of High Quality Teaching and Academic Advising**

Dr. Schonlau has established a record of strong teaching in his current position at Brigham Young University. While not usually identified as a comparator for the Farmer School, BYU is a well-respected, undergraduate-focused university with high standards. As such, BYU is comparable to Miami in many ways, including key aspects of the undergraduate student profile of undergraduates and the high expectations for teaching excellence. In that context, Professor Schonlau has earned two teaching awards, one at the undergraduate level and one from the MBA students. This puts him among the ranks of the very best teachers in Miami's Finance department.

Professor Schonlau's record of excellence in teaching has been established while teaching a set of courses that align with both primary areas of coursework in our department (corporate finance and investments), thus enabling him to make an important contribution to our teaching mission immediately. The materials submitted with his application include a statement of teaching philosophy, wherein he demonstrates his dedication to his craft along with his commitment to continuous improvement. Professor Schonlau also provided samples of his teaching materials, including course syllabi, handouts, homework, and exams. Both his CV (containing a summary of his teaching evaluations) and his statement of teaching philosophy are provided along with this letter.

One of Professor Schonlau's colleagues at BYU, Dr. Grant McQueen, the William Edwards Professor of Finance and the MBA Director at Brigham Young University's Marriott School of Business, wrote this

2053 FSB • 800 E. High Street • Oxford, OH 45056-3600  
Office (513) 529-1560 • Fax (513) 529-6992  
FSB.MiamiOH.edu

---

MiamiOH.edu





FARMER SCHOOL OF BUSINESS  
Department of Finance

about Rob's teaching: "Rob does not pander to students. Just the opposite. I would characterize his teaching as encouraging students to master the fundamental principles, then to dig deeper and apply them to real-world complex situations. ...He is a demanding and versatile teacher with both a student-voted and a program-granted teaching award." One of Professor Schonlau's graduate school Professors, Dr. Jon Karpoff, the Washington Mutual Endowed Chair in Business and Professor of Finance at the University of Washington, says of his teaching: "His performance as a teacher also was outstanding. He handled review sessions for my Executive MBA classes – a notoriously demanding group of students – and the students raved about him. Rob also taught the introductory undergraduate finance class and received student ratings that were off the chart (an adjusted median score of 5.0 out of 5.0, an unusually high score). Since leaving UW and joining BYU, Rob has continued to do extremely well in the classroom and receive recognition for his teaching skill, including two teaching awards. Rob does not achieve such acclaim by watering down his courses. Quite the opposite, as his material is geared at a challenging level and students rate his classes as substantially above average in difficulty."

#### **Research, Scholarly and/or Creative Achievement of High Quality and its Prospect of Continuation**

Dr. Schonlau's research exceeds our expectations for tenure, both in terms of quality and quantity of publications. First, it must be noted that his published work is of exceptional quality. Professor Schonlau is published in two of the top three journals in Finance: *Journal of Financial Economics*, 2013, and *Review of Financial Studies*, 2017, as well as having a forthcoming publication in the fourth ranked journal in Finance, *Journal of Financial and Quantitative Analysis*. His forthcoming publication in *Management Science*, is particularly noteworthy not only for appearing in a *Financial Times* top 50 business journal (widely considered an A-level publication) but also because of the interdisciplinary nature of this journal. Professor Schonlau's other two publications appear in well respected law reviews, including the *Harvard Business Law Review*, further demonstrating the interdisciplinary nature of his work. Publishing in the very top journals within one's discipline *plus* in such highly respected journals in related disciplines is further testament to the caliber of Professor Schonlau's research.

Professor Schonlau's research, in addition to being published in the highest possible quality outlets, is quite interesting and important. In addition to being technically sophisticated, the work combines theories in finance with important legal questions related to fiduciary duty. As he explains, his work focuses on the mechanisms that influence CEO and director incentives around important corporate decisions such as acquisitions. These mechanisms include CEO compensation practices, antitakeover provisions, and corporate governance policies. As Professor Karpoff notes, "These are excellent papers that help us better understand the costs and benefits of the corporate form of organization and address issues that are important for both business and public policy."

Dr. Schonlau has established an impressive collection of collaborators from highly reputable institutions both in the US and abroad, and he has generously offered to incorporate colleagues at Miami into that group. This bodes well for future scholarship activity in the department, both in terms of quality and

2053 FSB • 800 E. High Street • Oxford, OH 45056-3600  
Office (513) 529-1560 • Fax (513) 529-6992  
FSB.MiamiOH.edu

MiamiOH.edu

FARMER SCHOOL OF BUSINESS  
Department of Finance

visibility as well as for the possibility of building more transdisciplinary bridges through scholarship in the future.

With the exceptional quality of Professor Schonlau's research established, it remains to address the prospect of continuation. In this regard, the pipeline is strong. Jarrad Harford, the Paul Pigott – PACCAR Professor of Finance and Chair of the department at the University of Washington, comments about one of Rob's current working papers: "Given the importance of these indices [used to measure anti-takeover provisions], the paper is likely to draw wide attention and to impact how we think about antitakeover provisions going forward. Not only does this speak to the likely publication of Rob's current work, the comment also suggests that Professor Schonlau is building the kind of reputation we will look for when considering him for promotion to full professor in the future.

#### **Professional Collegiality and Contribution to the Department Culture**

To complement the research and teaching accomplishments, we believe we have found in Professor Schonlau a person of strong character and integrity who will bring much-needed leadership to the department. Indeed, Professor Karpoff observed, "Complementing his skills as a scholar, Rob is a positive, upbeat, and interesting person. It is a pleasure to exchange ideas with him. I am impressed with Rob's ability to listen and hear others' points of view, and with his tempered judgment on matters related to research or university and departmental issues. He is an excellent citizen and colleague."

The strength of the support among department faculty for hiring Rob into this important senior position is telling in and of itself. Because of what he has already achieved professionally, combined with his personal style and character, I anticipate that Rob will quickly become a bridge-builder in the department. A strong voice of reason, coming from someone independent of the department's past history, should provide an example all can follow to help move the department forward in building a constructive, collegial culture.

In sum, I give my highest endorsement, along with the unanimous support of the department, for the conferral of tenure on Dr. Robert Schonlau, effective upon his arrival at Miami on August 20, 2017.

Respectfully submitted,

A handwritten signature in blue ink that reads 'Rebecca A. Luzadis'.

Rebecca A. Luzadis

Associate Professor and Interim Chair  
Department of Finance  
Farmer School of Business

2053 FSB • 800 E. High Street • Oxford, OH 45056-3600  
Office (513) 529-1560 • Fax (513) 529-6992  
FSB.MiamiOH.edu

MiamiOH.edu



## Robert J. Schonlau

---

<b>Office:</b> 682 TNRB, Department of Finance, BYU <b>Email:</b> <a href="mailto:robert.schonlau@byu.edu">robert.schonlau@byu.edu</a> <b>Updated:</b> August 2017	<b>Phone:</b> 801-422-5879 <b>Fax:</b> 801-422-0741 <b>Citizenship:</b> US
--	--

---

### RESEARCH INTERESTS

Corporate Finance, Antitakeover Provisions, Mergers, Corporate Governance, Executive Compensation, CEO and Director Labor Markets, Shareholder Perks, Econometrics

### ACADEMIC APPOINTMENTS

Assistant Professor of Finance, Marriott School of Management Brigham Young University	2010 - Present
---	----------------

### EDUCATION

PhD	University of Washington, Michael G. Foster School of Business Major: Finance    Minors: Economics, Research Methods, and Statistics	2010
MS	University of Washington, Michael G. Foster School of Business Emphasis: Finance	2008
MBA	Brigham Young University, Marriott School of Management	2004
BS	Brigham Young University, David O. McKay School of Education	2000

### HONORS, AWARDS, AND FELLOWSHIPS

Discussant at AFA annual meetings	2017
Presenter at AFA annual meetings	2016
Presenter at WFA annual meetings	2015
Presenter at AFA annual meetings	2013
BYU Finance Department Outstanding Teacher Award	2016
Presenter at the Drexel Academic Conference on Corporate Governance	2015
BYU MBA Teaching Award	2015
Semi-finalist for best paper award in corporate finance at FMA	2009
Accepted as participant in the PhD Student FMA Consortium	2009
University Graduate Student Fellowship, University of Washington	2009

**PUBLISHED PAPERS**

- (1) Does the Director Labor Market Offer Ex Post Settling-up for CEOs? The Case of Acquisitions, with Jarrad Harford (University of Washington), *Journal of Financial Economics*, Vol 110(1), Oct 2013, pages 18 - 36
  - Presentations<sup>1</sup>: Indiana University (March 2012), BYU (March 2012), University of Arizona (April 2012), Chinese University of Hong Kong (May 2012), University of California San Diego (May 2012), Australian National University (Sept 2012), University of New South Wales (Sept 2012), AFA conference (2013)
- (2) Do Outside Directors Face Labor Market Consequences? A Natural Experiment from the Financial Crisis, with Steven Davidoff (Berkeley Law) and Andrew Lund (Villanova Law), *Harvard Business Law Review*, Vol 4(1), 2014 print edition, pages 53 - 83
  - Presentations<sup>1</sup>: Ohio State (Nov 2012), Indiana University (Nov 2012), American Law and Economics Association Conference (May 2013)
  - Media coverage: Harvard Law School Forum on Corporate Governance post (Feb 2013), New York Times Dealbook article (April 2013), Knowledge@Wharton post (April 2013)
- (3) Golden Parachutes, Severance, and Firm Value, with Andrew Lund (Villanova Law), *Florida Law Review*, Vol 68, 2016, pages 875-906
  - Presentations<sup>1</sup>: National Business Law Scholars Conference, Loyola Law School (June 2014), University of Maryland law (Jan 2015)
- (4) Do Takeover Defense Indices Measure Takeover Deterrence? with Jon Karpoff (University of Washington) and Eric Wehrly (Western Washington University), the *Review of Financial Studies*, 2017, Vol 30 (7), pages 2359-2412
  - Presentations<sup>1</sup>: BYU finance (Feb 2015), Drexel Academic Conference on Corporate Governance (April 2015), European Financial Management Association meetings (June 2015), WFA conference (June 2015), Western Washington University (Nov 2015), AFA conference (Jan 2016), Berkeley Law class (Feb 2016)
  - Media coverage: Harvard Law School Forum on Corporate Governance post (Aug 2015)
- (5) Right On Schedule: CEO Option Grants and Opportunism, with Grant McQueen (BYU) and Rob Daines (Stanford), forthcoming in the *Journal of Financial and Quantitative Analysis*
  - Presentations<sup>1</sup>: Stanford law and finance (2012, 2013), BYU finance (Oct 2012), American Law and Economics Association Conference (May 2013), BYU accounting (Aug 2013), University of Chicago law (Nov 2013), Columbia University law and finance (Oct 2013), Northwestern law (2014), Harvard law (Mar 2014), Yale law (Mar 2014), NYU Law and Finance (Mar 2014), European Financial Management Association meetings in Rome (June 2014)

---

<sup>1</sup> Listing includes presentations by coauthors

- (6) Trade Relationships, Indirect Economic Links, and Mergers, with Jared Stanfield (University of New South Wales) and Jarrad Harford (University of Washington), forthcoming in *Management Science*
  - Presentations<sup>1</sup>: Second European Center for Corporate Control Studies (March 2012), University of New South Wales (Nov 2012), University of Utah (Nov 2012), Australasian Finance and Banking Conference address (Dec 2012), CSU Fullerton (Mar 2013), Exeter (March 2013), City University of Hong Kong (June 2013), Norwegian School of Economics (Sept 2013), BI Oslo (Sept 2013), Georgetown (Oct 2013), Sydney FIRN conference (Oct 2013), Southern Denmark University (Mar 2014)

#### **CURRENT WORK IN PROGRESS\WORKING PAPERS**

- (7) Shareholder Perks, Ownership Structure, and Firm Value, with Jon Karpoff (University of Washington) and Katsushi Suzuki (Hitotsubashi University)
  - Presentations<sup>1</sup>: FMA conference meetings (Oct 2016), Asian Finance Association conference (June 2016), BYU finance (April 2016)
- (8) Contaminated Control Variables in 2SLS Models, with Jeff Dotson (BYU)
  - Presentations<sup>1</sup>: BYU finance (Oct 2015)
- (9) Which Anti-takeover Provisions Matter? with Jon Karpoff (University of Washington) and Eric Wehrly (Western Washington University)
- (10) Determinants of Leverage, with Todd Mitton (BYU) and Toshinori Fukui

#### **OLD\PERMANENT WORKING PAPERS**

- (11) Board Networks and Merger Performance, with Param Vir Singh (Carnegie Mellon University)
- (12) Acquisition Timing in Merger Waves: Learning from Others

#### **EARLY WORK IN PROGRESS**

- Shareholders' Say-on-Golden-Parachutes, with Andrew Lund (Villanova University) and Albert Choi (University of Virginia)
- Unions and Merger Decisions, with Jared Stanfield (University of New South Wales) and Robert Tumarkin (University of New South Wales)

**PROFESSIONAL ACTIVITIES**

Ad Hoc Reviewer – *The Journal of Finance*  
*The Review of Financial Studies*  
*Journal of Financial and Quantitative Analysis*  
*Journal of Banking and Finance*  
*Management Science*  
*European Financial Management Journal*  
*Journal of Empirical Finance*

Member – American Finance Association, Western Finance Association, Financial Management Association

Conferences where my research has been presented or I have discussed papers–

American Finance Association meetings (discussant)	2017
American Finance Association meetings (presenter)	2016
Financial Management Association meetings	2016
Asian Finance Association meetings	2016
Western Finance Association meetings (presenter)	2015
Drexel Academic Conference on Corporate Governance (presenter)	2015
European Financial Management Association meetings	2015
National Business Law Scholars Conference	2014
European Financial Management Association meetings	2014
American Finance Association meetings (presenter)	2013
American Law and Economics meetings	(2 papers) 2013
FIRN Corporate Finance Research Group meetings	2013
Australasian Finance and Banking Conference keynote address	2012
Financial Management Association meetings (presenter)	2009

**SERVICE**

Finance department recruiting committee	2012 - 2016
Finance department scholarship award committee	2013 - 2016
Assisted in evaluation of submissions to Red Rock Finance Conference	2013 - 2016
Coordinator for brown-bag seminar series	2014 - 2016
Finance department facilities and resources committee	2016
Honors student advisor	2014 - 2015
Faculty advisor to undergraduate case competition team	2012 - 2014
Student readings course advisor	2012, 2014
Mentored student research advisor	2014
Guest lecturer for finance sections of CS 500 Career Essentials Class	2014
Guest lecturer for pre-PhD finance class	2013
Undergraduate business school admission committee	2011 - 2012
Program committee paper reviewer for Midwest Finance Association Conference	2012
NAC meeting panel moderator	2010



**TEACHING**Teaching Awards:

Finance Department Outstanding Teacher Award	2016
BYU MBA Teaching Award	2014 - 2015

Courses Taught:

Investments – Fin 410, Brigham Young University	2013, 2014, 2015, 2016
MBA Managerial Finance – MBA 528, Brigham Young University	2014, 2015
MBA Readings course (Stata/SAS programming) – MBA 693R	2014
Hyundai Heavy Industries Executive Program (finance portion)	2014, 2015
Investments – BusM 410, Brigham Young University	2011, 2012
Financial Theory and Analysis – Fin 453, University of Washington	2010
Business Finance – Fin 350, University of Washington	2007, 2008

