University of Cincinnati Recommendation
to the Board of Trustees
For Action

Date: November 13, 2020

Title: Complete College Ohio Plan

Synopsis: H.B. 59, of the 130th General Assembly, requires each college, university, and adult career technical center in the University System of Ohio to develop an institution-specific Campus Completion Plan that is consistent with the institution’s mission and strategic priorities. Legislation further states that these plans shall be updated every two years and submitted to the Ohio Department of Higher Education. The University of Cincinnati first submitted its Complete College Ohio Plan in 2014 and submitted updates in 2016 and 2018.

It is recommended that the Board of Trustees approve the University of Cincinnati’s 2020 update to the Complete College Ohio Plan outlining UC’s success strategies and accomplishments related to affordability, retention, graduation, time to degree, and academic success.

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Executive Vice President for Academic Affairs and Provost

Approved
Board of Trustees
December 16, 2020

FOR BOARD OFFICE USE ONLY:
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Date of Board Approval: 12/16/2020
Submitted by: President
Table of Contents

I. Introduction
   Page 3
II. Completion Goals
   Page 3
III. University of Cincinnati Mission
   Page 4
IV. Next Lives Here
   Page 4
V. Guiding Principles
   Page 5
VI. Completion Strategies
   o Strategy 1: Provide High-Quality, Proactive, and Personalized Advising
     Page 7
   o Strategy 2: Tailor Support to Transfer and Transition Students
     Page 8
   o Strategy 3: Reinforce Specialized Advising for Major Selection and Exploration
     Page 9
   o Strategy 4: Invest in Technology-based Tools and Systems to Facilitate Completion
     Page 10
   o Strategy 5: Re-establish a University-wide Early Alert System
     Page 12
   o Strategy 6: Address College Costs and Increase Affordability
     Page 13
   o Strategy 7: Reduce Textbook Costs
     Page 14
   o Strategy 8: Coordinate Financial Services and Education for Students
     Page 15
   o Strategy 9: Increase Need and Merit Based Funding
     Page 17
   o Strategy 10: Improve Gateway Courses, Placement, and DFW Grades
     Page 18
   o Strategy 11: Expand Learning Communities
     Page 19
   o Strategy 12: Apply Analytics to Increase Success at Course and Program Levels
     Page 20
   o Strategy 13: Strengthen General Education
     Page 20
   o Strategy 14: Increase Prior Learning Assessment and Alternative Course Credit
     Page 21
   o Strategy 15: Reinforce a Culture of Connection, Community & Inclusion
     Page 22
VII. Workforce Development Priorities
     Page 24
VIII. Appendices
     Page 25
University of Cincinnati Completion Plan

Introduction

The University of Cincinnati (UC) has seen eight years of record growth that has included both a strategic growth in new enrollment and improved retention. For fall 2020, the university welcomed 46,798 students, our largest enrollment in university history. Through investments in student success initiatives that lead to completion, UC has seen its 6-year graduation rate increase from 63.6% for students who entered in 2007 to 73% for students who entered in 2014. As final numbers settle for the 2014 cohort, we anticipate the graduation rate will continue to rise.

Completion Goals

The University of Cincinnati Completion Plan and Bearcat Promise (Next Lives Here) work in conjunction to provide strategies to invest resources and energy towards student success. Each plan sets expectations for improving retention, graduation, and time-to-degree goals for each year with Bearcat Promise outlining goals through 2028. Based on the initial Complete College Ohio plan, the goals established generally increased the retention expectations and the graduation expectations by 1% per year. Based on strong performance at the Clifton Campus going into the 2018 update, some goals for that campus were increased by 2%. Similarly, for the 2020-2022 cycle, regional campus goals were realigned based on recent performance.

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**First Year Retention**
(year represents entering term)

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**Six-Year Graduation Rates**
(year represents entering term)

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**Three-Year Graduation Rates**
(year represents entering term)

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<td>22%</td>
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University of Cincinnati Mission

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy, and enrich our University, city, state, and global community.

