February 19, 2021
Academic and Student Affairs

RESOLUTION R2021-25

BE IT RESOLVED: that the Board of Trustees hereby accepts the attached Completion Plan Update Report, and directs the Provost and Executive Vice President to submit the document to the Ohio Department of Higher Education.

Approved by the Board of Trustees
February 19, 2021

T. O. Pickerill II
Secretary to the Board of Trustees

MIAMI UNIVERSITY COMPLETION PLAN UPDATE

Submitted to Chancellor of the University System of Ohio Department of Higher Education

January 2021

UNIVERSITY MISSION

Miami University's mission underscores that we are "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, 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."

STUDENT PROFILE

As of fall 2020, 16,566 undergraduates and 2,159 graduate students were studying on the Oxford campus. Regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 4,140 undergraduate students and 212 graduate students. 53% of Miami students are female, and 64% are residents of Ohio. Of the Oxford first-year class, 50% are female, 59% are residents of Ohio and 98% were born in 2000 or 2001.

Domestic students of color make up 16.6 percent of the first-year class and 15.6 percent of the undergraduate student body (based on fall 2000 Oxford campus enrollment). The breakdown of this population is as follows:

- 3.6% Black or African-American
- 5.4% Hispanic/Latino
- 2.5% Asian, Native Hawaiian, or other Pacific Islander
- 4.0% identify themselves as multi-racial
- 0.1% American Indian or Alaska Native and Other

An additional 8.8% are international students.

Fourteen 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.

Of the fall 2020 first-year Oxford campus students, 31 percent of the freshmen graduated in the top 10% of their high school class. Forty percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with the average credit received being 20 hours. The average ACT score (or SAT score converted to an ACT basis) of the 2020 entering freshman class was 28.

The first-year student retention for full time students (2019 cohort) is 88.9%. The six-year graduation rate (2014 cohort) is 82.1%.

Miami is ranked No. 46 nationally among public universities in "Best Colleges 2021" by *U.S. News & World Report*. Among all national universities, Miami is ranked No. 103 out of 389 universities on the list. One of the key reasons for this high ranking is our completion rates. Miami's four-year graduation rate for the fall 2016 cohort was 73%. Miami's six-year graduation rate on average for the last 4 years was 80%, ranking No. 32 among public universities nationally and No. 2 in Ohio. The latest six-

year graduation rate (82.1% overall) was 75% for African-American students, 81% for Hispanic students and 77% for international students. In 2019, Miami posted a 95% graduation success rate for student-athletes, the percentage of eligible student-athletes who graduate within six years.

Miami has also received acclaim for having made great gains in decreasing the gap between graduation rates of white and African-American students in a report released March 2016. 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 from 2003-2013, 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.

While also focused on a liberal arts education, Miami's regional campuses serve a different student population. Thirty-three percent of the undergraduate students are part time, and 67% are full time. Sixteen percent of the students on the regional campuses are non-traditional students (25 years or older); 52% are female, and 48% are male. Over 10% of the students on the regional campuses are CCP students. The majority of students on the regional campuses are place-bound, and none lives on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses house its own academic division, named the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees, including applied social research, biological sciences, commerce, communication studies, community arts, computer and information technology, criminal justice, engineering technology, English studies, integrative studies, liberal studies (degree completion program), nursing, and psychological sciences.
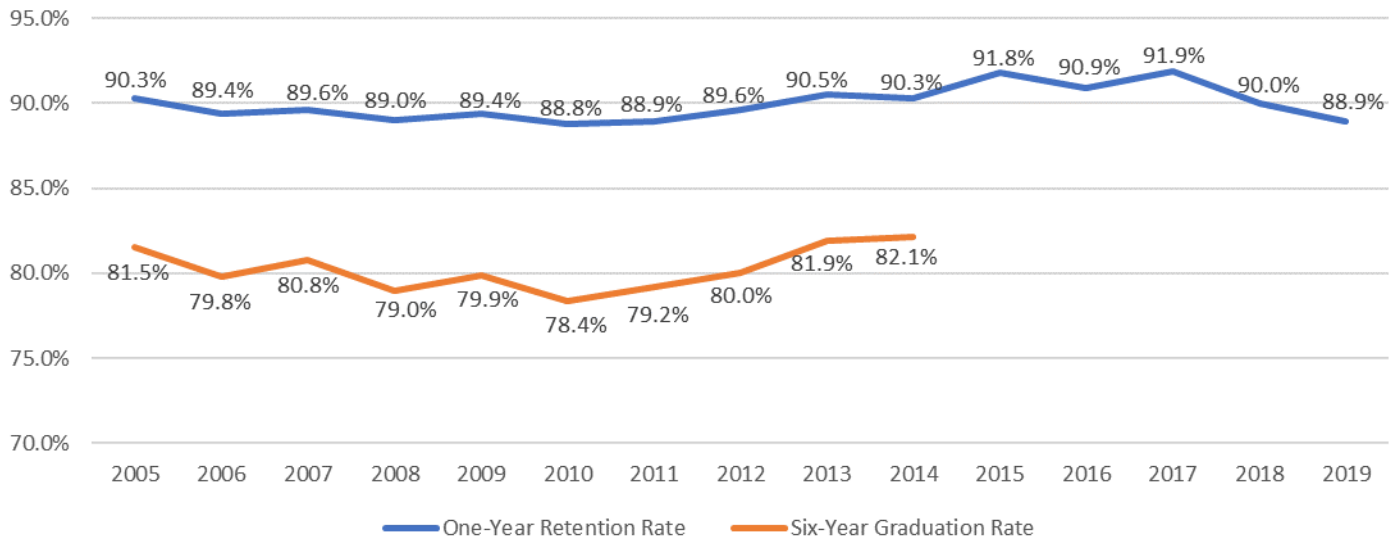
The students on the Hamilton campus (2019 cohort) have a first-year student retention rate of 63.0%, and students on the Middletown campus have a first-year student retention rate of 67.7% (for the 2019 cohort). Those pursuing bachelor's degrees (2014 cohort) have a six-year graduation rate of 34.7% for the Hamilton campus and 26.5% for the Middletown campus.