Student Evaluations:

Year	Course	Description	Average Ratings		# of Sections	School
			(Course)	(Instructor)		
2007	FIN 350	Business Finance	3.9 / 5	4.5 / 5	1	UW
2008	FIN 350	Business Finance	4.6 / 5	4.8 / 5	4	UW
2010	FIN 453	Financial Theory and Analysis	4.2 / 5	4.6 / 5	1	UW
2011	BUSM 410	Investments (business majors)	6.8 / 8	6.9 / 8	3	BYU
2012	BUSM 410	Investments (business majors)	7.1 / 8	7.4 / 8	3	BYU
2013	FIN 410	Investments	6.9 / 8	7.0 / 8	3	BYU
2014	FIN 410	Investments	6.8 / 8	6.9 / 8	3	BYU
2014	MBA 528	Managerial Finance	7.3 / 8	7.4 / 8	1	BYU
2015	MBA 528	Managerial Finance	7.7 / 8	7.9 / 8	1	BYU
2015	FIN 410	Investments	4.8 / 5	-	3	BYU
2016	FIN 410	Investments	4.8 / 5	-	3	BYU

see [www.rschonlau.org/student-evaluations](http://www.rschonlau.org/student-evaluations) for more detailed information on student evaluations

**REFERENCES**

Jon Karpoff  
Professor of Finance  
Foster School of Business  
University of Washington  
206-685-4954  
[karpoff@uw.edu](mailto:karpoff@uw.edu)

Jarrad Harford  
Professor of Finance  
Foster School of Business  
University of Washington  
206-543-7472  
[jarrad@uw.edu](mailto:jarrad@uw.edu)

Grant McQueen  
Professor of Finance  
MBA Director  
Brigham Young University  
801-422-3017  
[mcqueen@byu.edu](mailto:mcqueen@byu.edu)

Robert Daines  
Professor of Law and Business  
Associate Dean  
Stanford University  
650-736-2684  
[daines@stanford.edu](mailto:daines@stanford.edu)

Andrew Holmes  
Associate Professor of Finance  
Chair of Finance Department  
Brigham Young University  
801-422-3762  
[andy.holmes678@gmail.com](mailto:andy.holmes678@gmail.com)

**Teaching Philosophy, Experience, and Evaluations**

**Robert Schonlau**  
**Department of Finance**  
**Brigham Young University**  
**Provo, UT 84604**  
**801-319-6187**  
**[robert.schonlau@byu.edu](mailto:robert.schonlau@byu.edu)**

**August 2017**

**I. Introduction**

I enjoy teaching and have worked with undergraduate and MBA students at the University of Washington (UW) and at Brigham Young University (BYU) over the last ten years. During that time I have taught several different corporate finance and investments classes. I have actively sought to adopt new teaching approaches from successful colleagues and have worked to hone my teaching skills. I discuss my teaching philosophy and experience below.

**II. Teaching Philosophy**

My teaching style has benefitted over the years from feedback from peers and students. To learn from my peers, I have solicited and received peer evaluations of my teaching as well as observed classes taught by gifted teachers at the UW and at BYU. I have also carefully reviewed my student evaluations each year and made adjustments based on the feedback. The following discussion is a brief compilation of some of the core ideas in my teaching philosophy.

**Prepare the course with care.** I like to spend adequate time up front in preparing a course to ensure the flow of topics is effective, the work load appropriate, and the schedule is clear from the beginning of the course. My experience is that students are willing to work hard even though their schedules are busy. They are more likely to appreciate and invest in the course if they feel it is well organized.

**Course expectations and feedback should be clear.** In creating the course, I think it is important to make the course expectations clear right from the beginning. Students are more willing to work hard, and their appreciation of the process and perception of the value of the class is enhanced, if expectations are clear. This starts with having a well-organized and detailed syllabus and extends to the grading techniques and the direction given for class projects, cases, and exams. In my syllabus I like to provide information about all the class dates with information about the reading assignments that should be completed before and after each lecture. Via the class website I provide focus questions, examples of past years' quizzes and cases along with solutions to the previous years' questions. These examples provide guidance to the students as to the length and quality of answers expected in the class.

**Engage the student in the lecture.** The student will both enjoy and learn more from a series of classroom discussions that are engaging than from a series of lectures that simply present information with minimal context and little application. To engage the student, the instructor must teach the material in such a way that the relevance is clear to the student. Interesting applications and focus questions help the students go beyond simply memorizing formulas to being able to understand and apply concepts. Student engagement is also facilitated if the instructor demonstrates personal interest in the topic of discussion and delivers the lecture with energy.

In preparing to teach, part of my preparation involves thinking of interesting real-world examples of concepts we are covering in lecture and finding recent events from the Wall Street Journal, or other business news outlets, to show the connection between the lecture material and life outside school. I also like to cold-call a few students every lecture. This helps students stay engaged and allows me to assess in real time if the students are understanding the lecture. Given the fear that some students have of being called upon, I

make certain that my approach is respectful and that I ask enough questions from lecture-to-lecture that students become more comfortable with the classroom interaction. My experience has been that the right questions can increase the interest in a lecture, foster classroom engagement, and promote learning.

**Show respect for and interest in the students.** I always try to learn my students' names. Calling them by name is a simple way to show that you know them and are interested in them as a person. I enjoy getting to know the students and being a resource to them as they prepare for graduation and a career. I encourage students to visit my office hours and get help if they need it.

**Use technology to facilitate and complement learning.** A well-organized class website and the use of online materials facilitates the learning process. I post all class materials on the course website and, where appropriate, use the internet and technology during lectures to complement the lecture materials. I also require the students to familiarize themselves with a number of finance resources online in order for them to complete some of the class projects. My coursework includes homework assignments, cases, and projects that require spreadsheet skills. These skills will be useful to the students outside the classroom.

### III. Teaching Experience

I have experience and enjoy working with people from diverse backgrounds. As a graduate student at the University of Washington I taught undergraduate classes for several years including introductory corporate finance classes (FIN 350) and an intermediate undergraduate case-based valuation class (FIN 453). As an assistant professor at BYU, I have worked with both undergraduate and MBA students teaching undergraduate investments classes for business majors (BUSM 410), undergraduate investments classes for finance majors (FIN 410), intermediate MBA corporate finance classes (MBA 528), and two readings courses. I received strong student evaluations from all classes at both universities and in recent years have received two teaching awards. I can say from experience that I enjoy working with domestic and international students, undergraduate and graduate students, and introductory and advanced courses. I enjoy teaching and welcome the opportunity to teach new classes. The table on the next page lists the classes I have taught in chronological order and provides information on the student evaluations for each class. Detailed student evaluations are available at [www.rschonlau.org/student-evaluations](http://www.rschonlau.org/student-evaluations) for recent courses that I have taught.



August 14, 2017

Members of the Recruiting Committee:

I am writing to recommend Robert Schonlau for a position in your department. I have known Rob since he entered our doctoral program and Rob has been my student, my RA, and my co-author. Throughout all our interactions, I have been continuously impressed with Rob, so much so that I can recommend him very highly.

Rob was a victim of bad timing at BYU, with three papers accepted (at RFS, JFQA and MS) after the promotion votes were taken. But, BYU's loss is someone else's gain. I strongly advise you to interview Rob—he is a great colleague with a proven track record of top-level research and award-winning teaching.

As I said above, I met Rob when he joined our doctoral program. He impressed me enough as a student, that I requested him as an RA. He impressed me enough as an RA that I started a couple projects with him as a full collaborator. In everything he does, Rob is extremely careful and thorough—perfect qualities for a researcher. As his dissertation chair, I found Rob to be an easy student to supervise; he absorbed feedback well and worked independently to address comments before seeking additional feedback on a revision.

Rob will be going on the market with a paper he currently has with Jon Karpoff and Eric Wehrly. It is a follow-up to the paper they just published in the RFS. In these two papers, they carefully examine whether and how the antitakeover index ("G-index") works. In the RFS paper, they nicely account for the endogeneity of the provisions themselves to establish that the G-index, its subset E-index, as well as the E-index's complement, all causally decrease takeover likelihood, something that had never been established in the literature, despite the widespread use of the indices. In the follow-up paper, they dive into the index itself and examine the specific provisions, showing what is behind the reduction in takeover likelihood and uncovering the fact that two of the provisions actually increase takeovers. Given the importance of these indices in empirical corporate finance and corporate governance research, their paper is likely to draw wide attention and to impact how we think about antitakeover provisions going forward.

While I will not go through every one of Rob's papers, I will note that Rob has a strong interest in corporate governance research, as exhibited by these papers as well as the fact that he has also made contributions on the subject in the law literature. Another of Rob's papers on corporate governance is the JFE paper we co-wrote on acquisition experience and the directorial labor market. Rob was definitely a full co-author on this paper. In fact, as I remember it, he was the one to originally propose the basic question and suggest that we

MICHAEL G. FOSTER SCHOOL OF BUSINESS / UNIVERSITY OF WASHINGTON  
BOX 353200 / SEATTLE, WA 98195-3200 / [foster.uw.edu](http://foster.uw.edu)





## Harford recommendation letter for Robert Schonlau, Page 2

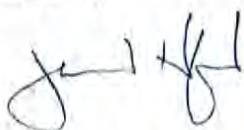
develop it into a paper together. In the paper, we explore how the directorial labor market rewards experience as an acquiring CEO. It could be that the market rewards experience, regardless of whether the acquisition was value-creating, or it could be that the market punishes value-destroying acquisition decisions and rewards value-creating ones. The distinction is an important one for the degree of ex post settling-up executives face in the directorial labor market and the consequent ex ante incentives they have to pursue acquisitions as CEOs. We find that it is experience that matters in gaining future board seats, regardless of value creation. This suggests that rather than offering ex post settling-up for bad acquisition decisions, the directorial labor market provides additional incentives to be an acquisitive CEO.

The other paper I will speak to directly is our joint paper on economic links and mergers, which is now forthcoming in *Management Science*. This project started when both Rob and Jared Stanfield (the other co-author) were still PhD students at the UW. We talked about pursuing a firm-level follow-up to the industry networks paper I wrote with Kenneth Ahern. As both Rob and Jared had taken it upon themselves to take network analysis classes from the Statistics Department, they were perfect co-authors for this project. Again, Rob was a fantastic and equal co-author on this project, tackling difficult coding issues (the data required a lot of fuzzy matching of company names) while contributing fully to the economic development of the paper. In fact, the enormity of the data task was the primary reason it took us a while to finish and publish this paper. Based on my experiences in my two co-authoring projects with Rob, I would not hesitate to work on another project with him.

On a related note, I will comment on Rob's collegiality, which is important in our profession. I'm happy to say that Rob is a pleasure to be around and will be a great colleague wherever he ends up. He is personable, humble, and very giving of his time and expertise. I have sorely missed him at the UW.

So, as you can see, I think very highly of Rob and recommend him without reservation—he will certainly continue to be a productive scholar and a great teacher, and I am proud to say he was my student. If you have any questions at all, please do not hesitate to contact me.

Sincerely,



Jarrad Harford

Paul Pigott - PACCAR Professor of Finance

Chair, Department of Finance and Business Economics







**Jonathan Mark Karpoff**  
*Washington Mutual Endowed Chair in Business*  
*Professor of Finance*  
*Department of Finance and Business Economics*

Telephone: 206-685-4954  
Fax: 206-221-6856  
E-mail: [karpoff@u.washington.edu](mailto:karpoff@u.washington.edu)  
<http://faculty.washington.edu/karpoff>

September 18, 2017

Dear Recruiting Committee,

I am writing to recommend **Robert J. Schonlau**, who is on the job market seeking a tenure-track position as an assistant professor. Rob is my former student and current collaborator on three papers. He is a terrific scholar, teacher, and colleague, and I recommend him strongly for a faculty position.

I first got to know Rob about ten years ago when he was a student in my Ph.D corporate finance class. For four years Rob worked as a teaching assistant for my Executive MBA finance class, and I served on his dissertation committee. As a student, Rob excelled in and out of the classroom. His performance as a teacher also was outstanding. He handled review sessions for my Executive MBA classes – a notoriously demanding group of students – and the students raved about him. Rob also taught the introductory undergraduate finance class and received student ratings that were off the chart (an adjusted median score of 5.0 out of 5.0, an unusually high score). Since leaving UW and joining BYU, Rob has continued to do extremely well in the classroom and receive recognition for his teaching skill, including two teaching awards. Rob does not achieve such acclaim by watering down his courses. Quite the opposite, as his material is geared at a challenging level and students rate his classes as substantially above average in difficulty.

On his web page ([www.rschonlau.org](http://www.rschonlau.org)), Rob accurately describes his research as focusing "... on major corporate decisions, like acquisitions, and the mechanisms that influence CEO and director incentives around those decisions. These mechanisms include corporate governance practices, compensation, anti-takeover provisions, and CEO and director labor markets..." His papers help establish several important new results, including his findings that CEO labor markets do not fully discipline poor acquisition decisions, that CEOs often manipulate their firms' share prices to increase the values of their stock option grants, and that interfirm trading relationships determine whether, when, and how acquisitions occur. These are excellent papers that help us better understand the costs and benefits of the corporate form of organization and address issues that are important for both business and public policy.

I would like to focus my comments, however, on my experience working with Rob as a coauthor. In recent years, Rob and I have worked on three research projects. The first, titled, "Do

- 2 -

Takeover Defense Indices Measure Takeover Deterrence?" is coauthored with Eric Wehrly and was published in the Review of Financial Studies. The second is coauthored with Katsushi Suzuki and titled, "Shareholder Perks, Ownership Structure, and Firm Value," and the third is coauthored with Eric Wehrly and titled, "Which Anti-takeover Provisions Matter?" Neither of the two working papers has yet been submitted for publication.

Writing papers with Rob has provided me an opportunity to closely observe his research skills and approach toward scholarship. Rob is an outstanding scholar; doing research with him is such a delight that I cannot wait to start the next project together. He is smart, insightful, and diligent in his work. Rob has developed expertise in econometric methods that help to identify tests, a skill that has been crucial in the development of all three of our joint papers. Rob also combines these econometric skills with solid economic analysis and reasoning, and is a full participant in the development of our research questions, economic hypotheses, and write-up. Rob has the judgment and integrity of a mature researcher who focuses on economically meaningful questions and exercises careful judgment in drawing inferences from data. None of my projects with Rob would have been developed into working papers or published without Rob's involvement and contributions.

Complementing his skills as a scholar, Rob is a positive, upbeat, and interesting person. It is a pleasure to exchange ideas, or drafts of a paper, with him. I am impressed with Rob's ability to listen and hear others' points of view, and with his tempered judgment on matters related to research or university and departmental issues. He is an excellent citizen and colleague who, I am sure, contributes to his department in many ways. Again, I look forward to continued collaboration with Rob on future projects, not merely to produce papers, but to engage in the rewarding process of collaborative and meaningful research.

Given Rob's excellent research and teaching record, and my experience working with him, I was puzzled he did not receive tenure at BYU. I cannot speak to BYU's tenure review process, but his BYU colleagues with whom I have spoken (and who agreed for me to paraphrase their views) indicate that the negative decision was heavily and mistakenly influenced by the fact that Rob's RFS, JFQA, and MS papers were not accepted when his external review letters were solicited and early tenure votes were taken.