Next Lives Here

The Next Lives Here Strategic Direction is a blueprint—realized in concrete partnerships and initiatives—to revolutionize how UC approaches education, research, healthcare, and service. It is comprised of three platforms and nine pathways—each of which is designed to enrich and reinforce the others. In fact, we believe the biggest breakthroughs are likely to occur at the intersections of these pathways. At the highest level, we are striving to create a mature ecosystem for innovation, inclusion, and impact.

Bearcat Promise
The Bearcat Promise pathway is focused on creating an ecosystem that proactively helps students identify their goals and obtain the skills, knowledge, and experiences they need to achieve them. We want every student to walk across the graduation stage with a diploma AND a plan for their career along with skills and competencies to launch a lifetime of careers.

Faculty Investment
Greater investment in our faculty creates opportunities to enhance student success, pursue and retain high-caliber talent, advance the trajectory of our scholarly output, and increase our impact on the region and beyond. By working together in creative and strategic ways, we can fuel discovery and learning that leads to social transformation.

Staff Enrichment
It is vital we foster a workplace environment that enables staff to be key contributors to UC’s successes. Through investments in the personal and professional growth of our employees, we can ensure employee fulfillment, an effective organization, and quality student experience.

Urban Futures
Urban Futures is focused on partnering to overcome barriers and apply innovative, scalable solutions to the challenges that urbanization poses to our globe. As part of a research-intensive university, faculty and students are working with external partners to solve some of today’s—and tomorrow’s—most complex problems. Only through our collective knowledge, expertise, and creativity can we create a better future for all.
**Urban Health**
The Urban Health pathway is leveraging and aligning the research expertise of the university to address issues related to the health and well-being of our region and beyond. Through interdisciplinary research approaches, we are co-creating solutions and working together to develop an inclusive, diverse, and culturally competent healthcare workforce.

**CPS Strong**
CPS Strong is a partnership across UC, Cincinnati Public Schools, and the broader community to support readiness, create access, and foster success for CPS students by aligning and co-designing programs and services to facilitate a more robust, system-wide network of support—with the students at the center.

**1819 Innovation Hub**
The 1819 Innovation Hub brings university talent, industry, and the community together in a space free from barriers that hinder innovation—allowing ideas to be unleashed and curated. It is a one-stop destination for the university, the city, and world beyond to co-locate, bring ideas to life, and solve today’s most complex problems.

**Co-op 2.0**
Co-op 2.0 builds on UC’s historic co-op experience and expands the reach of experiential learning beyond signature programs to all corners of the university. Now, all baccalaureate students can have paid experiences that are career-oriented, transcripted, and compensated to meet the needs of our global workforce.

**Inclusive Excellence**
Inclusive Excellence works to bring out the best in our students, faculty, and staff by valuing their unique backgrounds, experiences, and perspectives. By leading with courage and compassion and leveraging individual contributions, we can instill in our community a sense of belonging, a sense of agency, enhanced cultural competency, and a culture of accountability.

**Guiding Principles**
There are several principles that must guide our decision-making as we plan university activities and allocate resources to further foster an environment of student success. These principles will provide a sound framework to ensure the integrity of our efforts.

**Students at the Center**
The student-centered university is an environment that fosters the success of a diverse body of individual students and provides them with an actively responsible role in their successes. In this environment, faculty and staff provide student-centered resources and instruction to maximize learning outcomes. We will seek and establish best practices in our application of university-level protocols, as well as being appropriately responsive to the needs and challenges of our students as individuals.
Strategic Leadership
The efforts associated with UC’s college completion goals must be strategically planned and wisely led. This includes an invested senior leadership team, thorough consideration of effective organizational structures and communications, empowerment of faculty and staff, and careful programmatic design to elicit specific educational outcomes. The Student Success Framework will guide the alignment of university resources to benefit to students.

Sustainability
We must establish and maintain adequate administrative infrastructure to deploy the university’s expanding college completion and career initiatives in a sustainable manner. Organizational alignment, prioritization and technology can help to accomplish this to some degree. Across the university and centrally, personnel time will be demanded in new ways to build systems, provide services, and maintain operations associated with student academic records, analysis, degree progression, and career planning.

Cutting Edge Innovation
We will advance the university’s existing cutting-edge innovations in student success and experiential learning to further permeate our institutional efforts. We will also continue to actively investigate and develop new models and technological applications that increase college completion and success in employment and life after college. UC aspires to be a first-choice destination for students, faculty, and staff.