BARRIERS TO PERSISTENCE AND COMPLETION

The academic profile and completion rate of Miami's Oxford campus students remain very strong overall. However, our data show that there is room for improvement. While there has been improvement in persistence and completion on the two regional campuses, their rates are below national norms. Moreover, the Oxford campus rates have remained relatively stable with little movement. NB: In all figures, retention rates and graduation rates are presented as reported 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.

Retention and six-year graduation rates have fluctuated in narrow bands for several years (Figure 1).

Figure 1: Oxford Campus Retention and Graduation Rates:
Fall 2005 to Fall 2019 Cohorts

Several attributes have been identified as correlated to a higher risk for attrition for new, full time Oxford students:

- First-generation students
- Students with high financial need
- Lower first-term grade point average
- African-American and Latinx students
- Undecided students.

Completion barriers include:

- High cost of attendance
- Lack of preparation for college-level academics
- College transition issues
- Lack of a sense of belonging
- Less than welcoming campus climate.

PROGRESS TOWARD GOALS IN PREVIOUS PLANS

College completion and student success are integral to Miami's mission and its new strategic plan, Miami**RISE**, which was developed in 2019. Our mission statement emphasizes that Miami "is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society." The eleventh recommendation of the Miami**RISE** strategic plan calls for improvement of student retention and persistence.

The Miami University Student Success Committee is the body charged with overseeing Miami's student success progress. In partnership with the Office of Institutional Research & Effectiveness, the Enrollment Management & Student Success division,

and the Office of the Provost, it regularly analyzes quantitative and qualitative data to identify areas for improvement. Data sources include:

- EAB Student Success Collaborative
- Civitas
- Oracle Business Intelligence Tool
- External standardized student surveys (Beginning College Survey of Student Engagement, National Survey of Student Engagement, CIRP Freshman Survey, College Senior Survey)
- In-house surveys (first-year student transition survey, graduation survey, alumni survey, etc.).

Below are the goals reported in our prior College Completion Reports and an update on how well we are achieving them:

Goals	Progress
Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%." The regional campuses will increase the graduation rate by 10%, an equally ambitious goal.	For the 2014 cohort, Miami's four-year graduation rate was 71.2% and the six-year graduation rate was 82.1%. The six-year graduation rate for Hamilton campus 2014 cohort was 34.7% and 26.5% for Middletown campus, with a goal of 30.0% for both campuses.
Within one year after graduation, 100% of graduates (excluding those enrolled in graduate or professional school) will be employed.	96.0% of Oxford bachelor's graduates and 96.7% of College of Liberal Arts and Applied Science bachelor's graduates were employed after graduation, serving in the military or participating in a volunteer or service program. The average full-time salary was $53,792 and $52,099 respectively.
Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.	In 2018–2019, more than 2,800 Miami undergraduates worked with professors on research, many starting in their first year, a number that was temporarily impacted in 2020 by the COVID-19 outbreak. About 70% of Miami seniors in spring 2019 participated in internships, field work or co-ops during their time at Miami.
60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.	As of fall 2020, more than 60% of degree programs can be completed in three years or less.
75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.	On the Oxford campus, 77% report an average or high sense of belonging on campus and 97% had discussions with people of a different background. On the regional campuses, 55% reported an average or high sense of belonging and 98% had discussions with people of a different background.
All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time of graduation.	As the result of the Global Miami Plan's global learning requirement, 100% of undergraduate students have had a curricular or co-curricular cultural learning experience by the time of graduation.

Goals	Progress
Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.	In fall 2020, there were 186 transfer students on the Oxford campus and 164 on the regional campuses.

COMPLETION GOALS FOR 2020-2022

Continue to make progress on the same goals listed above.

COMPLETION STRATEGIES

Below is a listing of the strategies identified in our previous Completion Plan and the progress made on each in the past two years.

Theme	Strategy	Description	Status
Academic Interventions & Early Alert	Support for at-risk populations of students	Pilot a student outreach plan for students who are predicted by the Civitas Learning System to be most at risk for attrition. Assess the impact of the Miami Firsts program and revise for improvement.	Academic intervention by professional advisors is conducted each semester. Following review of the program, the First Generation Program now offers an array of programming, including mentoring, career development, and study skills workshops. See: https://miamioh.edu/first-generation/
Advising	Advisor support and training	Continue to review training modules annually.	Ongoing; more then 80% of advisors have undergone the basic training modules.
Affordability	No or Low-Cost Textbooks More affordable tuition	Design and implement a multi-pronged approach (e.g., grants, programming, recognition, communication strategies) to lowering the cost of textbooks in high enrollment courses. Implement Miami Tuition Promise to make the college experience more affordable.	The Affordable & Open Educational Resources has developed an array of programs to reduce textbook costs, leading to over $900,000 in cost savings for students. See: https://miamioh.edu/academic-affairs/teaching/open-educ-res/index.html Factoring in financial aid, 16% of first-year Ohio students in fall 2019 paid no tuition and fees and an additional 16% paid less than $5,000 in tuition and fees to attend Miami's Oxford campus.
Articulation & Transfer	One-Year Option	Revise the Associates of Technical Study degree program to align with the One-Year Option areas of concentration.	ATS program has been developed and fully approved. See: https://bulletin.miamioh.edu/liberal-arts-applied-science/technical-study-ats/
	Partnerships	Increase academic partnership agreements with two- and four-year institutions in Ohio and beyond, and	Miami has partnered with multiple institutions in SW Ohio to develop regular summits focused on developing partnership agreements throughout the