To summarize, I highly recommend Rob Schonlau for a tenure-track position at a school that aspires to excellence in both research and teaching. I should mention that this letter is shorter than it otherwise might be because I have difficulty typing while recuperating from an accident. If you would like more information about any of these comments, please do not hesitate to call me.

Sincerely,

Jonathan M. Karpoff

**BYU | MBA**

To: Human Resources Department, University of Miami  
From: Prof. Grant McQueen  
Date: September 21, 2017  
RE: Recommendation of Robert Schonlau for Finance faculty

I am the William Edwards Professor of finance and the MBA Director at Brigham Young University's Marriott School of Business. **Robert (Rob) Schonlau** was my student and is now my colleague (for 6 years) and coauthor. I have read all of his research papers, observed him teach, worked on committees with him, and coauthored a paper forthcoming in the *JFQA*. I highly recommend him for a faculty position at the University of Miami.

Rob is a gifted empiricist, a talented teacher, and a delightful citizen. Before commenting on these three criteria, let me address the tenure issue head on.

**Tenure**

In what would have been a close vote, Rob was probably going to be denied tenure and promotion at BYU. (Technically, he pulled his packet before the process was complete). We made a mistake. I argued for Rob and the majority of the finance faculty voted in favor of tenure and promotion. When the tenure process first started, Rob had a *JFE* and two well-respected law review publications plus a very impressive pipeline. This initial record resulted in marginal external letters from several elite university professors. These letters tainted subsequent decisions.

After the external letters were received, the pipeline delivered. First Rob's paper with Jon Karpoff was accepted at the *RFS* (now in print). Second, his paper with Rob Daines and me was accepted at the *JFQA*. Third, apparently too late in the game, his paper with Jarrad Harford was accepted in *Management Science*.

A record of two clear "A"s (*JFE* and *RFS*) and two strong A- publications (*Management Science* and *JFQA*), along with two highly ranked law pieces and several strong working papers gives Rob an impressive record. We blew it.

**Research**

I know that Jon Karpoff and Jarrad Harford are also writing letters on behalf of Rob. I will let them give details on the contributions of each of Rob's papers. My comparative advantage is as a colleague with first-hand information on teaching and citizenship.

Rob is a naturally curious person; research is in his blood. In our seminars, he asks key questions that always get to the economic root of the issue. He is active and productive with a clear research agenda focused on the mechanisms that influence CEO and director incentives around major corporate decisions such as acquisitions. These mechanisms include corporate governance, compensation, networks, and CEO and director labor markets.

MASTER OF BUSINESS ADMINISTRATION

BRIGHAM YOUNG UNIVERSITY · W437 N. ELDON TANNER BUILDING · PROVO, UT 84602

(801) 422-3500 / FAX: (801) 422-0513 · EMAIL: mba@byu.edu · WEBSITE: mba.byu.edu



## BYU | MBA

Rob's job-market paper is related to two of his prior papers on corporate governance issues (one on golden parachutes in a law journal and the corporate governance paper published in the *RFS*). His research is empirical in nature and is carefully identified.

I have read three of Rob's working papers. "Which Anti-takeover Provisions Matter?" is his job-market paper and uses a clever instrumental variable to identify which governance provisions actually hurt shareholder value. The results are believable and, in some cases, surprising. "Contaminated Control Variables" demonstrates Rob's econometric knowledge and shines a light on how two-stage least-squares models are often misspecified in practice. The "Shareholder Perks" paper explores the previously ignored area of why companies would give shareholders gifts or perks rather than dividends. All three of these working papers have high probability of being published.

Rob was the primary contributor to the *JFQA* paper. He approached me with the idea. He did all the empirical tests. We invited Rob Daines onto the paper because of his access to data and his ability to get the paper presented at top law schools such as Yale, NYU, Harvard, Columbia, and Harvard. Watching Rob Schonlau do the empirical work was amazing—he is a gifted programmer.

### Teaching

Rob is a strong teacher. He won two teaching awards at BYU. The first award is for teaching non-finance MBA students corporate finance. The second award is from undergraduate finance majors for an investment class. The range of these two awards indicate an impressive range of teaching abilities.

First, Rob was assigned a difficult class to teach—a second class in corporate finance for non-finance majors in the MBA program. All BYU MBA students take a required finance class. Many non-finance majors struggle in the required class, yet concede that they need to know more. We gave this class the nickname "finance for poets." Rob talked with prior teachers and students and carefully designed a class targeted to this unique group. He nailed it the first time. Student evaluations were excellent. For this, the MBA program gave him a teaching award in 2015.

Second, in 2016 Rob taught an undergraduate investments class to juniors in our finance major. He earned the "Outstanding Teacher Award" for the department. Importantly, I believe this award was from the students. It was voted on by students in the finance-major junior core.

I am very confident in Rob's ability to teach. As Director of the MBA and EMBA program, I was going to assign Rob an Executive MBA class to teach. He will be missed.

Rob does not pander to students. Just the opposite. I would characterize his teaching as encouraging students to master the fundamental principles, then to dig deeper and apply them to real-world complex situations. I suspect that in addition to corporate finance and investments, Rob would teach a strong corporate governance elective. As one who has assigned faculty to classes, I appreciate having faculty who are able and willing to teach a variety of courses.

MASTER OF BUSINESS ADMINISTRATION

BRIGHAM YOUNG UNIVERSITY · W437 N. ELDON TANNER BUILDING · PROVO, UT 84602

(801) 422-3500 / FAX: (801) 422-0513 · EMAIL: [mba@byu.edu](mailto:mba@byu.edu) · WEBSITE: [mba.byu.edu](http://mba.byu.edu)

# BYU | MBA

## Citizenship

Rob is a helpful and delightful colleague. His tenure decision dealt solely with the timing of his publications. All here agree that he is a wonderful colleague. In hindsight, he was probably too good in this dimension, investing in the institution before tenure.

Rob's formal citizenship responsibilities were appropriately light for the first few years. Since then, he has served in a variety of roles and on several committees ranging from research, to programs, advisements, admissions and scholarships. Rob performs his duties well. He gives good feedback on papers. He is fun to talk to. He is widely read, naturally interesting, and a very careful thinker.

I give my highest recommendation to Rob Schonlau. He is a productive researcher with six strong publications and a solid pipeline. He is a demanding and versatile teacher with both a student-voted and a program-granted teaching award. He is a valuable colleague and interesting person. He will be an excellent addition to your faculty.

Sincerely,  
Prof. Grant McQueen

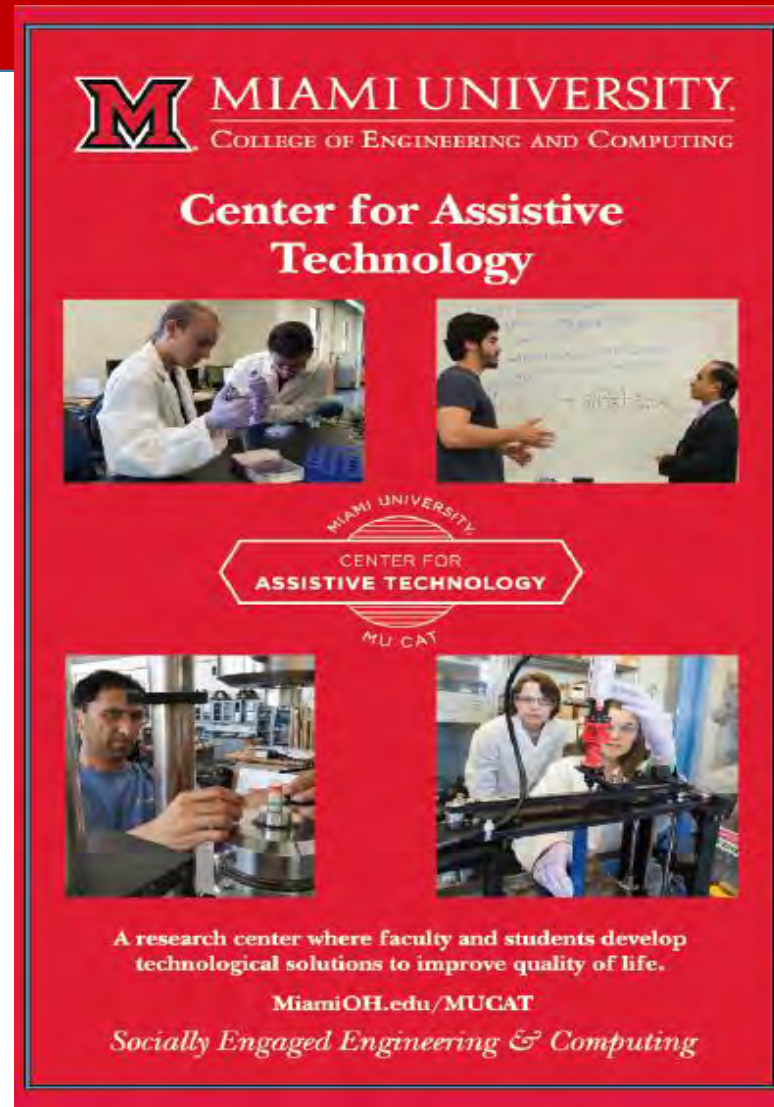
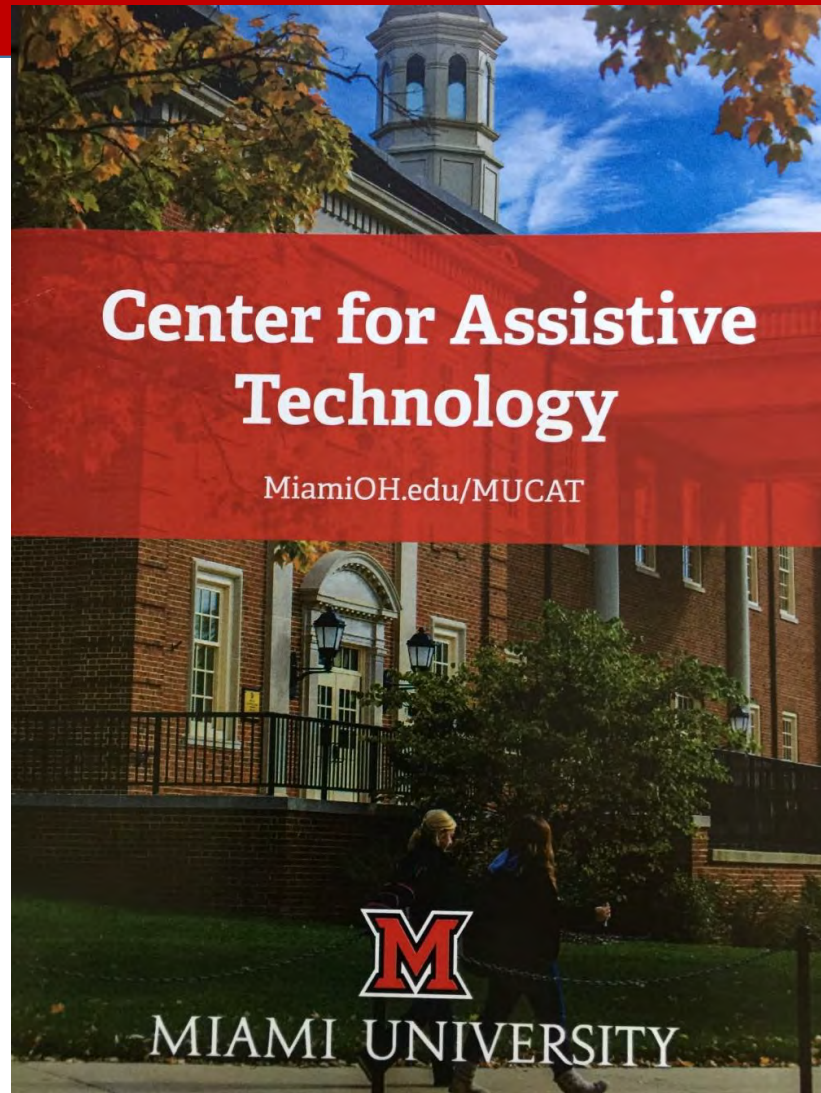
MASTER OF BUSINESS ADMINISTRATION

BRIGHAM YOUNG UNIVERSITY · W437 N. ELDON TANNER BUILDING · PROVO, UT 84602

(801) 422-3500 / FAX: (801) 422-0513 · EMAIL: [mba@byu.edu](mailto:mba@byu.edu) · WEBSITE: [mba.byu.edu](http://mba.byu.edu)



# *Socially Engaged Engineering and Computing*





# Mission, Vision and Goals

MUCAT is a cross-disciplinary scholarly research center to enable engineering solutions for socially relevant problems for improving quality of life by assisting the lives of older adults and people with disabilities.

**15 Faculty Participants with many students and ongoing projects.**



# *VISION*

MUCAT is established to:

Develop solutions for global, socially relevant, interdisciplinary,  
engineering problems for enhancing the quality of life