Ethics & Educational Quality
UC will enrich the educational environment by reinforcing quality and diversity of the student body in our admission practices, student engagement and satisfaction, strategically targeted enrollment growth, and enhanced retention and graduation rates. We will ensure that our approach to student success enhances student access and continues to reinforce the high quality of a degree earned at the University of Cincinnati.
Completion Strategies
Accomplishments & Goals

Strategy 1: Provide High-Quality, Proactive, and Personalized Advising

Background

When UC initially established its Complete College Ohio goals and strategies, our advising support landscape looked different than it does today. Whereas all colleges provided advising support, there was a deficit in the student to advisor ratio based on industry best practices established by the National Academic Advising Association (NACADA). In addition, some colleges did not have dedicated professional advising staff. Early investment resulted in improved student to advisor ratios and the existence of professional advising staff in each college. These efforts have allowed the university to provide more dedicated, professional, and consistent advising for students.

While UC has a decentralized advising model, unlike other schools, UC has a division within the Office of Enrollment Management dedicated to academic advising and the support of academic advisors. This allows the university to ensure that there is consistency in access to information and resources. In addition, it allows a direct connection between academic advisors and central support offices including Admissions, Registrar, and Student Financial Aid.

A significant investment has been made in the strategy to onboard, train, and professionally develop academic advisors. Training is aligned with NACADA’s curriculum of core competencies for advisors to ensure consistency and adherence to national standards and best practices. Advisors participate in college and campus-wide trainings including a campus-wide Advising Conference. In addition, many academic advisors attend regional and national NACADA conferences.

Progress Update

1) Each student is now assigned an academic advisor who will stay with them during their time in a specific academic program. The advisor begins working with the students prior to and during freshman orientation. This establishes a trust relationship and ensures that the student feels as if the advisor is approachable. Advisor information is available to the student through university systems including Catalyst, our Student Information System, as well as Starfish and Civitas, the advising and intervention support systems.

2) As part of the Bearcat Promise goals and metrics, the university has begun tracking the data from the Student Satisfaction Inventory (SSI), a national metric that measures student engagement, quality of learning, and quality of experience. In the area of Academic Advising Quality, UC has seen significant improvement, scoring a 5.71 (7-point scale) rating for the 2018-2019 academic year and anticipates reaching the goal of 5.91 rating for the 2020-2021 academic year.

3) Through the establishment of the Civitas suite of software tools (see Strategy 4), the advisors now work with each student to develop a personalized advising and degree completion plan. In
addition to providing students a specific roadmap to completion, it allows the advisors to further establish a relationship with students to explore academic and career goals. The effort was launched in the 2019-2020 academic year. The focus each year is to build a plan for each new student during their first year at UC. At the end of this academic year, approximately 40% of our students will have an active academic and degree plan.

Goals and Initiatives for 2020 through 2022

1) Under Bearcat Promise, UC plans to continue to see improvements in its Student Satisfaction Inventory (SSI) rating for Academic Advising Quality. UC hopes to see the rating increase from 5.91 for the 2020-2021 academic year to 6.3 for the 2028-2029 academic year.
2) UC plans to continue to work with individual colleges to improve the student-to-advisor ratio in areas that need development and the investment of resources.
3) UC plans to continue the cohort model of developing academic and degree plans for incoming students. By the 2022-2023 academic year, between 85-100% of our students will have an active academic and degree plan.

Strategy 2: Tailor Support to Transfer and Transition Students

Background

In 2016, UC established the Center for Pathways Advising and Student Success. This center, part of the Office of Enrollment Management, provides direct advising support to transfer students, students transitioning from a regional campus to the Clifton campus, or student who are changing majors. These populations of students were identified as some of our most vulnerable. This strategy allows students to work with advisors who are especially equipped to advise them on their academic options and how that can impact time-to-degree and affordability.