		strengthen our collaborations within the southwest Ohio region.	region. Institutions are collaborating to develop major transfer resource online. See: https://transferohio.com/
	Transfer Pathways	Achieve a 95% compliance rate at all times on all TAG, CTAG, MTAG and OTM requirements.	Miami has achieved this target goal, and Miami's Associate Provost co-chaired the General Education Committee which oversaw the revision of the Ohio Transfer Module.
Career Development	Customized career services	Enhance and expand career advising, internships, job shadowing, and company mentorships; continue to increase the number and quality of Ohio internships, through expanded industry partnerships and networks.	In fall 2019, Miami revised its internship policy to ensure that students receive more support. Faculty who supervise internship are now given training resources and online portal so that they are well prepared to support students in their internship experiences. See: https://www.miamioh.edu/emss/offices/career-center/connect/internship-search/index.html
Curriculum & Course Scheduling	Meta-Majors	Design and implement a plan for meta-majors (academic interest & career pathways) on the Oxford and Regional campuses that include degree plan mapping, customized transition (UNV 101) course, targeted advisement and career development for students who have not declared a major.	The Regional Campuses has launched a meta-majors initiative called Career Communities. Students take a diagnostic survey and are advised into one of several 'communities' or meta-majors until they select a major to pursue. See: https://miamioh.edu/regionals/academics/career-community/index.html The Oxford campus is making preliminary plans to launch an Exploratory Studies major for undecided students. Exploratory studies students would be guided into a meta major and provided wrap-around support services for up to four semesters or until they select a major.
	Increased Course Availability	Launch an online waitlisting system for courses. Implement the PAVER scheduling system to ensure course offerings are evenly distributed across all weekdays.	This "Registration Override Request" ROR system was piloted in 2018 and has been launched and is fully operational. See: https://www.miamioh.edu/onestop/registration/problems-with-registering/registration-override/index.html The PAVER system has been in effect and has assisted in more evenly distributing courses across all business days.
	High Quality General Education	Implement a comprehensive assessment plan (with direct and indirect measures) for the Global Miami Plan with the goal of improving quality and students' lifelong professional and personal success.	A capstone assessment was developed and administered from 2017 – 2019 in which students' projects were scored by a trained set of reviewers using a normed rubric. In 2020, this assessment was suspended due to the fact that the liberal education plan is undergoing a significant revision. The revised plan will include a robust plan for assessment of student learning and will be aligned with the revised Ohio Transfer Module.

	e-Learning	Strategically develop online programs that are aligned with workforce needs and enrollment trends.	In 2018, Miami launched a new Boldly Creative Initiative which is a $50 million fund to develop programs that are designed to meet employer needs and to attract strong student enrollment, many of which can be offered online. This initiative has jumpstarted a number of new bachelor's programs, professional master's programs, certificates and microcredentials in the field of healthcare, games & simulation, robotics, and technology. See: https://miamioh.edu/boldly-creative/
Diversity & Inclusion	Welcoming Climate	Analyze results from a climate survey of faculty, staff and students, and develop a strategic approach to addressing concerns.	A comprehensive climate survey was completed in 2017. Findings were shared via numerous public forums, and a DEI Task Force was assembled in 2019 to review results and develop recommendations. An implementation team is now working implementing recommendations.
	Academic Support for International Students	Launch a new language and writing center for English Language Learners. Enhance and focus the pre-orientation and orientation experiences to better support timely registration and advising, provide pre-transition resources electronically, and connections to the campus community.	The English Language Learning Writing Center launched in 2018, and they have already assessed students who use the center and found that they are not only satisfied with the support but the support leads to better overall grade point averages. See: https://www.miamioh.edu/ellwc/

NEW ADDITIONAL STRATEGIES

Below are additional planned strategies for the next reporting cycle:

Category	Strategy	Description
Academic Advising	Shift steadily to a "total intake" approach to academic advising	This new system will rely upon an increased number of professional staff advisors who serve caseloads of student throughout the undergraduate experience. Students are also supported by faculty mentors in the major, peer success coaches, career development staff, financial aid counselors and Residence Life staff.
	Ensure that professional advisors have consistent titles, expectations and promotion ladder	Advising personnel titles, job responsibilities will be audited and revised for consistency. Clear promotion expectations and accountability measures will be developed and

		implemented to ensure high quality advising and retention of strong advisors.
	Create greater coordination and centralization of advising efforts.	The Student Success Center will be moved to Academic Affairs and rebranded with more significant responsibilities for coordinating university-wide advising efforts (e.g., assessment, advisor training, support for special student populations).
	Design and implement a more comprehensive assessment of our advising system.	As the new "total intake" model is implemented, a new assessment plan will be developed that includes retention and graduation rates, EAB Navigate data relating to advising appointments and student success barriers, standardized survey findings (NSSE, CIRP), advisor portfolios, and periodic focus groups.
Policies	Audit existing policies and procedures, and make revisions to improve student success.	The Office of the Provost in collaboration with the Student Success Committee, General Counsel and Undergraduate Academic Advising Council will conduct the audit and revise appropriately. Possible revisions include: • Revising admission criteria to make the ACT and SAT optional; • Revising the annual performance criteria to recognize and reward achievement in advancing student success • Revising the promotion criteria for academic advisors
Pathways	Help students to get on a success path prior to matriculation.	Institute diagnostic surveys and pre-orientation advising to develop a 'block' schedule for students prior to orientation. Revise orientation to focus more on acculturating students to University culture and expectations and building relationships.
	Develop purposeful pathways for students in the major.	Institute required advising sessions at key milestones. Institute four-year academic plans into UNV 101 and advising sessions.
	Develop success pathways for undecided students.	Rebrand and enhance the University Studies Program to be "Exploratory Studies" major on the Oxford campus which features meta-majors and wrap-around services.
	Identify and remove pathway roadblocks.	Conduct an analysis of degree program pathways on the Oxford and Regional campuses to identify barriers and roadblocks, and work with departments to make revisions.