And

Enhance the research profile of faculty and students



# *MU CAT : PARTICIPANTS*



# ***MU CAT: A Snapshot***

**Established in Spring 2016**

**15 Faculty + many students across divisions**

**Housed in CEC**

**~\$450 K in External Funding in 2017**

**Design Innovation Challenge**

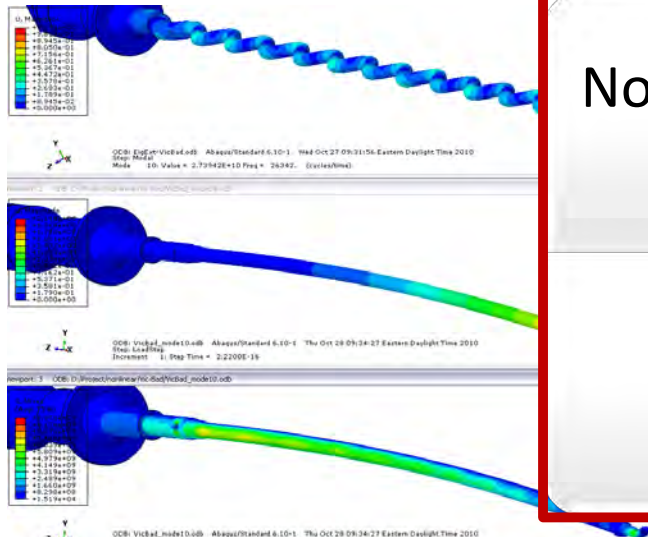
**10 student projects**

**8 capstone experiences**

**Participated in Move-in Miami**



# MULTIDISCIPLINARY TEAMS SOLVING COMPLEX PROBLEMS



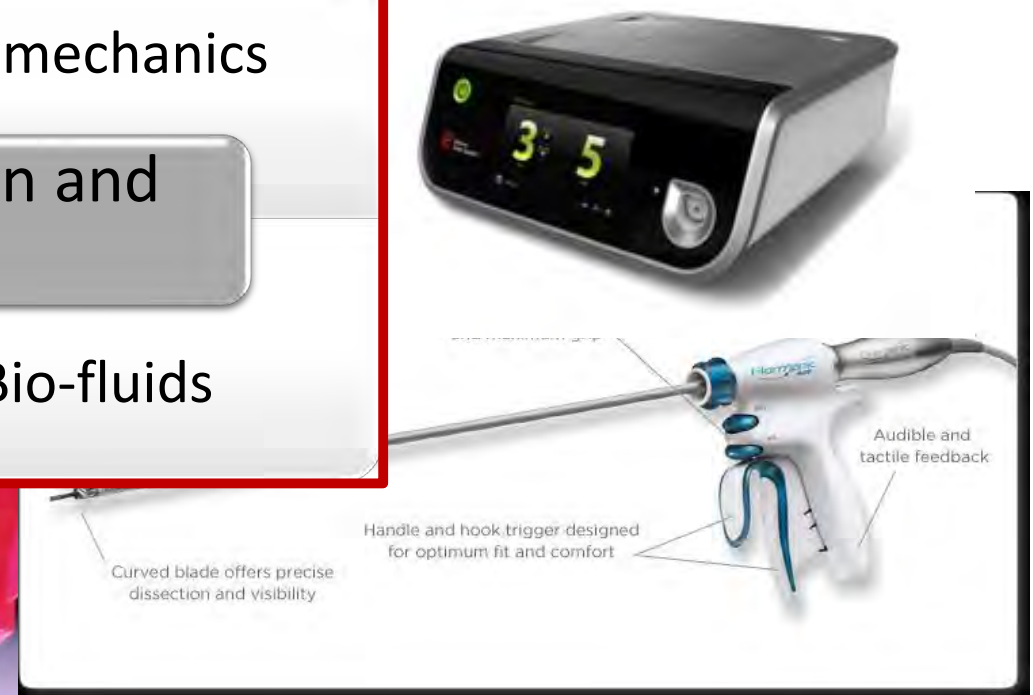
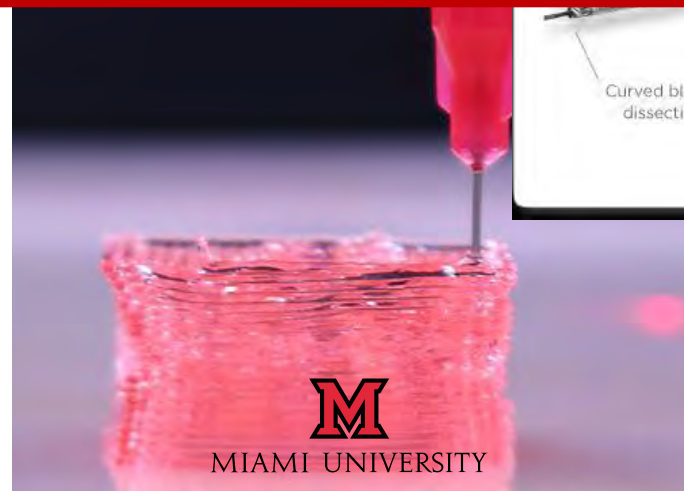
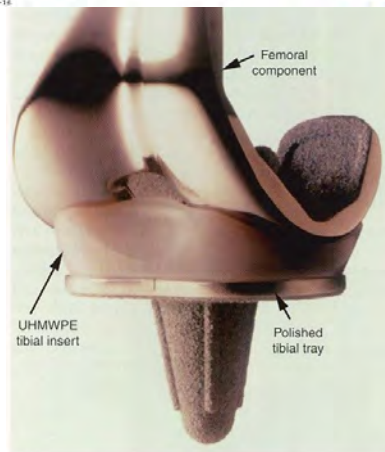
Nonlinear dynamics

Biomechanics

Modeling, Validation and  
Prediction

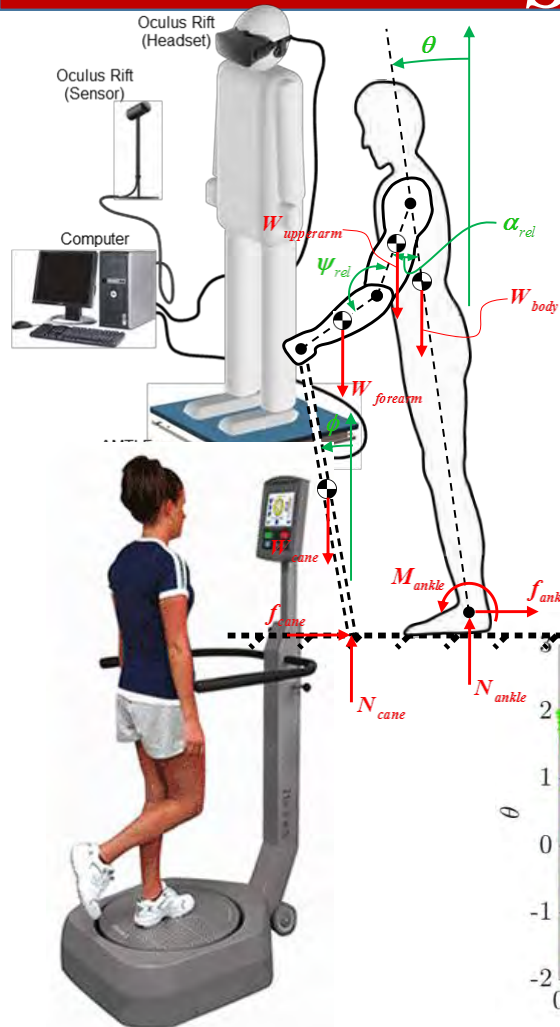
Materials

Bio-fluids





# MULTIDISCIPLINARY TEAMS SOLVING COMPLEX PROBLEMS



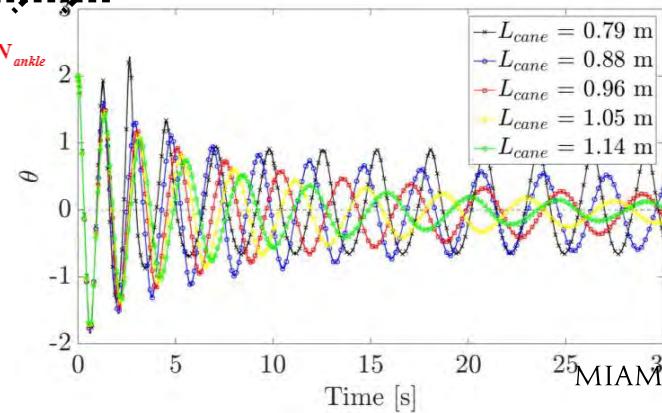
Nonlinear Dynamics  
and Biomechanics

Cognitive Psychology

Balance and Posture

Kinesiology

Gerontology

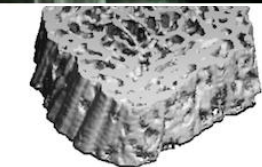
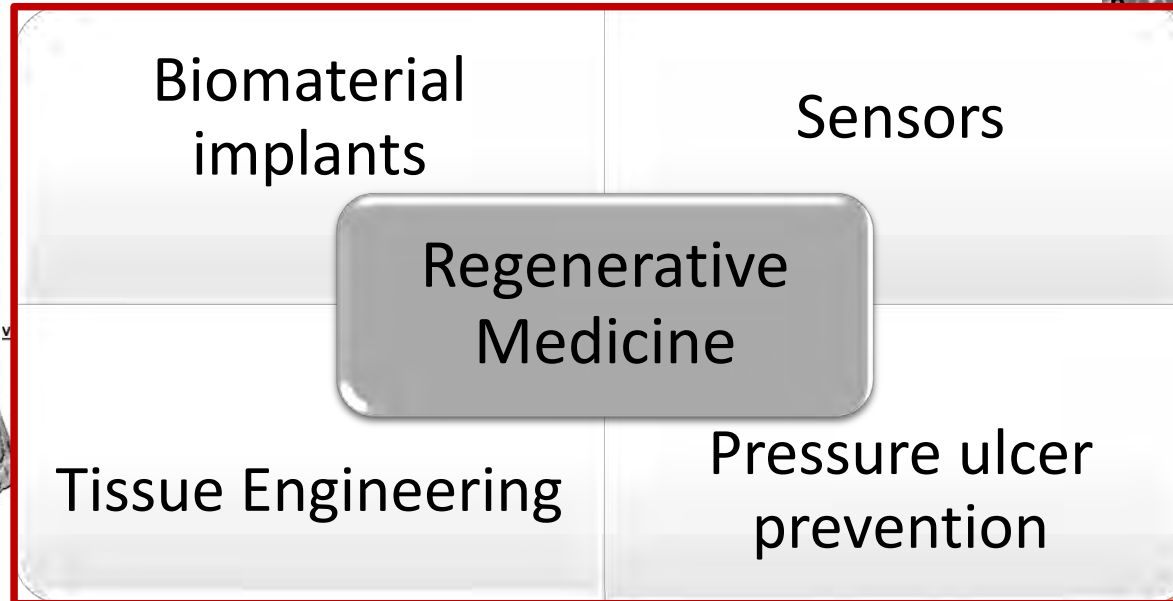
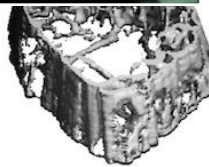
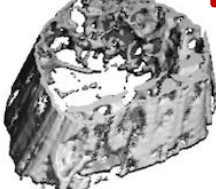


MIAMI UNIVERSITY

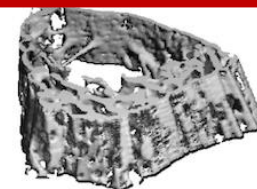




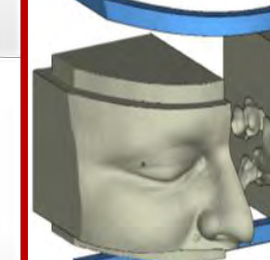
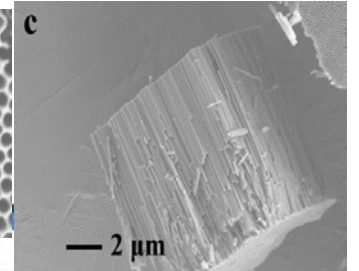
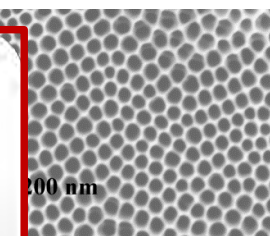
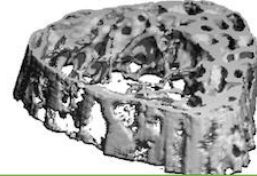
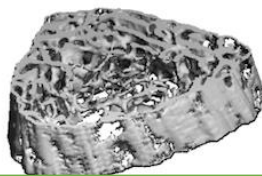
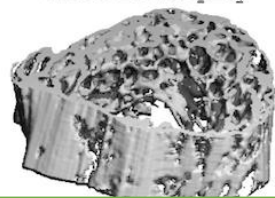
# MULTIDISCIPLINARY TEAMS SOLVING COMPLEX PROBLEMS

E. Ovx + 50  $\mu$ g  $E_2$ F. Ovx +  $P_4$ H. Ovx + 50  $\mu$ g  $E_2$  +  $P_4$ 

I. Ovx rats received AICC



J. Ovx rats received AXCC



CENTER FOR  
ASSISTIVE TECHNOLOGY

# MULTIDISCIPLINARY TEAMS SOLVING COMPLEX PROBLEMS



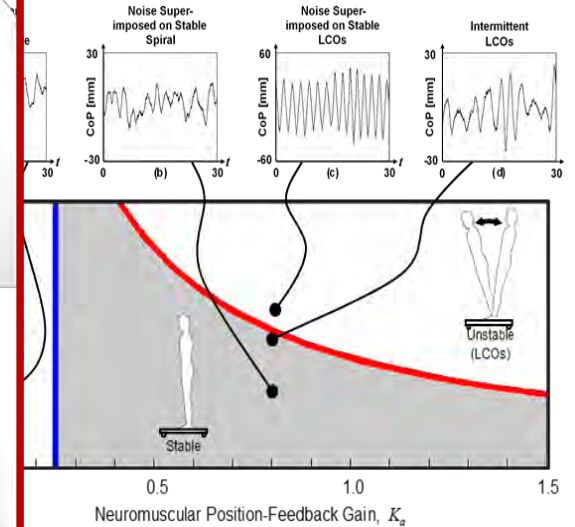
Additive Manufacturing  
Facilities

Balance and Posture  
Labs

Resources

Material processing and  
Imaging Labs

Scripps Gerontology  
Center



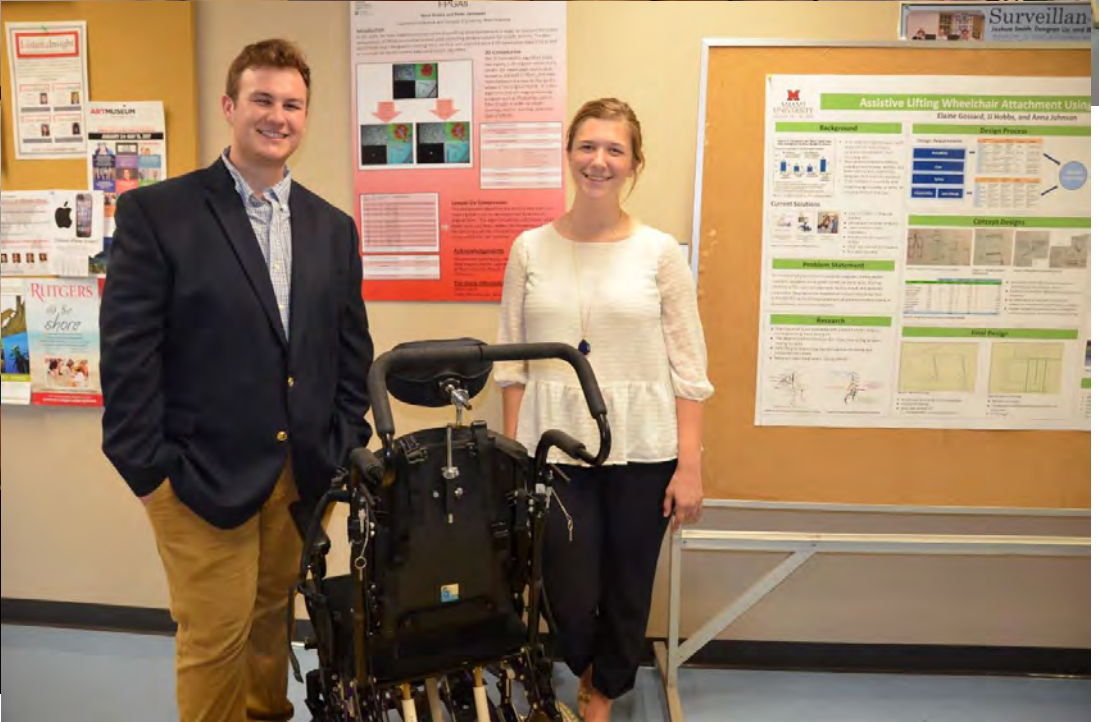
# Design Innovation Competition

## Engaging the students in SEEC

EpiPen: Redesign  
Assistive Lifting Device  
Cerebral Palsy Hypertonia Device  
Drones for Detecting Landmines  
Market Pricing App for Africa