Progress Update

1) UC has established a dedicated transition advisor at both regional campuses to create a smooth transition for students moving from a regional campus to Clifton campus.
2) UC has established an advisor that is housed part-time at Cincinnati State Community College to assist students in making strong academic choices that prepare them for successful transfer to UC.
3) UC has expanded the number of articulation agreements with Ohio community colleges that are feeder institutions to University of Cincinnati. These agreements allow for more integrated advising for students who plan to transfer and helps ensure that students are making choices that will lead to the clearest path towards a degree.
4) UC has been a strong partner and advocate for Credit When It’s Due (CWID). The university establishes strong partnerships to ensure that the community colleges where many of our students begin are participating in the program and work with them to identify students who may be eligible for an associate degree. In addition, UC awards degrees for students who began
in an associate program at either the UC Blue Ash or UC Clermont campus. In the first quarter of 2020, University of Cincinnati awarded nearly twice as many CWID degrees as any other Ohio college or university.

5) UC led an effort to partner with other colleges and universities in the region to create Ohio’s Southwest Transfer Toolkit. This toolkit, (www.transferohio.com), provides resources to student on transfer opportunities.

6) National Academic Advising Association (NACADA) awarded UC their “Innovation in Advising Award” in 2019 recognizing UC’s Center for Pathways Advising & Student Success.

**Goals and Initiatives for 2020 through 2022**

1) UC has launched an initiative to create focused advising resources for prospective UC students who are currently enrolled at a community college. These tools are meant to provide students information not only on what courses will transfer but also what courses will apply and prepare them for specific UC programs. This effort is meant to provide an opportunity for the advising process to start even before a student has applied to UC. These resources provide similar support for College Credit Plus students whose dual enrollment courses are with an Ohio community college rather than University of Cincinnati.

2) The Center for Pathways Advising and Student Success will be launching a new name and brand in late 2020. The center will become the Transfer and Transition Advising Center. As the center has become more established, students shared feedback that “Pathways” did not resonate with current students and did not provide clarity on the services provided. The new name will address the concerns raised.

**Strategy 3: Reinforce Specialized Advising for Major Selection and Exploration**

**Background**

At the University of Cincinnati, exploratory studies is the major designation for students who are undecided. Students primarily enter exploratory studies through one of two paths: (a) new students just entering the university; or (b) existing university students who are transitioning from academic program to another. Exploratory studies is part of the College of Arts and Sciences and serves as a model for other programs in the country. Students receive specialized advising support from a team of professionals both from the College of Arts and Sciences as well as the Center for Pathways Advising and Student Success. Students are provided high-quality and specialized advising that focuses not only on student success but also on discovery and exploration of majors. For some programs, students can become a “pre-major,” allowing them to explore more directly the academic expectations of a program.
Progress Update

1) Exploratory students are now expected to meet with an advisor at least once each semester. This check-in between the student and advisor can help ensure that the student is remaining on track and helps facilitate a smoother transition to a degree program. The sooner a student can move from exploration to their desired degree program, the more successful the student can be because they are then on the most direct track toward graduation and the program’s support structures can help assist the student more directly.

2) The university now enrolls exploratory students in a designated Learning Community (see Strategy 11). Learning Communities have a long history at UC. Not only do they create a community network of peer support, but the cohort model of enrollment can also provide common academic experiences. Learning Communities have shown significant success in retention and graduation.

Goals and Initiatives for 2020 through 2022

1) The university plans to continue to improve the student-to-advisor ratio for student in exploratory studies. Because of the strong reliance on academic advising for student success and the increased expectations of advising appointments, the ideal student-to-advisor ratio is 250 students to a single advisor, a ratio specific to exploratory students. While improvements have been made, that ratio is currently 300 students to a single advisor.

2) The university plans to continue to improve support for students transitioning from regional campuses to Clifton Campus. Students perform well academically, but the processes related to the transition and major selection, as well as the acclamation to campus can be difficult.

Strategy 4: Invest in Technology-based Tools and Systems to Facilitate Completion

Background

In 2016, the University of Cincinnati replaced its legacy student information system with PeopleSoft (branded as Catalyst at UC), an industry-standard product. The product provided significant improvements in the management of university information and student data. However, the product is primarily focused on the management of the data rather than providing success tools for students and advisors. The university identified a series of technology needs to properly support students and the advising community who assists them. In addition, the Bearcat Promise laid out the goal of providing each student with a degree plan and a career development plan as part of their UC
journey. Enrollment Management and the advising community began working with vendors to explore options for engagement.