Curriculum	Increase the completion rates of students in gateway Math and English courses.	Continue the Strong Start to Finish plans, including: developing reading resources and reading/writing co-requisite course; ensuring the clearly structured programs of study exist for all majors; aligning redesigned gateway Mathematics and English courses to all programs of study; implementing co-requisite remediation at scale in Mathematics and English; building advising structures to ensure all students register for coursework in sequences to meet the goal. Develop and offer Business Calculus course and other math courses designed for different majors.
	Revise courses that impede student success and progress.	Through a comprehensive Academic Program Evaluation, Improvement and Prioritization project, we will conduct an analysis to identify courses that are roadblocks for students pursuing popular degree pathways (e.g., high percentages of students withdrawing or receiving D or F grades). Ask departments to revise courses to improve success rates.
	Reward departments that have strong track or improving record of advancing student success.	Institute a departmental award for advancing diverse student success. Explore the possibility of rewarding departments that have high percentages of full-time, continuing faculty teaching introductory courses.
	Revise the general education program to enhance student success.	Revise the liberal education plan to simplify the overall required categories, reduce the number of required courses, reduce barriers for transfer students, and enhance high-impact practices.
Affordability	Lower cost of textbooks	Continue implementing programs to promote the use of open and affordable textbooks; explore the possibility of an inclusive access textbook option.
	Enhance need-based and other aid for students and families.	Continue Tuition Promise, and leverage Capital Campaign to increase scholarship support.
Special Populations	Enhance support for transfer students.	Develop a virtual Transfer Student Hub, and enhance support for transfer students (e.g., transfer credit evaluation, customized advising, targeted marketing and communications, enhanced partnerships with feeder schools).
	Deepen support for Pell Grant students.	Continue enhancing the GradU8 Scholars Program to improve graduation rates of Ohio Pell Grant recipients.

	Develop additional support for domestic students of color and LGBTQ+ students.	Implement a program in which faculty and staff of diverse identities mentor incoming students.
Technology	Leverage technology to advance diverse student success.	Conduct an inclusive technology audit and make changes as appropriate. Develop mechanisms and training for academic advisors to access critical data to improve advisement of students and enhance student success.

WORKFORCE DEVELOPMENT PRIORITIES

Miami University has a longstanding national reputation for producing outstanding graduates who because successful personally and professionally. Miami is rated No. 1 among Ohio public universities and among the top 10% nationally for return on investment by Payscale.com (2019-2020).

In the 2017 edition of *Colleges That Pay You Back: The 200 Schools That Give You the Most Bang for Your Tuition Buck*, published by *The Princeton Review*, Miami was recognized for academics, affordability/financial aid, and getting "graduates out the door to satisfying and rewarding careers." Not only does Miami rank among top tier publics nationally for graduate salary potential, according to Payscale.com, but it also ranks 33rd in the world for the number of millionaire alumni it produces according to EliteTraveler.com (2016).

One reason for our students' success is a dedicated and talented faculty. Miami students routinely get accepted into graduate and professional schools:

- 73% of Miami undergraduates applying to medical school with at least a 3.20 science and overall GPA and a 50th percentile score on the MCAT were accepted.
- 95% of senior Miami applicants were accepted to law school from 2018 to 2019, compared to an 83% national average for the same period.

Another reason for our students' success is our exemplary Center for Career Exploration and Student Success which provides state-of-the-art programming and support, including career fairs, internship expos, career development courses, mock interviews, resume and cover letter support, consultations and drop-in hours, to name a few.

Data show that the career development programming leads not only to interest in our students among top employers in the region and nation but also to graduates who land successful jobs. In 2019–2020, 6,398 businesses and organizations interviewed, attended a job fair or posted jobs at Miami. Employers placed more than 70,686 internship and job postings, many for multiple openings, on Miami's electronic job board; and they conducted 3,056 on–campus interviews during 2019–2020. Many more employers relied on video interviews because of the COVID-19 outbreak in spring 2020.

A 2019 study conducted by Miami's Office of Institutional Research and Effectiveness, which tracked 2018-2019 alumni career and educational placement, found the following:

- The overall success rate for the graduating class is 96.0%, compared to 95.8% last year (0.2% increase).

- According to NACE, nationally 85.7% of the previous year's bachelor's graduates (2017-2018) were successfully placed.

- Comparison data for the current graduating class will be available from NACE in October and can be shared upon request. 65.3% of the graduating class are employed full-time, with an average salary of $53,792. Among those who are employed (full-time or part-time):
  - 78.1% are employed in their field of study.
  - 48.2% worked for their employer previously.
  - 92.5% are employed in a position that requires a college degree.
  - 23.6% of graduates are enrolled in graduate or professional school while 1.0% are pursuing additional undergraduate study. 44.8% of graduates live in Ohio while 51.8% live in a different U.S. state. The remaining students live in either an American territory (0.1%) or a foreign country (3.2%).

To ensure that we maintain this high level of success, Miami has developed academic programs that prepare students for some of the most highly demanded jobs in the region and nation. Among Ohio public universities, Miami graduates the highest percentage and the second highest number of undergraduate students in biological sciences, physical sciences, and mathematics.

Since the last completion report update, Miami has launched several major initiatives designed in part to ensure that our academic programs are of the highest quality and meet the workforce needs of Ohio, the nation, and the world.