# MU CAT : Fundraising and Friendraising

## Move-In Miami 2017



# MU CAT : Looking Ahead

**First Annual Research Symposium  
Jan 2018**

**Second Design Innovation Competition  
Spring 2018**

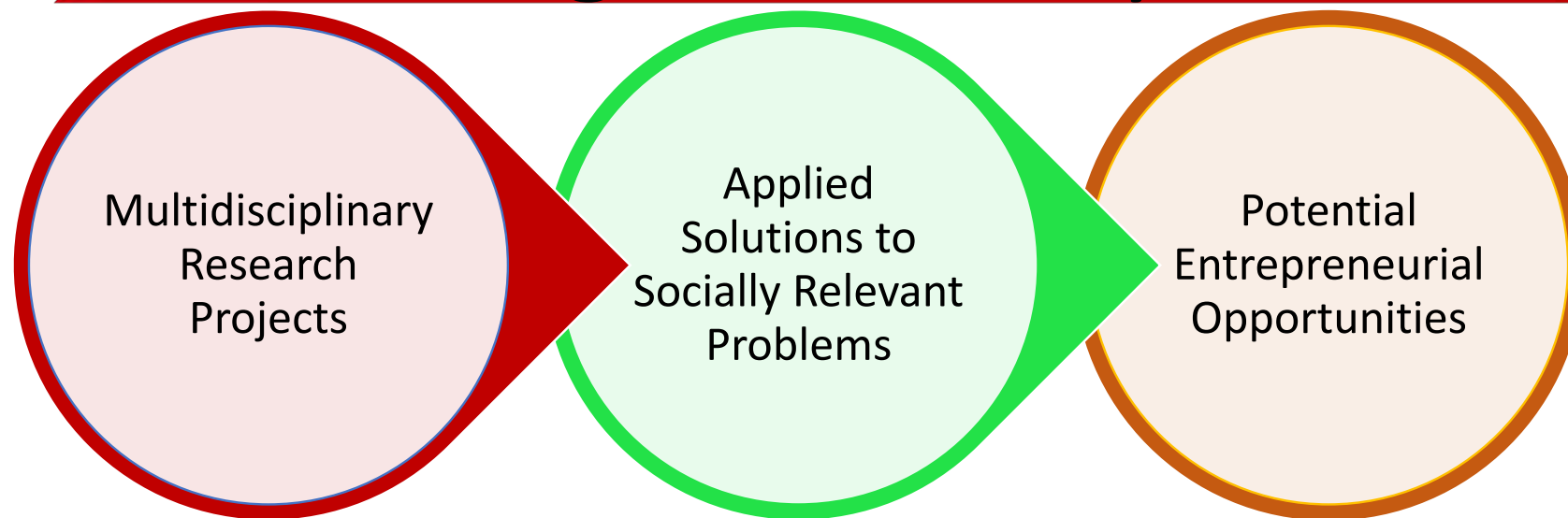
**Stryker Medical Device Design Challenge  
Spring 2018**





# *MU CAT: SEEC*

## Enhancing the Quality of Life



*Thank you*

Enhancing the Quality of Life



## GOOD NEWS FROM ACADEMIC AFFAIRS

### September 2017 – November 2017

---

#### Creative teaching earns Miami No. 1 public university ranking for faculty commitment

Sep 12, 2017 - It is faculty commitment to teaching that gives Miami University its No. 1 ranking among public colleges in the nation, according to a special list by U.S. News & World Report. For the past eight years, Miami has **ranked in the top five on U.S. News' Best Colleges' specialty list that recognizes public and private universities for an "unusually strong commitment to undergraduate teaching."** This year, Miami is in the No. 5 spot, in good company with Princeton, Dartmouth, Brown and Rice universities.

**"Miami's student-centric experience is so successful because of the dedication of our faculty and staff, who care so deeply and who commit themselves so fully to our students," said President Greg Crawford. "We are extremely proud to continue to be recognized as the finest public university in the nation for undergraduate teaching. Miami's overall ranking in the "Best National Universities" moves up one spot from last year to No. 78. Among public national universities, Miami is ranked No. 31. For the first time, Miami appears in the category for "Most International Students," ranking No. 31. In the category of "Best Undergraduate Engineering Schools," Miami rose to No. 29.**

**Also moving up is Miami's Farmer School of Business at No. 45 in the category of "Best in Undergraduate Business," again making the top 50 list of best business schools in the country. Miami's 3+1 programs in accountancy and economics allow students to earn their undergraduate and masters' degrees concurrently.**

**"We believe our one-of-a-kind first-year integrated core curriculum and the overwhelming percentage of our students who participate in internships, experiential and global experiences are the reasons so many employers seek our graduates," said Marc Rubin, interim dean. "Our graduates join their organizations more like seasoned professionals than new hires."**

#### NASA astronaut Charles Duke Jr. presents scholarships to Miami seniors

Sep 25, 2017 - Charles Moss Duke Jr., former NASA astronaut, presented seniors Avnika Bali and Jana Cable with an Astronaut Scholarship and shared his experiences in space on Thursday, Sept. 28, in Hall Auditorium. The Astronaut Scholarship is among the most significant merit-based scholarships awarded to undergraduate science, technology, engineering and math (STEM) college students. The scholarships are supported by the Astronaut Scholarship Foundation (ASF).

Bali, a senior biochemistry and biological physics double major, and Cable, a senior microbiology major, are two of 45 students nationwide to be selected for the scholarship, worth up to \$10,000, for the 2017-2018 academic year.

Duke was one of the 19 astronauts selected by NASA in 1966. He served as Capsule Communicator (CAPCOM) for Apollo 11, the first landing on the moon, and he served as backup lunar module pilot on Apollo 13. In 1972, Duke also served as a lunar module pilot on Apollo 16, the first scientific expedition to inspect, survey and sample materials and surface features in the Descartes region of the lunar highlands. After the completion of his first spaceflight, Duke had logged 265 hours in space and more than 21 hours of extra vehicular activity.

#### University Libraries, AIMS and IT services partner on groundbreaking esports arena

Sep 28, 2017 - A new competitive landscape is building across colleges and universities nationally, and the Miami University Libraries, in partnership with the Armstrong Institute for Interactive Media Studies and IT services, is helping take the game – or gaming – up a notch.

**Miami University's esports program, officially launched as a varsity program in the fall, recently moved into a new home – a state-of-the-art esports arena on King Library's first floor. The arena is one of the first esports facilities at any university library in the nation. "Throughout the history of the Miami University Libraries, our focus has been on anticipating and evolving to meet our students' emerging needs and pursuits," said Jerome Conley, dean and university librarian.**

**"Technology is central to that mission in today's environment, and we value the partnership with AIMS and Miami's nationally ranked digital game studies program. This was an exciting opportunity to create a space for something truly groundbreaking that has been inspired by the energy of our students," he said.**

## GOOD NEWS FROM ACADEMIC AFFAIRS

### September 2017 – November 2017

---

A generous gift from IT services covered the cost of the chairs that make the space work so well, said AIMS Director **Glenn Platt, C. Michael Armstrong Chair of Interactive Media and professor of marketing**. **“Our relationship with IT is critical and its support has been invaluable,” Platt said.** According to Phill Alexander, Heanon Wilkins Faculty Fellow, AIMS instructor and adviser to the esports program, Miami is a trendsetter among colleges and universities nationally in supporting this growing phenomenon.

The National Association of Collegiate esports (NACE) formed in 2016 with the goal of structuring and advancing esports on the collegiate level. Miami was one of 20 member institutions entering the 2016-2017 academic year and the largest in terms of enrollment.

### Miami University and the Enduring Legacy of Freedom Summer

Oct. 16, 2017 - Authors and Miami alumni Wil Haygood and Jeff Pegues held a public conversation on race in America through the lens of Freedom Summer, a marker year in U.S. civil rights, at the National Underground Railroad Freedom Center in Cincinnati.

**Haygood, '76, and Pegues, '92,** presented the inaugural program in a series that explores **the Spirit of '64: Miami University and the Enduring Legacy of Freedom Summer**. About 800 volunteers trained in Oxford in 1964 before heading south to register black voters and set up Freedom Schools and community centers.

Haygood is a prize-winning biographer and author of seven nonfiction books. He is the Bowdoin Distinguished Scholar-in-Residence at Miami following a reporting career that included being a national correspondent and foreign correspondent at The Boston Globe and The Washington Post. His most recent book is **Showdown: Thurgood Marshall and the Supreme Court Nomination That Changed America, which, like many of Haygood's other books, has** received multiple literary prizes. In his career, Haygood has won a National Headliner Award, a New England Associated Press Award, and a Sunday Magazine Editors Award, among others, and was a Pulitzer Prize finalist. The *Butler: A Witness to History* has been translated into 12 languages.

Pegues, CBS News justice and Homeland Security correspondent since 2013, has recently released *Black and Blue: Inside the Divide Between Police and Black America*. He has more than two decades of reporting experience covering stories of national and international importance. Pegues has led the network's coverage of the investigation into **recent terrorist attacks and Russia's election interference and is considered one of the most informed voices on the** conflict between the black community and police. He is the recipient of three Emmy Awards, numerous local and national Emmy Award nominations, among other awards, and was part of the CBS News team that earned an Edward R. Murrow Award.

### Miami ranks among top national universities in study abroad participation

Nov 13, 2017 - Miami University continues to be one of the top universities in the nation for the number and percentage of students who earn credit abroad. Among public, doctoral institutions, Miami ranks No. 3 for undergraduate participation in study abroad at 46.3 percent. Miami is No. 25 among all U.S. institutions for the total number of students who studied abroad in the 2015-2016 academic year, per the Open Doors 2017 report, released Nov. 13 by the Institute of International Education.

**Top destinations for Miami students include Miami's Dolibois European Center in Luxembourg, Spain, Italy, Australia, the United Kingdom, China, Cuba and France. Most students go abroad on one of Miami's faculty-led** programs. Of the 1,981 Oxford campus students who studied abroad during the 2015-2016 academic year, 68 percent were in Miami faculty-led programs. **“Miami University has a rich tradition of students choosing to explore the world through study abroad,” Cheryl Young, assistant provost said. “They are learning more about themselves and the** breadth of possibilities in the world through learning new customs and cultures, exploring unfamiliar places, and **doing fieldwork.”**

Miami provides scholarships and financial aid to increase accessibility for students to study abroad. The Miami participation rate that includes study abroad, study away (in other U.S. cities) and noncredit study abroad has increased for a fourth consecutive year, at 57.9 percent up slightly from the year before. Such growth supports a university goal of enabling more students to participate in immersive, experiential learning.

Participation of underrepresented students in study abroad and study away combined is also increasing. Since 2012-2013, African American participation has doubled and Asian American and Hispanic-Latino have both more than doubled. An increased number of international students are also participating in programs in the U.S. or a country

## GOOD NEWS FROM ACADEMIC AFFAIRS

### September 2017 – November 2017

---

other than their home country. Study away programs provide opportunities in cities across the United States, such as Chicago, Hollywood, Washington D.C. and New York City.

Miami also welcomes students from across the globe, enriching classroom and campus life. Miami hosted 2,654 international students in 2016-2017. **The Open Doors report shows Ohio's universities combined enrolled the eighth** highest number of international students among the 50 states, with 38,680 students from other countries. The Open Doors report is released during International Education Week, celebrated across U.S. campuses.

### Primatologist Linda Marchant lauded nationally for her research

Nov 15, 2017 - Linda Marchant, professor of anthropology at Miami University, received two national awards for her research. She received the award for Outstanding Research into Human Origins from the Center for Research into the Anthropological Foundations of Technology (CRAFT) and the Stone Age Institute (SAI). The award recognizes individuals and organizations that have made outstanding contributions to human evolutionary studies. Previous recipients have included Mary Leakey, Jane Goodall and J. Desmond Clark.

Marchant was honored “for her scientific contributions to primatology, handedness studies and human origins” and was presented the award Nov. 2 at the Stone Age Institute at Indiana University, where she gave the annual Leighton A. Wilkie Memorial Lecture. Marchant also received the Distinguished Primatologist Award from The Midwest **Primate Interest Group (MPIG). She was presented the award Oct. 20 at the organization's annual meeting, where she** gave the keynote address.

“Almost anyone who has studied biological anthropology has read at least one of her works,” said Julie Rutherford (Miami '96), president of MPIG and associate professor in the University of Illinois-Chicago's department of women, children and family health science.

Recalling her undergraduate days studying with Marchant, Rutherford said, “Linda taught me, as she has countless students and colleagues, that serious science can also be full of joy and laughter, that you don't have to sell your soul to become a great scholar...” Marchant is known worldwide for her research and has been cited by international media. Her research has been supported by eight external grants and has resulted in more than 60 journal articles and book chapters.

The MPIG was founded in 2004 to foster relationships among a large number of outstanding research institutions, biological anthropology and primatology programs located in the Midwestern U.S., although current membership includes scholars from around the world. The Distinguished Primatologist Award was inaugurated in 2008. CRAFT is a program of Indiana University. The SAI is an independent, nonprofit research facility with strong ties to CRAFT and Indiana University.



# Undergraduate Academic Advising Council Report

**Miami University, November 2017**

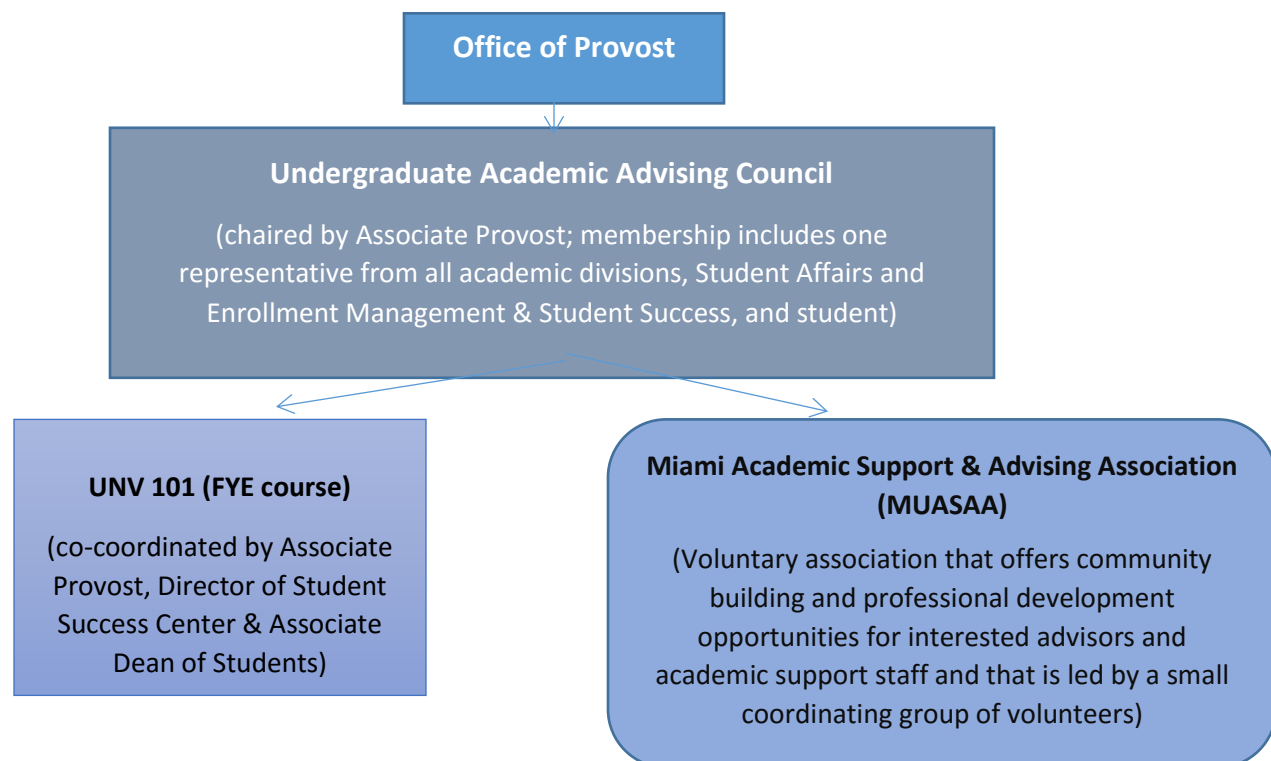
## Introduction

This report provides a summary of the Undergraduate Academic Advising Council's (UAAC) activities during the 2016-2017 academic year. It outlines outcomes, measures, data related to assessment of undergraduate academic advising, UNV 101, and academic interventions as well as recommendations for future improvement in these areas.