Progress Update

1) UC contracted with Civitas Learning whose suite of technology products meet the various needs identified to support students and advisors.

2) The first Civitas product, College Scheduler, was implemented for spring 2020. College Scheduler is a tool students and advisors use to identify courses and generate all possible schedule combinations for those courses. Students can block off time on their schedules as needed to account for the other commitments in their lives allowing them to identify the schedule that best meets their needs. Beyond providing a significantly more user-friendly interface, research at peer institutions show that the software also enables students to enroll in more credit hours per semester, because they are able to create a more efficient schedule.

3) For fall 2020, the second Civitas product, Degree Maps, was launched. At UC, Degree Maps is branded as “My Degree Plan.” A foundation of Bearcat Promise, My Degree Plan allows academic programs to create a roadmap for each degree with every possible combination of courses and the sequences necessary to complete the degree on-time. Students then make their course choices within that structure to create a degree map for their four years at UC. That degree map prompts what courses they will register for and if a student drops a course, fails a course, or does not take a course based on the degree map sequence, the student and their advisor are prompted to update the plan to ensure the student stays on track.

4) In spring 2020, the university launched My Majors, a software tool that assists students with choosing their academic major. The software allows prospective or existing students to complete an online assessment that looks at their skills, interests, academic achievements and strengths and allows them to explore UC programs that match those strengths and interests.

5) Among the adjustments afforded to UC students under COVID was the ability to opt into pass/fail grading for their courses. In order to help equip students to make informed decisions, the university launched an ad-hoc GPA calculator that allowed students and advisors to run different grade scenarios for individual courses against their existing student record to determine the impact of switching to pass/fail on their overall cumulative GPA. While critical during COVID, the GPA calculator tool will have long lasting value for students as it will provide them an opportunity to easily evaluate “what if” scenarios of receiving different grades for courses and the impact on their GPA and student progress.

Goals and Initiatives for 2020 through 2022

1) The next Civitas tool to go-live will be Inspire. Inspire is an advisor case management system with broad functionality including:
   a. A tool to enable scheduling of student advising appointments.
   b. An opportunity to identify students with similar characteristics using filters to maximize outreach efforts.
   c. Tracking of outreach and engagement (including attempts) with students to analyze successful interactions.
d. An early alert system (See Strategy 5) that will allow for the analysis of student performance based on key indicators to provide direct outreach and intervention where students may be falling behind in their academic progress.

2) Civitas is partnering with the University of Cincinnati to create a system that will support the university’s goal under Bearcat Promise to provide students with an individualized, professional development plan for their career.

3) The final Civitas tool the university is scheduled to implement is Impact. Impact is a unique tool that will allow UC to analyze the effectiveness of its student success initiatives. This is done by measuring UC initiatives efficacy using prediction-based propensity score matching. Variables that are predictive of success at UC are used to identify a comparable group of students who did not participate in an initiative but have similar academic characteristics to those who did. After impact analysis is run, UC can see a breakdown of initiative effectiveness by term and across student groups. These insights can be used to target initiatives toward students who are most likely to benefit from and to inform the design of new initiatives.

**Strategy 5: Re-establish a University-wide Early Alert System**

**Background**

An early alert system uses predictive analytics and key performance indicators as an opportunity to identify students who may be at risk of academic or other difficulties. Addressing the situations is an opportunity to create a culture of caring and support for students where data is leveraged in order to provide information for instructors, advisors, and student support staff to provide targeted support for students. UC first developed a pilot early alert system with very limited use in 2015-2016. A broader expansion of the early alert system in 2018 has broadened the use by advisors. UC has elected to prioritize the use of early alerts in key gateway courses because success in these courses can be a predictor of future success and because these courses can provide a strong foundation for a student’s continued success in courses that build on this foundation.

The current early alert system is managed within the Starfish software package but will transition to the Civitas platform in the coming year to integrate with other projects to create a more seamless student and advisor experience.

**Progress Update**

1) UC has continued to see strong usage within the early alert system. For the 2019-2020 academic year, UC saw a 20% increase in engagements including more than 73,000 indicators assisting more than 18,000 unique students.