- Miami's Boldly Creative initiative has set aside $50 million to develop promising, forward-thinking academic programs that show evidence of meeting employer needs and student interest. This initiative has led to the creation of an array of new programs such as a physician assistant studies program, clinical engineering program, expanded nursing programs, robotics engineering programs, games + simulation program, business programs, and a slate of microcredentials.
- The Academic Program Evaluation, Improvement & Prioritization Project involves a comprehensive review of all existing academic programs. Programs that have track records of low success or enrollment must be eliminated or significantly revised with clear target outcomes that must be met for continuation.
- Miami created contracts with two external consultants – Hanover Research and Gray Associates – to better ensure that all new programs will meet target outcomes. These consultants provide quick data on enrollment trends, employer needs, starting salaries, competition with other institutions, and best practices so that we can form high quality and successful programs from the start.
- Miami Regionals created an innovative program called Work +. Work+ enables Miami University Regionals students to obtain an associate or bachelor's degree while working part-time and getting their tuition paid. Students work approximately 24 hours per week with one of our Work+ employers and take classes in a major of their choice. Work+ makes it possible for a student to earn a college degree debt-free. Workforce partners currently include Butler County Regional Transit Authority, the Fischer Group, Community First Solutions, and Thyssenkrupp Bilstein.

CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2021 *U.S. News & World Report Best Colleges* ranks Miami University the 6th public university in the nation for an "unusually strong commitment to undergraduate teaching." Miami occupies the No. 25 spot overall—in good company with Princeton, Dartmouth, Brown, and Rice universities.

Kiplinger's *Personal Finance* magazine listed Miami as one the "100 Best Values in Public Colleges" for 2019, ranking Miami 50th among in-state best values nationwide for public universities and 36th for public university best values for out-of-state

students. Miami has appeared on the list since it was first published in 1998. Remarkably, Miami achieves these stellar outcomes while also utilizing its resources wisely. Miami is ranked No. 1 among top-quality national universities for operating efficiency by *U.S. News & World Report*.

Although Miami has attained national prominence for its ability to graduate students on time and prepare them for life beyond college, the university continues to push forward a data-driven and forward-thinking approach to student success and achievement to ensure that we continue to produce graduates well prepared to lead in a challenging, global society.

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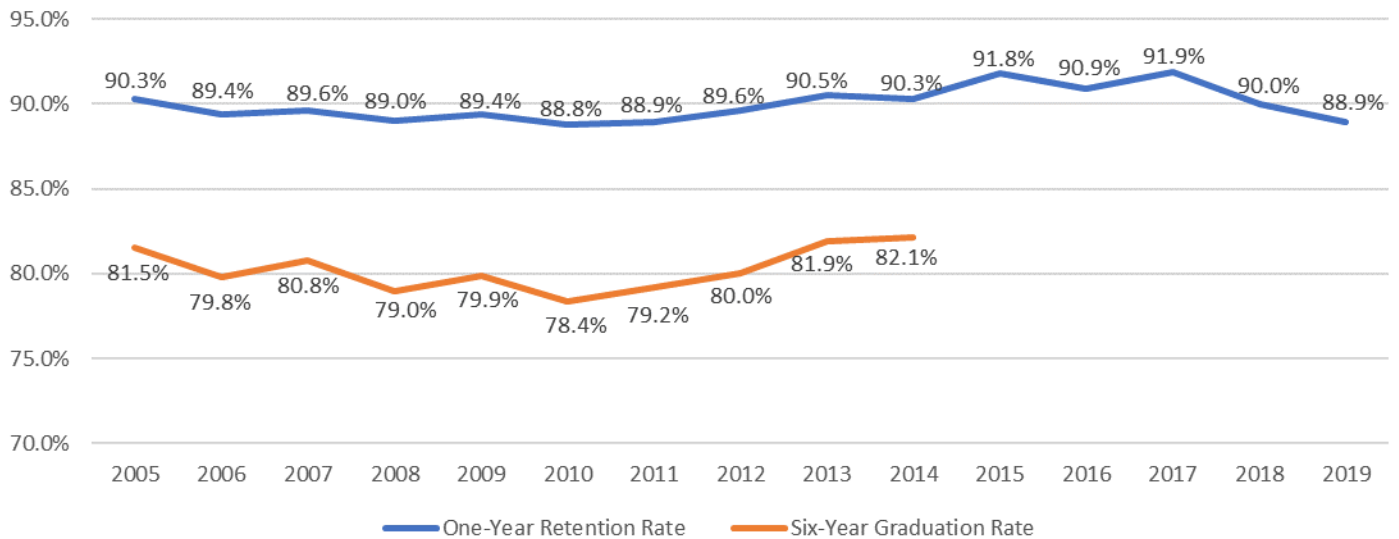
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The academic profile and completion rate of Miami's Oxford campus students remain very strong overall. However, our data show that there is room for improvement. While there has been improvement in persistence and completion on the two regional campuses, their rates are below national norms. Moreover, the Oxford campus rates have remained relatively stable with little movement. NB: In all figures, retention rates and graduation rates are presented as reported 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.

Retention and six-year graduation rates have fluctuated in narrow bands for several years (Figure 1).

Figure 1: Oxford Campus Retention and Graduation Rates:
Fall 2005 to Fall 2019 Cohorts

Several attributes have been identified as correlated to a higher risk for attrition for new, full time Oxford students:

- First-generation students
- Students with high financial need
- Lower first-term grade point average
- African-American and Latinx students
- Undecided students.

Completion barriers include:

- High cost of attendance
- Lack of preparation for college-level academics
- College transition issues
- Lack of a sense of belonging
- Less than welcoming campus climate.

PROGRESS TOWARD GOALS IN PREVIOUS PLANS

College completion and student success are integral to Miami's mission and its new strategic plan, Miami**RISE**, which was developed in 2019. Our mission statement emphasizes that Miami "is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society." The eleventh recommendation of the Miami**RISE** strategic plan calls for improvement of student retention and persistence.