The UAAC believes that although assessment is often viewed as a means to accountability, assessment is actually intended to be a constructive, ongoing process focused on continuous feedback and improvement of services to students. Moreover, assessment is not the same as evaluation. Evaluation focuses on the performance of the individual academic advisor, while assessment is concerned with the academic advising program and system overall, primarily in relation to specific outcomes.

## 2016-2017 Organizational Structure & Membership

The following organizational structure for academic advising was in effect:



The 2016-2017 UAAC membership was Carolyn Haynes (chair), Christina Carrubba-Whetstine, Kim Ernsting, Tonia Hyllengren, Brian Kirkmeyer, Marti Kyger, Ted Peters, Gretchen Radler, and Roxann Sommers, and Trent White (student). The UAAC met 14 times during the academic year.

## 2016-2017 Action Steps

Below is a list of key improvement steps made in 2016-2017:

### 1. Advisor Development & Recognition

- a. Revised and offered six advising development modules
- b. Revised the criteria for the Excellence in Academic Advising Award, and selected two winners.
- c. Developed the criteria and application process for Master Advisor Certification
- d. Offered first annual advising symposium (coordinated by the Miami University Academic Support & Advising Association) in October with over 80 participants, and held monthly workshops on advising-related topics
- e. Held the Advisor Recognition Reception honoring the award winners as well as master advisors and advisors achieving Level B and Level A status

### 2. Advising E-Tools

- a. Revised Module 3 to focus on Student Success Collaborative
- b. Determined levels of advisor access to key advising e-tools (DAR web, Student Success Collaborative-Campus data)
- c. Reviewed and revised the webpage for the What If DAR

### 3. Advising Communications

- a. Reviewed and revised letters for midterm interventions and explored options for revising timeline for midterm interventions
- b. Created 2017-2018 Guidebook for New Students
- c. Began development of a new strategic communications plan that includes leveraging the Student Success Collaborative – Campus system and developing more consistent messaging

### 4. Advising Policies

- a. Developed, reviewed and/or revised the following advising-related policies: (1) credit hour graduation requirement; (2) academic grievances and academic dishonesty (location of procedures); (3) changes to academic curriculum; (4) course repeat; (5) scholastic regulations (Fresh Start); (6) graduation residency; (7) transfer students; (8) group exams; (9) intra-campus relocation

### 5. Advising Assessment

- a. Held informal conversations with advisors as well as with first-year students to glean insights on the effectiveness of the new advising model, implemented in past two years, and created summary report which will be used for future improvements to advising model
- b. Created optional advisor survey instrument for academic advisors, and posted on Canvas site

### 6. New Initiatives

- a. Created plan and timeline for a new initiative, "Pre-Orientation Online Advising Support," which will feature a Canvas site for newly accepted incoming students to provide advising information prior to and following 2018 Summer Orientation. Working group has formed and begun work.

## Academic Advising Assessment

### Academic Advising Goals & Outcomes

In 2013-2014, the Undergraduate Academic Advising Council developed a set of outcomes for both advisors and advisees. Outcomes are aligned with the advising standards of the National Academic Advising Association (NACADA).

Advisor Outcomes	Student Outcomes
<ul style="list-style-type: none"> <li>• Advisors understand the Miami learner-centered advising philosophy, key advising concepts, and best practices for academic advising.</li> <li>• Advisors understand how individual students learn and how social context affects the learner's understanding of their education.</li> <li>• Advisors understand the advising system and critical resources for student success and provide a seamless advising process for students that validates their individual contexts and approaches to learning</li> <li>• Advisors understand University and Miami Plan requirements, advising policies and protocols.</li> <li>• Advisors leverage critical e-tools (EAB Student Success Collaborative, interactive DAR) to evaluate, monitor student progress and promote student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Students know their requirements for graduation and use advising tools to proactively manage timely degree completion</li> <li>• Students craft a coherent educational plan based on an understanding of their abilities, aspirations, interests and values, leading to realistic academic and professional goals.</li> <li>• Students understand the advising system and how/where to find answers to questions</li> <li>• Students understand the roles of advisors and academic support personnel and have a personal connection with at least one advisor</li> <li>• Students discover and integrate co-and extra-curricular activities and programs that enhance their academic/collegiate experience and prepare them for their future in a global society.</li> </ul>

### Mapping

Mapping is the process of determining when, where, and through what experiences the desired outcomes for academic advising will be achieved. Below is the map for Miami's advising outcomes:

Outcomes	Guidebook & Orientation	UNV 101	Advising Session	Advisor Training Intro & Module 1	Module 2	Module 3	Module 4	Modules 5 & 6
Students know their requirements for graduation and use advising tools to proactively manage timely degree completion.		√	√					
Students craft a coherent educational plan based on an understanding of their abilities, aspirations, interests and values, leading to realistic academic and professional goals.		√	√					
Students understand the advising system and how/where to find answers to questions.	√	√	√					
Students understand the roles of advisors and academic support personnel and have a personal connection with at least one advisor.	√	√	√					
Students discover and integrate co-and extra-curricular activities and programs that enhance their academic/collegiate experience and prepare them for their future in a global society.		√	√					
Advisors understand the Miami learner-centered advising philosophy, key advising concepts, and best practices for academic advising.				√				
Advisors understand how individual students learn and how social context affects the learner's understanding of their education.							√	√
Advisors understand the advising system and critical resources for student success and provide a seamless advising process for students that validates their individual contexts and approaches to learning.				√	√			
Advisors understand University and Miami Plan requirements, advising policies and protocols.				√	√			
Advisors leverage critical e-tools (e.g., EAB Student Success Collaborative, interactive DAR) to evaluate, monitor student progress and promote student success.			√		√	√		

## Methods and Data

The UAAC employs multiple methods of measurement, including retention rates, college completion rates, national surveys such as NSSE and YFCY, advisor usage of Student Success Collaborative - Campus, qualitative summaries of mini focus sessions with advisors and first-year students, and advisor training completion rates.

Below is a summary of the data collected for each measure.

### National Survey of Student Engagement (Oxford)

*Note: 640 Miami first-year students were captured in the data below:*

1. Indicate the quality of your interactions with the academic advisors at your institution (1-7 scale with 1 being poor and 7 being excellent).

Year	Characteristic	7 (excellent)	6	5	4	3	2	1 (poor)	n/a	mean
2015	<b>Miami First-Year Students</b>	21%	21%	20%	15%	9%	7%	6%	1%	4.9
	Carnegie Class First-Year Students	25%	20%	19%	14%	9%	5%	5%	3%	5.0
	<b>Miami Seniors</b>	15%	18%	19%	17%	10%	11%	9%	1%	4.4
	Carnegie Class Seniors	26%	21%	18%	13%	8%	6%	6%	2%	5.0

2. In your experience at your institution during the current school year, about how often have you talked about career plans with a faculty member? (never = 1, sometimes = 2, often = 3, very often = 4)

Year	Characteristic	4 (very often)	3 (often)	2 (sometimes)	1 (never)	Mean
2015	<b>Miami First-Year Students</b>	9%	19%	50%	22%	2.1
	Carnegie Class First-Year Students	10%	20%	45%	24%	2.2
	<b>Miami Seniors</b>	19%	26%	43%	11%	2.5
	Carnegie Class Seniors	16%	23%	40%	21%	2.2

3. How much does your institution emphasize providing support to help students succeed academically?

Year	Characteristic	4 (very much)	3 (quite a bit)	2 (some)	1 (very little)	Mean
2015	<b>Miami First-Year Students</b>	32%	44%	22%	2%	3.1
	Carnegie Class First-Year Students	36%	40%	20%	4%	3.1
	<b>Miami Seniors</b>	30%	46%	20%	4%	3.0
	Carnegie Class Seniors	28%	41%	20%	6%	2.9



## Your First College Year Survey

Note:

## 1. Since entering college, how often have you interacted with academic advisors?

Year	Characteristic	Daily	2-3 times a week	Once a week	1-2 times per month	1-2 times per term	Never	Mean
2014	<b>Miami</b>	<b>0.5%</b>	<b>2.0%</b>	<b>3.1%</b>	<b>18.3%</b>	<b>70.7%</b>	<b>5.3%</b>	<b>0.74</b>
	Public Universities	0.4%	2.0%	3.3%	16.9%	65.5%	11.9%	0.79
	Public/Private Universities and Public 4yr Colleges	1.2%	2.9%	5.3%	21.0%	61.2%	8.4%	0.90

## 2. Please rate your satisfaction with this institution on academic advising.

Year	Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Mean
2014	<b>Miami</b>	<b>20.8%</b>	<b>37.9%</b>	<b>19.8%</b>	<b>14.5%</b>	<b>6.9%</b>	<b>3.51</b>
	Public Universities	22.4%	39.3%	22.9%	11.3%	4.1%	3.65
	Public/Private Universities and Public 4yr Colleges	27.6%	37.6%	21.8%	9.7%	3.5%	3.76

## 3. Since entering this college, indicate how often you have utilized academic advising.

Year	Characteristic	Frequently	Occasionally	Not at all	Mean
2014	<b>Miami</b>	<b>14.4%</b>	<b>76.3%</b>	<b>9.3%</b>	<b>2.05</b>
	Public Universities	15.0%	72.0%	13.1%	2.02
	Public/Private Universities and Public 4 Yr Colleges	18.7%	69%	12.3%	2.06

## College Senior Survey

## 1. Please rate your satisfaction with academic advising.

Year	Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Mean
2014	<b>Miami</b>	<b>16.5%</b>	<b>30.1%</b>	<b>21.3%</b>	<b>20.4%</b>	<b>11.7%</b>	<b>3.19</b>
	Public Universities	24.7%	33.9%	20.2%	13.8%	7.5%	3.55
	Public/Private Universities and Public 4yr Colleges	23.3%	34.8%	21.9%	13.6%	6.4%	3.55

## 2. How often have professors at your college provided you with advice and guidance related to your educational program?

Year	Characteristic	Frequently	Occasionally	Not at all	Mean
2014	Miami	42.6%	49.6%	7.8%	2.35
	Public Universities	44.3%	47.9%	7.8%	2.37
	Public/Private Universities and Public 4yr Colleges	40.4%	50.9%	8.6%	2.32

### First- to Second-Year Retention Rates

Retention rates reflect the number of first-time, full-time degree-seeking undergraduates who are enrolled at Miami one year later (first year to sophomore year). Note: Only students with a declared major are included in the figures here.

#### Overall Rates

- 2011 – 88.9%
- 2012 – 89.6%
- 2013 – 90.5%
- 2014 – 90.3%
- 2015 – 91.8%

#### Oxford Campus Divisions

	CAS	CCA	CEC	EHS	FSB
2011	86.8%	90.8%	89.1%	91.2%	91.7%
2012	89.4%	90.1%	88.3%	89.7%	93.6%
2013	89.6%	94.5%	91.3%	90.1%	92.5%
2014	89.4%	90.2%	91.6%	90.5%	93.3%
2015	92.2%	92.9%	90.2%	90.4%	93.9%

### Four- and Six-Year Graduation Rates

Graduation rates refer to the percentage of cohorts of first-time, full-time degree-seeking undergraduates who complete a degree within six years.

#### Oxford Campus Totals

- 2006 Cohort: 79.8%
- 2007 Cohort: 80.8%
- 2008 Cohort: 79.0%
- 2009 Cohort: 79.9%
- 2010 Cohort: 78.4%

#### By Divisions on Oxford Campus (2010 Cohort)

- CAS: 77.8%
- CCA: 81.7%
- CEC: 70.0%

- EHS: 82.6%
- FSB: 80.9%

### Advisor and Advisee Mini Focus Sessions

Three mini-focus sessions were held with advisors and seven mini-focus sessions were held with advisees to glean insights into the strengths and areas for improvement of the new advising model which was fully implemented in fall 2015.

### Advisor Training Completion Rates

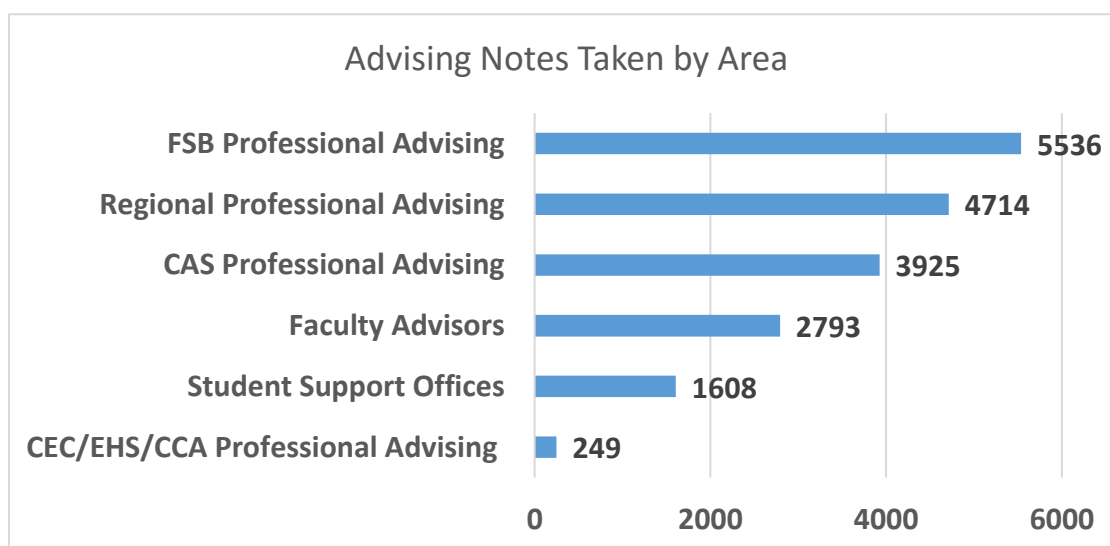
Year	Total # Advisors	Module 1 % Completion	Module 2 % Completion	Module 3 % Completion	Module 4 % Completion	Module 5 % Completion	Module 6 % Completion
2015-2016	687	80.35%	78.46%	74.24%	60.84%	4.5%	2.5%
2016-2017	850	73.39%	69.75%	Part A (online): 67.41%*  Part B (workshop): 37.63%*	57.33%	15.59%	12.19%

\*Note: Module 3 was revised this year due to the initiation of the SSC-Campus system. Thus, all advisors were required to complete it again, even if they had previously completed Module 3 in 2015-2016.

### Student Success Collaborative - Campus Data (All Divisions)

Implemented across the University in 2016-2017, the Student Success Collaborative – Campus (SSC Campus) serves as the comprehensive advising software for all academic advisors at Miami. AdvisorTrac, the previous advising system, has been fully phased out with no new notes being entered since the start of the spring 2017 semester. To date, there have been 350 advisors trained in the platform (via Module 3 workshop portion). Advisors have taken almost 19,000 notes to date. Figure 1 (below) breaks down this number by division and/or functional area.