The Miami University Student Success Committee is the body charged with overseeing Miami's student success progress. In partnership with the Office of Institutional Research & Effectiveness, the Enrollment Management & Student Success division,

and the Office of the Provost, it regularly analyzes quantitative and qualitative data to identify areas for improvement. Data sources include:

- EAB Student Success Collaborative
- Civitas
- Oracle Business Intelligence Tool
- External standardized student surveys (Beginning College Survey of Student Engagement, National Survey of Student Engagement, CIRP Freshman Survey, College Senior Survey)
- In-house surveys (first-year student transition survey, graduation survey, alumni survey, etc.).

Below are the goals reported in our prior College Completion Reports and an update on how well we are achieving them:

Goals	Progress
Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%." The regional campuses will increase the graduation rate by 10%, an equally ambitious goal.	For the 2014 cohort, Miami's four-year graduation rate was 71.2% and the six-year graduation rate was 82.1%. The six-year graduation rate for Hamilton campus 2014 cohort was 34.7% and 26.5% for Middletown campus, with a goal of 30.0% for both campuses.
Within one year after graduation, 100% of graduates (excluding those enrolled in graduate or professional school) will be employed.	96.0% of Oxford bachelor's graduates and 96.7% of College of Liberal Arts and Applied Science bachelor's graduates were employed after graduation, serving in the military or participating in a volunteer or service program. The average full-time salary was $53,792 and $52,099 respectively.
Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.	In 2018–2019, more than 2,800 Miami undergraduates worked with professors on research, many starting in their first year, a number that was temporarily impacted in 2020 by the COVID-19 outbreak. About 70% of Miami seniors in spring 2019 participated in internships, field work or co-ops during their time at Miami.
60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.	As of fall 2020, more than 60% of degree programs can be completed in three years or less.
75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.	On the Oxford campus, 77% report an average or high sense of belonging on campus and 97% had discussions with people of a different background. On the regional campuses, 55% reported an average or high sense of belonging and 98% had discussions with people of a different background.
All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time of graduation.	As the result of the Global Miami Plan's global learning requirement, 100% of undergraduate students have had a curricular or co-curricular cultural learning experience by the time of graduation.

Goals	Progress
Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.	In fall 2020, there were 186 transfer students on the Oxford campus and 164 on the regional campuses.

COMPLETION GOALS FOR 2020-2022

Continue to make progress on the same goals listed above.

COMPLETION STRATEGIES

Below is a listing of the strategies identified in our previous Completion Plan and the progress made on each in the past two years.

Theme	Strategy	Description	Status
Academic Interventions & Early Alert	Support for at-risk populations of students	Pilot a student outreach plan for students who are predicted by the Civitas Learning System to be most at risk for attrition. Assess the impact of the Miami Firsts program and revise for improvement.	Academic intervention by professional advisors is conducted each semester. Following review of the program, the First Generation Program now offers an array of programming, including mentoring, career development, and study skills workshops. See: https://miamioh.edu/first-generation/
Advising	Advisor support and training	Continue to review training modules annually.	Ongoing; more then 80% of advisors have undergone the basic training modules.
Affordability	No or Low-Cost Textbooks More affordable tuition	Design and implement a multi-pronged approach (e.g., grants, programming, recognition, communication strategies) to lowering the cost of textbooks in high enrollment courses. Implement Miami Tuition Promise to make the college experience more affordable.	The Affordable & Open Educational Resources has developed an array of programs to reduce textbook costs, leading to over $900,000 in cost savings for students. See: https://miamioh.edu/academic-affairs/teaching/open-educ-res/index.html Factoring in financial aid, 16% of first-year Ohio students in fall 2019 paid no tuition and fees and an additional 16% paid less than $5,000 in tuition and fees to attend Miami's Oxford campus.
Articulation & Transfer	One-Year Option	Revise the Associates of Technical Study degree program to align with the One-Year Option areas of concentration.	ATS program has been developed and fully approved. See: https://bulletin.miamioh.edu/liberal-arts-applied-science/technical-study-ats/
	Partnerships	Increase academic partnership agreements with two- and four-year institutions in Ohio and beyond, and	Miami has partnered with multiple institutions in SW Ohio to develop regular summits focused on developing partnership agreements throughout the

		strengthen our collaborations within the southwest Ohio region.	region. Institutions are collaborating to develop major transfer resource online. See: https://transferohio.com/
	Transfer Pathways	Achieve a 95% compliance rate at all times on all TAG, CTAG, MTAG and OTM requirements.	Miami has achieved this target goal, and Miami's Associate Provost co-chaired the General Education Committee which oversaw the revision of the Ohio Transfer Module.
Career Development	Customized career services	Enhance and expand career advising, internships, job shadowing, and company mentorships; continue to increase the number and quality of Ohio internships, through expanded industry partnerships and networks.	In fall 2019, Miami revised its internship policy to ensure that students receive more support. Faculty who supervise internship are now given training resources and online portal so that they are well prepared to support students in their internship experiences. See: https://www.miamioh.edu/emss/offices/career-center/connect/internship-search/index.html
Curriculum & Course Scheduling	Meta-Majors	Design and implement a plan for meta-majors (academic interest & career pathways) on the Oxford and Regional campuses that include degree plan mapping, customized transition (UNV 101) course, targeted advisement and career development for students who have not declared a major.	The Regional Campuses has launched a meta-majors initiative called Career Communities. Students take a diagnostic survey and are advised into one of several 'communities' or meta-majors until they select a major to pursue. See: https://miamioh.edu/regionals/academics/career-community/index.html

The Oxford campus is making preliminary plans to launch an Exploratory Studies major for undecided students. Exploratory studies students would be guided into a meta major and provided wrap-around support services for up to four semesters or until they select a major. |
| | Increased Course Availability | Launch an online waitlisting system for courses.