Figure 1: SSC Campus Advising Notes



One of the key features of SSC - Campus is the ability to run campaigns. Campaigns allow for advisors to reach out to a group of students (their advisees, high risk students, etc.) and invite them to a meeting with them. The campaign tool

tracks all aspects of the process and coordinates the messaging, scheduling, and follow-up process. To date there have been over 375 campaigns run by advisors and support offices across the university.

## UNV 101 Assessment

UNV 101 was developed in response to multiple resolutions made by the Associated Student Government to develop a first-year experience course to assist students in transitioning into the Miami undergraduate experience. It also was created in response to the first metric of the Miami 2020 Plan to **“achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%).”**

The learning outcomes of UNV 101 are to ensure that students are able to:

- Understand what a liberal arts education is and its role in their academic experience and success;
- Demonstrate active participation and engaged learning in class discussions and activities;
- Integrate their personal, academic and career goals in relation to their values, interests and skills;
- Utilize campus resources and e-tools in pursuit of academic and co-curricular goals;
- Demonstrate an awareness of the relationship between culture and identity within themselves and others;
- Examine how their behavior and decisions have an impact on their personal well-being and on their communities;
- Outline an intentional, integrated plan of curricular and co-curricular learning.

## Academic Interventions Assessment

For the 2016-2017 academic year, we maintained the existing First-Year and Second-Year Intervention processes and a three-tiered Midterm Intervention Process.

### Midterm Interventions

#### Oxford Campus

On the Oxford campus, midterm Interventions involves a three-tiered, interdivisional initiative to support students struggling in courses at midterm. Grades are requested from faculty for all students having earned 0-45 credit hours. Midterm Interventions focus on first-time students at the university with any grade of C- or lower reported. To manage the number of students needing intervention, we utilize a diverse set of resources across campus. The Office of Residence Life staff intervenes with the low risk students (students with only one grade reported between C- and D-) in the form of an email providing information about support and advising services. The Student Success staff outreach to medium risk students (students with two grades of C- to D- or one grade of F) in the form of an email inviting them to meet with a Student Success Coordinator. Divisional advisors reach out to the high risk students (students with multiple F's or three or more grades below a C-).

- 1283 students were targeted for some form of midterm intervention
- Low (Residence Life) **(49%)**
  - 1 grade C- to D-
- Medium (Student Success Center) **(38%)**
  - 2 grades C- to D-
  - 1 grade of F
  - 1 grade of F and 1 grade C- to D-
- High (Divisional Advisors) **(12%)**
  - More than 1 grade of F
  - 3 or more grades below C-

2016				
High		159		Connected
	CAS		66	43%
	CCA		2	50%
	CEC		39	36%
	EHS		12	25%
	FSB		22	59%
Medium		445		16%
Low		629		0%

### *High Risk Midterm Interventions (Oxford Campus)*

Overall High Risk Interventions		
	Connected	Not Connected
<b>n</b>	58	87
<b>Average GPA</b>	1.86	1.44
<b>Good Standing</b>	53%	30%
<b>Earned Credits</b>	10	8
<b>Withdrew from 1+ Courses</b>	65%	62%

College of Arts and Science		
	Connected	Not Connected
<b>n</b>	29	37
<b>Average GPA</b>	1.79	1.33
<b>Good Standing</b>	52%	29%
<b>Earned Credits</b>	10.1	7.3
<b>Withdrew from 1+ Courses</b>	55%	61%

College of Creative Arts		
	Connected	Not Connected
<b>n</b>	1	1
<b>Average GPA</b>	1.38	2.29
<b>Good Standing</b>	0%	100%
<b>Earned Credits</b>	10	16
<b>Withdrew from 1+ Courses</b>	0	0

College of Engineering and Computing		
	Connected	Not Connected
<b>n</b>	14	25
<b>Average GPA</b>	1.65	1.61
<b>Good Standing</b>	36%	44%
<b>Earned Credits</b>	8.9	8.9
<b>Withdrew from 1+ Courses</b>	78%	64%

College of Education, Health, and Society		
	Connected	Not Connected
<b>n</b>	3	9
<b>Average GPA</b>	2.63	1.88
<b>Good Standing</b>	100%	33%
<b>Earned Credits</b>	12.6	9.2
<b>Withdrew from 1+ Courses</b>	100%	88%



Farmer School of Business		
	Connected	Not Connected
<b>n</b>	13	9
<b>Average GPA</b>	2.08	.99
<b>Good Standing</b>	69%	11%
<b>Earned Credits</b>	11.25	6.7
<b>Withdrew from 1+ Courses</b>	69%	55%

### *Medium to Low Risk Midterm Interventions (Oxford Campus)*

The Student Success Center connected with 16% of the students in the medium risk group. The Office of Residence Life sent out communications to 100% of the students, but did not have any students take them up on the offer to meet (therefore connected with 0%).

### *Regional Campuses Midterm Interventions*

At the Regionals, 4,369 individual mid-term grades were provided by faculty during Spring 2017, of those grades, 2,146 were grades of C- or below. 2,517 students had 45 or fewer credit hours, of those 633 had grades of C- or below reported. Mid-term grades were provided for 1,851 students with 46 or more earned hours. Regionals students with 45 or fewer earned credits received an email communication from the Academic Advising Office letting them know mid-terms were available, in addition to a few other timely pieces of information. The email was sent to 2,371 students, just over half of the students 1,278 opened the email (54%), and there were 120 unique clicks to the links in the email. Each professional advisor was tasked with sending out two different communications to their assigned advisees depending on grades. One email was for students with a grade of C- or below. We also sent a motivating email to students with grades of A's and no grades below C-.

### Oxford Campus First Year Intervention (Longitudinal Overview)

Overall, there was a slight increase in the number of students placed on academic warning this year as compared to last, but the number was still below historical averages. This year, we have been able to help 34% of Academic Warning students return to Good Standing by the end of their second term at Miami University. We continue to see the benefits of EDT 110 for students on Academic Warning.

	2010	2011	2012	2013	2014	2015	2016	2017
Number of newly enrolled First Year students (including transfer students)	3874	4138	4209	4356	4405	4203	4464	4506
% of First Year class ending first semester on Academic Warning	6.3%	7.5%	6.4%	5.4%	5.8%	5.8%	6.7%	5.6%
Number of students placed on Academic Warning	246	311	271	236	254	243	298	255
Number of Academic Warning students who Withdrew	26	44	33	24	27	33	54	31
Change of Grade, Winter Term, MLOA								11
Number of Academic Warning students going through FYI process	220	267	238	212	227	210	244	213
% FYI students returning to Good Standing	38%	38%	36%	39%	44%	43%	37%	34%
% FYI students with term GPA above 2.0	57%	54%	59%	55%	54%	58%	54%	49%
% FYI students experiencing a decrease in term GPA	25%	25%	23%	21%	21%	26%	24%	20%
Average Term GPA of FYI taking EDT 110	2.35	2.23	2.28	2.39	2.36	2.38	2.64	2.7
Average Term GPA of FYI not taking EDT 110	1.96	1.92	1.96	1.86	1.94	1.86	1.86	1.83

Even with removing the grade for the study strategies course, students completing EDT 110 performed significantly better than students who did not complete the course (average GPA of a 2.5 without EDT 110 calculation).

### Oxford Campus Second Year Intervention (Longitudinal Overview)

The Second Year Intervention (SYI) intervenes with students entering their second year at Miami University on academic probation (a cumulative GPA below 2.0). The SYI process includes the following steps 1] meet with a divisional advisor to make appropriate changes to their fall semester schedules and 2] meet with a learning specialist to discuss learning issues and decide between the two intervention choices (note: if a student could not participant in academic coaching and could not take EDT 110, they had the option to meet with a learning specialist). Students are held accountable to complete the process through the use of administrative holds placed on student accounts that prevent students from registering for classes or making adjustments to their schedule.

### Longitudinal SYI Data:

	2011	2012	2013	2014	2015	2016
Number of SYI Students	147	122	121	135	118	165
Number of SYI students in Academic Coaching	33	41	24	28	16	15
GPA of SYI students in Academic Coaching	2.16	2.13	2.25	2.12	2.37	2.3
Number of SYI students taking EDT 110	43	30	32	27	31	28
GPA of SYI students taking EDT 110	2.39	2.57	2.67	2.34	2.55	2.73
Number of SYI students working with Learning Specialist	16	19	16	17	16	15
GPA of SYI students working with Learning Specialist	2.52	2.18	2.19	2.43	2.56	2.38
Number of SYI students not completing the semester-long intervention*	49	30	47	44	40	93
GPA of SYI students not completing the semester –long intervention	1.58	1.6	1.77	1.82	1.75	2.18
Number of SYI students not completing initial intervention	--	--	--	18	15	14
GPA of SYI students not completing initial intervention	--	--	--	1.54	1.29	.99

\*These students met with their assigned advisor and learning specialist, but did not follow-through with their semester-long intervention (i.e., coaching, learning specialist, or EDT 110)

In the above data, the GPA is reported for students who engaged in any coaching or worked with a learning specialist at all. Further analysis reveals that students who engaged for a longer period of time in either academic coaching or in working with a learning specialist, did better than those students who did engaged for a shorter period of time. See comparisons below.

	2011	2012	2013	2014	2015	2016
GPA SYI Students with any Coaching Appointments	2.16	2.13	2.25	2.12	2.37	2.3
GPA SYI Students with 7+ Coaching Appointments	2.29	2.2	2.44	2.24	2.52	2.48
GPA SYI Students with any Learning Specialist Appointments	2.45	2.18	2.19	2.43	2.56	2.38
GPA SYI Students with 7+ Learning Specialist Appointment	2.52	2.23	2.24	2.65	2.53	2.81

### Regional Campuses Interventions

The interventions from the Learning Assistance Office are more intrusive. The populations include TRiO students, students on Academic Warning, student-athletes (for fall only), and any student with whom the professional staff has an existing relationship. Professional staff reach out both through email and by calling to ask the students to meet for a conversation. During that conversation, students are asked to define the issues and then assisted with determining action plans - tutoring, coaching, workshops, etc. In addition to mid-term grades, faculty participate in an Early Alert system to identify students who are demonstrating academic at-risk behaviors. Professional staff then contact students who are reported through the Early Alert notification.

### Assessment Findings

- According to national survey data, Miami undergraduate students (who were enrolled prior to 2016) are generally less satisfied with academic advising than students at other institutions of the same Carnegie classification.
- Miami seniors tend to be less satisfied with academic advising than Miami first-year students.
- National survey data do not indicate the reasons for Miami students' level of satisfaction.
- According to national survey data, Miami first-year students and seniors utilize academic advising approximately the same amount as first-year and seniors at other institutions.

- National survey data were collected prior to the new Academic Advising Model being implemented. The strategies entailed in the new model include shared advising philosophy and outcomes, comprehensive advisor development, UNV 101, and the responsibility of academic advising shifting solely to Academic Affairs.
- First- to second-year retention rates have improved since the implementation of the new advising model.
- Completion rates for advisor development significantly increased in the past year, with over half of the 887 advisors in the system having completed at least four modules.
- The vast majority of first-year students know who their academic advisor is and have met or communicated with their advisor at least once. They also typically find their advisor informative and helpful.
- Student advising-related concerns focus mostly on advisors not responding to email or phone inquiries in a timely manner or at all.
- UNV 101 leads to positive gains in terms of academic advising outcomes.

### 2017-18 Action Steps

Category	Action Step	Current Status
Academic Advising	Continue to increase the completion rates for the six advisor development modules and the percentage of advisors attaining Level B, Level A and Master Advisor status.	In progress
	Revise all modules for Advisor Development to incorporate new policies, procedures and input from assessment.	Completed
	Market the optional survey instrument that advisors can use to evaluate their advising of students.	In progress
	Create and pilot the Pre-Orientation Advising Canvas site for incoming students in summer 2018. Revise the <i>Guidebook for New Students</i> to align with site.	In progress—it has been created and a pilot is underway
	Finalize and implement the Strategic Communication Plan for Academic Advising.	In progress—the plan has been finalized and implementation is underway
	Hold the Second Annual Advising Symposium focused on the theme of Inclusive Advising.	Completed
Academic Interventions	Increase the number of academic intervention students who connect with their advisor or academic support person.	Completed
	Increase the percentage of midterm intervention students who connect with their academic advisor after receiving the communication.	Completed
	Collaborate with the Student Success Committee to implement the recommendations from its working group reports.	In progress

# College of Engineering and Computing



## **Meeting with the Academic and Student Affairs Committee Miami University Board of Trustees December 7, 2017**



**Marek Dollár, PhD, DSc  
Professor and Dean**

# Outline



- I. Student and faculty growth**
- II. Expansion of physical facilities**
- III. Experiential learning**
- IV. Socially engaged engineering and computing initiative**
- V. Global experience**



# CEC students and faculty 2011 - 2017



	Fall 2011	Fall 2017	% change
<b>Number of students</b>	<b>1125</b>	<b>2050</b>	<b>82%</b>
Tenure-track & tenured faculty	40	49	23%
Lecturers and clinical faculty	2	4	100%
Visiting faculty and instructors	4	18	260%
<b>Total – full-time faculty</b>	<b>46</b>	<b>71</b>	<b>54%</b>
<b>Student to faculty ratio</b>	<b>24:1</b>	<b>29:1</b>	<b>20%</b>

# CEC students and faculty 2017 – 2020



	Fall 2017	Fall 2020 projections
<b>Students</b>	<b>2050</b>	<b>2250</b>
Tenure-track / tenured faculty	49	64
Lecturers / clinical faculty	4	8
Visiting faculty and instructors	18 <i>(25% of all faculty)</i>	15 <i>(17% of all faculty)</i>
<b>Total – full-time faculty</b>	<b>71</b>	<b>87</b>
<b>Student to faculty ratio</b>	<b>29:1</b>	<b>26:1</b>

# Strategic faculty hires



Program	Areas of Emphasis	Relation to emerging Big Ideas	Transdisciplinarity Tier I
Bioengineering	Bioengineering therapeutics Devices and drug delivery Bioinformatics	Global Health	Biology (CAS) Biochemistry (CAS) Nursing (CLAAS)
Computer Science	Data science Machine learning Cybersecurity	Big Data	Information Systems and Analytics (FSB) Math & Statistics (CAS)
Socially Engaged Engineering	Assistive technology	Civic & Global Engagement Global Health	Kinesiology (CEHS) Gerontology (CAS) Entrepreneurship (FSB)

# Profile of enrolled CEC students



Category	Fall 2011	Fall 2017
ACT	27.0	29.4
Domestic non - resident	20.2%	30.1%
International	5.1%	10.0%
Non-resident	25.3%	40.1%
Underrepresented minorities	12.8%	16.3%
First generation	19.9%	17.8%

# CEC student profile: Nathan Rayes



- First place  
Miami University Concerto Competition
- Triple major
  - Mechanical Engineering
  - Manufacturing Engineering
  - Concert piano

# CEC student profile: Gus Ragland



Gus Ragland #14

## Redhawk Quarterback

- Engineering Management major
- Starting quarterback for the last 6 games in Fall 2016
- Turned an 0-6 start into a 6-6 regular season
- Gus threw for 1,537 yards and 17 touchdowns

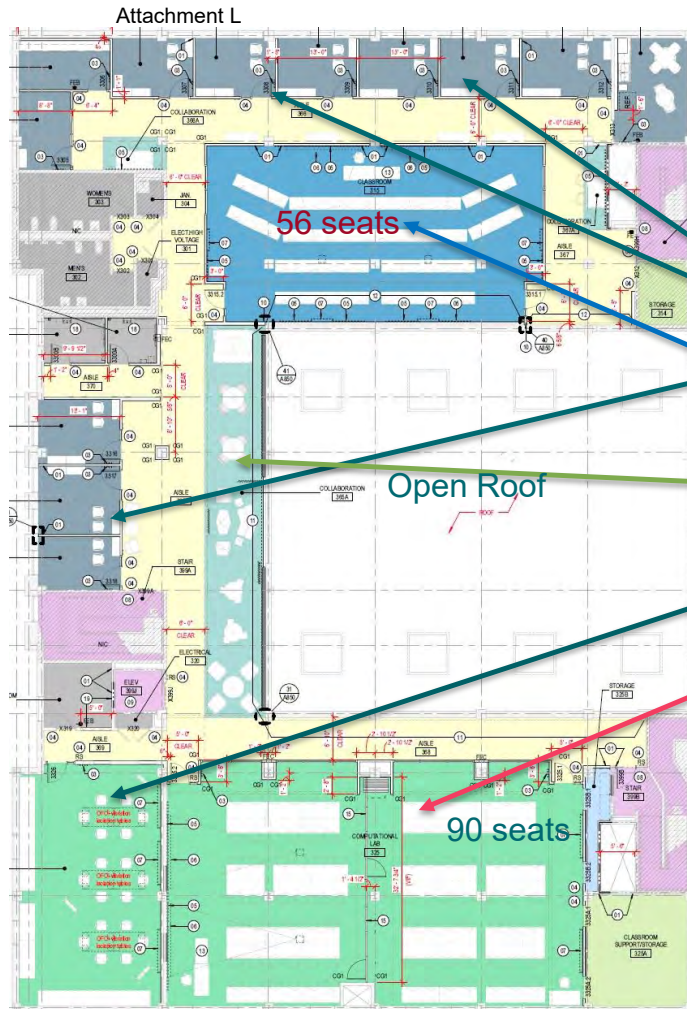


# CEC complex



	Students	Faculty
Designed for	1300	60
Fall 2017	2050	71
Fall 2020	2250	86

# Hughes Hall Wing C 3<sup>rd</sup> floor

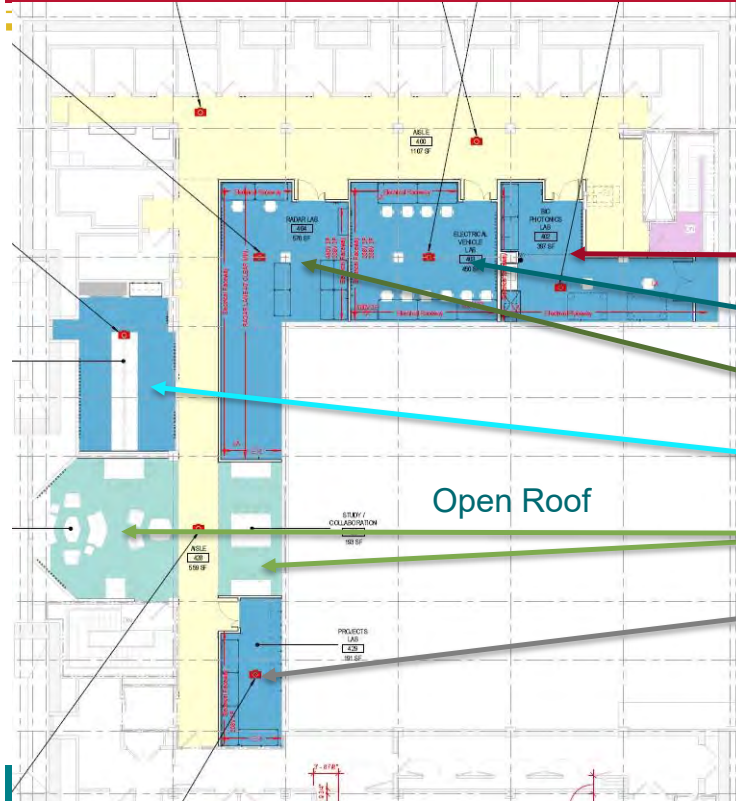


- 9 Offices
- Classroom
- Collaboration spaces
- Multi-use Laboratory
- Computational Laboratory
  - ✓ Can be separated into 2 rooms

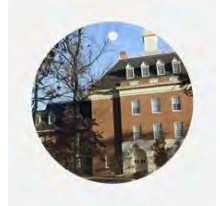
Mechanical and Manufacturing  
Engineering Department



# Fourth Floor (ECE/CPB)



- Bio Photonics Laboratory
- Electric Vehicle Laboratory
- Radar Laboratory
- Computational Laboratory
- Collaboration Space
- ECE Projects Laboratory



# Further expansion by 2020



- Faculty and graduate student offices – 4<sup>th</sup> floor
- Chemical and Bioengineering laboratories – 2<sup>nd</sup> floor
- Mechanical, Materials and Manufacturing Engineering laboratories – Oxford Airport

# Experiential learning



Category	% of graduating students reporting experience April 2017 (response rate 76%)	2020 Goal (%)
Internships and co-ops	77.2	80
Undergraduate research	37.0	40
Study abroad and away	43.2	45
Project with a real-world client	66.2	75

# Experiential learning



Category	% of graduating students	2020 Goal (%)
Community or public service; service-learning courses	26.4	35
Active participation in professional service (professional student org., advisory councils)	37.3	40
Active participation related to future professional work (leadership, agile, environment, ethics, management)	69.7	75
At least one experiential learning experience (capstone projects not included!)	97.4	100





# Lockheed Martin Leadership Institute



- 140 students have been in the certificate program to date
  - Seven cohorts
  - The four cohorts who have graduated are still engaged
- Hosted a Transformational Leadership Conference  
Over 140 people attended
- Secured another \$180,000 investment from Lockheed Martin
- Led by Ms. Louise Morman





# Agile Launchpad



119 students (from all CEC majors, FSB, and regional campuses) have participated in the Agile Launchpad experience to date

- Students earn professional certification from the International Consortium for Agile
- Projects are sponsored by business clients
- Suncorp offers “mini-internships”



Program led by Dr. Doug Troy

New program to be offered: Six Sigma certification

# CEC Socially Engaged Engineering & Computing Initiative



## SEEC Initiative

### VISION

*Faculty and students, supported by all CEC constituents, working together to advance the idea of improving the general well-being of individuals and societies through integrating social and technical aspects into our pedagogical, design and scholarly endeavors*



# Grand Challenges Scholars Program



**MIAMI UNIVERSITY**  
COLLEGE OF ENGINEERING AND COMPUTING  
*Socially Engaged Engineering & Computing*

**GRAND CHALLENGE SCHOLARS PROGRAM**

Explore solutions to some of the 21st century's most pressing human needs

*Design your own individual plan.*  
*Open to all Majors*

*Research/Project*

*Global*

*Entrepreneurship*

*Service*

*Interdisciplinary*

Earn a designation as a National Academy of Engineering Grand Challenge Scholar  
CEC.MiamiOH.edu/GCSP

Program's first cohort started this fall

- 7 students, 4 are female (57%)

Goal: 20 students each year

Grand Challenges for Engineering in the 21<sup>st</sup> Century

- Energy, environment and sustainability
- Vulnerability to human and natural threats
- Engineering for health care
- Artificial intelligence and virtual reality

Dr. Doug Troy, GCSP Director

Inaugural SEEC Scholar in Residence

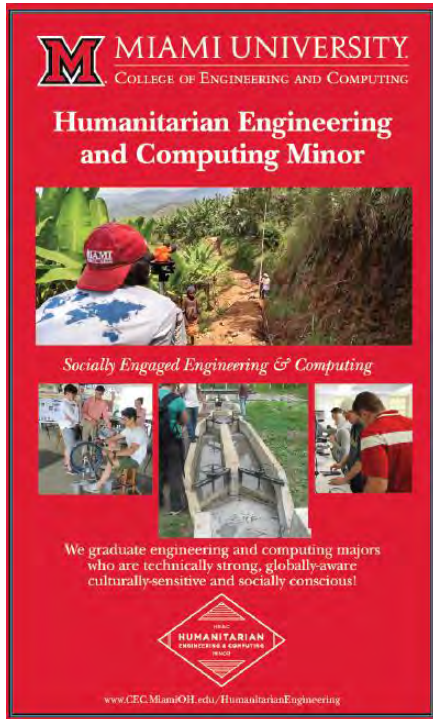
- Dr. B.L. Ramakrishna, Director of GCSP, NAE







# Humanitarian Engineering & Computing Minor



Minor designed to attract more female & minority students to CEC

Objective - graduate engineers & computer scientists that are:

- Globally-aware
- Culturally-sensitive
- Socially conscious

20 students declared the new minor

- 14 are females (70%)

Program led by Dr. Anna Dollár



# MU Center for Assistive Technology



**MIAMI UNIVERSITY**  
COLLEGE OF ENGINEERING AND COMPUTING

**Center for Assistive Technology**

MIAMI UNIVERSITY  
CENTER FOR  
ASSISTIVE TECHNOLOGY  
MUCAT

A research center where faculty and students develop technological solutions to improve quality of life.  
MiamiOH.edu/MUCAT  
Socially Engaged Engineering & Computing

- 15 faculty in a cross-disciplinary research center to enable engineering solutions for socially relevant problems for improving quality of life older adults and people with disabilities
- Dr. Amit Shukla – Director





# Engineers Without Borders Quintessential SEEC organization



**Past EWB President, Halle Miller**

**Becca Kheiry, Project Manager Uganda**

**EWB President, Bryce Linkous**

**Faculty Adviser: Dr. Catherine Almquist**

## **EWB**

**Miami's Student Organization of the Year Award**

**Halle Miller**

**Miami's Organization President of the Year Award**

**Becca Kheiry**

**Miami's Student Leader of the Year**

*Note: two out of over 730 registered student organizations at Miami were awarded in AY 2016/17*

# Engineering & Computing Week



## Three prominent guest speakers



Mr. Greg Van Kirk, founder of Social Entrepreneur Corps – nationally recognized expert on Social Entrepreneurship



Dr. Alice Agogino, Professor, University of California at Berkeley – internationally recognized for her work in bringing women and people of color into engineering and computing



Dr. Bernard Amadei, Engineers Without Borders - USA Founder; Professor of Civil Engineering at the University of Colorado Boulder



# Global Experience – Global Impact



CEC students participated  
in 44 different Miami  
University Study Abroad  
and Away around the world  
in 33 different countries in  
AY 16-17

# Engineers Without Boarder



## Provide Access to Clean Water One of the 14 Grand Challenges



Ecuador



Rwanda



Uganda

# CEC Study Abroad Programs Winter and Summer 2017



India



Mexico



South Korea



# CEC Study Abroad Programs Winter and Summer 2017



Italy



Germany and  
Austria



Great Britain



# CEC Study Abroad and Away Programs Winter and Summer 2017



Australia



Puerto Rico

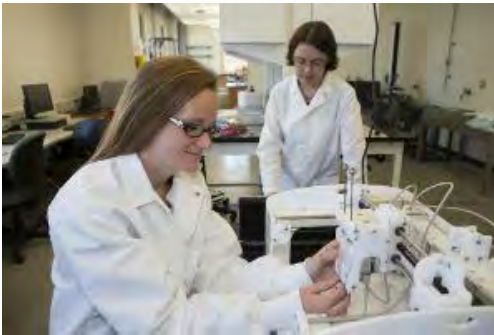


Hawaii

# College of Engineering and Computing



Questions?



		FY2018							FY2019						
Agenda Item		Sep	Dec	Feb	Apr/May	Jun	Retreat	Sep	Dec	Feb	Apr/May	Jun	Retreat		
Public Business Session - Announcements															
	Chair	x	x	x	x	x		x	x	x	x	x			
	ASG Updates	x	x	x	x	x		x	x	x	x	x			
	Graduate Student Update	x	x	x	x	x		x	x	x	x	x			
	University Senate Updates - Executive Committee Chair	x	x	x	x	x		x	x	x	x	x			
Interdisciplinary Presentation															
	Presentation - Multiple Departments/Divisions, HLC Framework	x	x	x	x	x		x	x	x	x	x			
		Diversity & Inclusion	Student Success & Support	Public & Community Engagement	University Degrees, Programs, & Services	University Staffing & Planning		Diversity & Inclusion	Student Success & Support	Public & Community Engagement	University Degrees, Programs, & Services	University Staffing & Planning			
Student Affairs Reports - Vice President for Student Affairs															
	Presentations and Reports:														
	VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x			
	Student Counseling and Mental Health (every two years, report every year)				x						Report				
	Student Wellness and High Risk Alcohol (every two years, report every year)		Report						x						
	Annual Report on Initiatives and Strategic Plan						x						x		
	Written Report Only:														
	Student Affairs "Good News"	x	x	x	x	x		x	x	x	x	x			
	Sexual Assault Prevention				x						x				
	Campus Safety Data (Office of Ethics and Student Conflict Resolution)				x						x				
	Student Housing Occupancy Update (HOME Office Update)	x		x				x		x					
	Integrity (Joint with Academic Affairs)					x						x			
	Residence Life/Living Learning Communities			x						x					
	Office of Diversity Affairs	x						x							
	Student Activities and Programming to include Greek Affairs			x						x					
	Orientation and New School Year Activities (every two years)	x													
	Rinella Learning Center (every two years)								x						
	Student Disability Services (every two years)		x												
	Community Engagement and Service (every two years)			x											
	Off-Campus Outreach and Communications (every two years)								x						
	Leadership Initiatives (every two years)									x					
Enrollment Management and Student Success - VP for EMSS															
	Presentations and Reports:														
	VP Update - As Necessary	x	x	x	x	x		x	x	x	x	x			
	Enrollment Update	x	x	x	x	x		x	x	x	x	x			
	Financial Aid and Student Debt (every two years, report every year)		x							Report					
	Career Services and Placement (every two years, report every year)		Report							x					
	Annual Report on Initiatives and Strategic Plan						x						x		
	Written Report Only:														
	EMSS "Good News"	x	x	x	x	x		x	x	x	x	x			
	Retention Update		x						x						
Academic Affairs Reports - Provost															
	Presentations and Reports:														
	Provost Update As Necessary	x	x	x	x	x		x	x	x	x	x			
	Academic Center/Program	x	x	x	x			x	x	x	x				
	Annual Report on Initiatives and Strategic Plan						x						x		
	Written Report Only:														
	Academic Affairs "Good News"	x	x	x	x	x		x	x	x	x	x			
	E-learning				x						x				
	International Education and Study Abroad/Away	x						x							
	Academic Advising		x						x						
	Honors Program				x						x				
	Winter Term Update (EMSS, with Academic Affairs)					x						x			
	Integrity (Joint with Student Affairs)					x						x			
	Accreditation Updates (as applicable)														
Academic Dean's- All (except MUDEC) typically include a tour															
	College of Liberal Arts and Applied Sciences				x										
	College of Engineering and Computing		x												
	College of Arts and Science			x											
	Graduate School					x									
	Libraries							x							
	College of Education, Health & Society								x						
	College of Creative Arts									x					
	Farmer School of Business										x				
	Luxembourg Campus (based on Dean's availability)														
Other Areas															
	Presentations and Report:														
	Forward agenda	x	x	x	x	x		x	x	x	x	x			
Executive Sessions															
	Appropriate topics, as required	x	x	x	x	x		x	x	x	x	x			
		18	23	20	22	18		19	22	21	22	18			