Implement the PAVER scheduling system to ensure course offerings are evenly distributed across all weekdays. | This "Registration Override Request" ROR system was piloted in 2018 and has been launched and is fully operational. See: https://www.miamioh.edu/onestop/registration/problems-with-registering/registration-override/index.html

The PAVER system has been in effect and has assisted in more evenly distributing courses across all business days. |
| | High Quality General Education | Implement a comprehensive assessment plan (with direct and indirect measures) for the Global Miami Plan with the goal of improving quality and students' lifelong professional and personal success. | A capstone assessment was developed and administered from 2017 – 2019 in which students' projects were scored by a trained set of reviewers using a normed rubric. In 2020, this assessment was suspended due to the fact that the liberal education plan is undergoing a significant revision. The revised plan will include a robust plan for assessment of student learning and will be aligned with the revised Ohio Transfer Module. |

	e-Learning	Strategically develop online programs that are aligned with workforce needs and enrollment trends.	In 2018, Miami launched a new Boldly Creative Initiative which is a $50 million fund to develop programs that are designed to meet employer needs and to attract strong student enrollment, many of which can be offered online. This initiative has jumpstarted a number of new bachelor's programs, professional master's programs, certificates and microcredentials in the field of healthcare, games & simulation, robotics, and technology. See: https://miamioh.edu/boldly-creative/
Diversity & Inclusion	Welcoming Climate	Analyze results from a climate survey of faculty, staff and students, and develop a strategic approach to addressing concerns.	A comprehensive climate survey was completed in 2017. Findings were shared via numerous public forums, and a DEI Task Force was assembled in 2019 to review results and develop recommendations. An implementation team is now working implementing recommendations.
	Academic Support for International Students	Launch a new language and writing center for English Language Learners. Enhance and focus the pre-orientation and orientation experiences to better support timely registration and advising, provide pre-transition resources electronically, and connections to the campus community.	The English Language Learning Writing Center launched in 2018, and they have already assessed students who use the center and found that they are not only satisfied with the support but the support leads to better overall grade point averages. See: https://www.miamioh.edu/ellwc/

NEW ADDITIONAL STRATEGIES

Below are additional planned strategies for the next reporting cycle:

Category	Strategy	Description
Academic Advising	Shift steadily to a "total intake" approach to academic advising	This new system will rely upon an increased number of professional staff advisors who serve caseloads of student throughout the undergraduate experience. Students are also supported by faculty mentors in the major, peer success coaches, career development staff, financial aid counselors and Residence Life staff.
	Ensure that professional advisors have consistent titles, expectations and promotion ladder	Advising personnel titles, job responsibilities will be audited and revised for consistency. Clear promotion expectations and accountability measures will be developed and

		implemented to ensure high quality advising and retention of strong advisors.
	Create greater coordination and centralization of advising efforts.	The Student Success Center will be moved to Academic Affairs and rebranded with more significant responsibilities for coordinating university-wide advising efforts (e.g., assessment, advisor training, support for special student populations).
	Design and implement a more comprehensive assessment of our advising system.	As the new "total intake" model is implemented, a new assessment plan will be developed that includes retention and graduation rates, EAB Navigate data relating to advising appointments and student success barriers, standardized survey findings (NSSE, CIRP), advisor portfolios, and periodic focus groups.
Policies	Audit existing policies and procedures, and make revisions to improve student success.	The Office of the Provost in collaboration with the Student Success Committee, General Counsel and Undergraduate Academic Advising Council will conduct the audit and revise appropriately. Possible revisions include: • Revising admission criteria to make the ACT and SAT optional; • Revising the annual performance criteria to recognize and reward achievement in advancing student success • Revising the promotion criteria for academic advisors
Pathways	Help students to get on a success path prior to matriculation.	Institute diagnostic surveys and pre-orientation advising to develop a 'block' schedule for students prior to orientation. Revise orientation to focus more on acculturating students to University culture and expectations and building relationships.
	Develop purposeful pathways for students in the major.	Institute required advising sessions at key milestones. Institute four-year academic plans into UNV 101 and advising sessions.
	Develop success pathways for undecided students.	Rebrand and enhance the University Studies Program to be "Exploratory Studies" major on the Oxford campus which features meta-majors and wrap-around services.
	Identify and remove pathway roadblocks.	Conduct an analysis of degree program pathways on the Oxford and Regional campuses to identify barriers and roadblocks, and work with departments to make revisions.

Curriculum	Increase the completion rates of students in gateway Math and English courses.	Continue the Strong Start to Finish plans, including: developing reading resources and reading/writing co-requisite course; ensuring the clearly structured programs of study exist for all majors; aligning redesigned gateway Mathematics and English courses to all programs of study; implementing co-requisite remediation at scale in Mathematics and English; building advising structures to ensure all students register for coursework in sequences to meet the goal. Develop and offer Business Calculus course and other math courses designed for different majors.
	Revise courses that impede student success and progress.	Through a comprehensive Academic Program Evaluation, Improvement and Prioritization project, we will conduct an analysis to identify courses that are roadblocks for students pursuing popular degree pathways (e.g., high percentages of students withdrawing or receiving D or F grades). Ask departments to revise courses to improve success rates.
	Reward departments that have strong track or improving record of advancing student success.	Institute a departmental award for advancing diverse student success. Explore the possibility of rewarding departments that have high percentages of full-time, continuing faculty teaching introductory courses.
	Revise the general education program to enhance student success.	Revise the liberal education plan to simplify the overall required categories, reduce the number of required courses, reduce barriers for transfer students, and enhance high-impact practices.
Affordability	Lower cost of textbooks	Continue implementing programs to promote the use of open and affordable textbooks; explore the possibility of an inclusive access textbook option.
	Enhance need-based and other aid for students and families.	Continue Tuition Promise, and leverage Capital Campaign to increase scholarship support.
Special Populations	Enhance support for transfer students.	Develop a virtual Transfer Student Hub, and enhance support for transfer students (e.g., transfer credit evaluation, customized advising, targeted marketing and communications, enhanced partnerships with feeder schools).
	Deepen support for Pell Grant students.	Continue enhancing the GradU8 Scholars Program to improve graduation rates of Ohio Pell Grant recipients.

	Develop additional support for domestic students of color and LGBTQ+ students.	Implement a program in which faculty and staff of diverse identities mentor incoming students.
Technology	Leverage technology to advance diverse student success.	Conduct an inclusive technology audit and make changes as appropriate. Develop mechanisms and training for academic advisors to access critical data to improve advisement of students and enhance student success.

WORKFORCE DEVELOPMENT PRIORITIES

Miami University has a longstanding national reputation for producing outstanding graduates who because successful personally and professionally. Miami is rated No. 1 among Ohio public universities and among the top 10% nationally for return on investment by Payscale.com (2019-2020).

In the 2017 edition of *Colleges That Pay You Back: The 200 Schools That Give You the Most Bang for Your Tuition Buck*, published by *The Princeton Review*, Miami was recognized for academics, affordability/financial aid, and getting "graduates out the door to satisfying and rewarding careers." Not only does Miami rank among top tier publics nationally for graduate salary potential, according to Payscale.com, but it also ranks 33rd in the world for the number of millionaire alumni it produces according to EliteTraveler.com (2016).

One reason for our students' success is a dedicated and talented faculty. Miami students routinely get accepted into graduate and professional schools:

- 73% of Miami undergraduates applying to medical school with at least a 3.20 science and overall GPA and a 50th percentile score on the MCAT were accepted.
- 95% of senior Miami applicants were accepted to law school from 2018 to 2019, compared to an 83% national average for the same period.

Another reason for our students' success is our exemplary Center for Career Exploration and Student Success which provides state-of-the-art programming and support, including career fairs, internship expos, career development courses, mock interviews, resume and cover letter support, consultations and drop-in hours, to name a few.

Data show that the career development programming leads not only to interest in our students among top employers in the region and nation but also to graduates who land successful jobs. In 2019–2020, 6,398 businesses and organizations interviewed, attended a job fair or posted jobs at Miami. Employers placed more than 70,686 internship and job postings, many for multiple openings, on Miami's electronic job board; and they conducted 3,056 on–campus interviews during 2019–2020. Many more employers relied on video interviews because of the COVID-19 outbreak in spring 2020.

A 2019 study conducted by Miami's Office of Institutional Research and Effectiveness, which tracked 2018-2019 alumni career and educational placement, found the following:

- The overall success rate for the graduating class is 96.0%, compared to 95.8% last year (0.2% increase).

- According to NACE, nationally 85.7% of the previous year's bachelor's graduates (2017-2018) were successfully placed.

- Comparison data for the current graduating class will be available from NACE in October and can be shared upon request. 65.3% of the graduating class are employed full-time, with an average salary of $53,792. Among those who are employed (full-time or part-time):
  - 78.1% are employed in their field of study.
  - 48.2% worked for their employer previously.
  - 92.5% are employed in a position that requires a college degree.
  - 23.6% of graduates are enrolled in graduate or professional school while 1.0% are pursuing additional undergraduate study. 44.8% of graduates live in Ohio while 51.8% live in a different U.S. state. The remaining students live in either an American territory (0.1%) or a foreign country (3.2%).

To ensure that we maintain this high level of success, Miami has developed academic programs that prepare students for some of the most highly demanded jobs in the region and nation. Among Ohio public universities, Miami graduates the highest percentage and the second highest number of undergraduate students in biological sciences, physical sciences, and mathematics.

Since the last completion report update, Miami has launched several major initiatives designed in part to ensure that our academic programs are of the highest quality and meet the workforce needs of Ohio, the nation, and the world.

- Miami's Boldly Creative initiative has set aside $50 million to develop promising, forward-thinking academic programs that show evidence of meeting employer needs and student interest. This initiative has led to the creation of an array of new programs such as a physician assistant studies program, clinical engineering program, expanded nursing programs, robotics engineering programs, games + simulation program, business programs, and a slate of microcredentials.
- The Academic Program Evaluation, Improvement & Prioritization Project involves a comprehensive review of all existing academic programs. Programs that have track records of low success or enrollment must be eliminated or significantly revised with clear target outcomes that must be met for continuation.
- Miami created contracts with two external consultants – Hanover Research and Gray Associates – to better ensure that all new programs will meet target outcomes. These consultants provide quick data on enrollment trends, employer needs, starting salaries, competition with other institutions, and best practices so that we can form high quality and successful programs from the start.
- Miami Regionals created an innovative program called Work +. Work+ enables Miami University Regionals students to obtain an associate or bachelor's degree while working part-time and getting their tuition paid. Students work approximately 24 hours per week with one of our Work+ employers and take classes in a major of their choice. Work+ makes it possible for a student to earn a college degree debt-free. Workforce partners currently include Butler County Regional Transit Authority, the Fischer Group, Community First Solutions, and Thyssenkrupp Bilstein.

CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2021 *U.S. News & World Report Best Colleges* ranks Miami University the 6th public university in the nation for an "unusually strong commitment to undergraduate teaching." Miami occupies the No. 25 spot overall—in good company with Princeton, Dartmouth, Brown, and Rice universities.

Kiplinger's *Personal Finance* magazine listed Miami as one the "100 Best Values in Public Colleges" for 2019, ranking Miami 50th among in-state best values nationwide for public universities and 36th for public university best values for out-of-state

students. Miami has appeared on the list since it was first published in 1998. Remarkably, Miami achieves these stellar outcomes while also utilizing its resources wisely. Miami is ranked No. 1 among top-quality national universities for operating efficiency by *U.S. News & World Report*.

Although Miami has attained national prominence for its ability to graduate students on time and prepare them for life beyond college, the university continues to push forward a data-driven and forward-thinking approach to student success and achievement to ensure that we continue to produce graduates well prepared to lead in a challenging, global society.