2) For fall 2020, to gain insights into student engagement in online courses offered during COVID, UC developed analytics tools that monitor whether students are logging into and consuming content within Canvas, the university’s Learning Management System. These reports provide key indicators of when students need outreach from and advisor or instructor to ensure they are continuing to be successful in the course.
Goals and Initiatives for 2020 through 2022

1) The university will implement Inspire, a new, integrated and more robust early alert system in 2021. Among the new functionality that Inspire will provide advisors:
   a. Information on student-specific factors contributing to persistence. This information provides advisors with talking points to begin a conversation with the student.
   b. Ability to identify groups of students with performance characteristics that might be early indicators of risk.
   c. Ability to identify student-specific insights into what behaviors are contributing to and detracting from a student’s persistence probability.
   d. A single, integrated summary of a student’s academic history, performance, and future plans.
   e. Ability to track contacts (and attempts) with students to identify situations where a student has stopped engaging with instructors and advisors.

2) UC will continue to expand the network of support that is available to students. The early alert system has been primarily focused on direct academic intervention, but so many opportunities to impact student success can be related to issues outside of the classroom. The opportunity to connect early alert tools with staff who support various co-curricular and student life activities can expand the network of support and success champions for students.

Strategy 6: Address College Costs and Increase Affordability

Background

Like most universities, affordability is the primary obstacle to student success for our students. Addressing affordability of college is larger than just the issue of covering the cost of tuition. For example, the availability of grants and aid can allow a student to avoid working multiple jobs to pay for school which thereby allows them to concentrate on their academic and student engagement. Access to increased financial aid can enable students to avoid student debt in order to start their post college career with fewer financial burdens. Specific to University of Cincinnati, access to additional aid can help level the playing field for students from low-income and moderate-income backgrounds to participate in opportunities like co-ops and study-abroad.

UC has continued to address these issues and seen improvement over time. Affordability is not just a barrier for existing students but can also be an issue for attracting students. The ability to reduce costs and increase affordability can provide a competitive advantage over our peers.

Progress Update

1) The most impactful move towards affordability has been the move to the Cincinnati Tuition Guarantee. The Tuition Guarantee is a cohort–based model of freezing tuition costs based on a student’s first semester. The Guarantee locks in rates for tuition, fees, and room and board during the students four (or five) years at UC. In addition to the savings experienced, the Guarantee is also critical because it allows families to plan for the cost of college. The ability to
be able to create a plan to pay for college can be impactful and can create a sense of emotional momentum and encouragement.

2) UC has continued to invest in financial aid to reduce the net tuition cost for students (see Strategy 9). UC has reduced the average net price of tuition from $20,379 in 2016-2017 to $19,219 for the 2019-2020 academic year.

3) Through the combination of the Tuition Guarantee, increased financial aid, addressing unmet financial need, and education on financial literacy and responsible borrowing (see Strategy 8), the university has reduced the amount of debt that UC students have at graduation. For the graduating class of 2019, the average total debt for UC students was $24,378. That is lower than the average for all Ohio graduates ($29,886) and our Ohio peers including Ohio State University ($27,242), Miami University (29,652), and Ohio University ($28,856).

Goals and Initiatives for 2020 through 2022

1) Enrollment Management and the UC Foundation are partnering to increase need-based scholarships.

2) Beyond the Tuition Guarantee and increasing financial aid, the university continues to address other barriers that can impact overall affordability including reducing time-to-degree. Avoiding additional semesters can be one of the most effective opportunities for improving overall affordability for students.

Strategy 7: Reduce Textbook Costs

Background

The University of Cincinnati has identified the cost of textbooks as an opportunity to positively impact affordability for students while continuing to provide quality instructional materials. Aligned with the Ohio Department of Higher Education’s initiatives on textbook affordability, UC has created a series of options to reduce or eliminate the cost of textbooks and other materials. UC incorporates various models including e-textbooks, textbook rental, open educational resources, and the collective buying power of our students to reduce costs, improve delivery, and better serve scholarly needs.

Progress Update

1) University of Cincinnati Bookstore’s Rent-A-Text Program provides up to 80% percent savings compared to the price of new textbooks. The program saves students more than $475,000 each academic year.
2) One of the most effective and scalable opportunities to reduce the cost of textbooks for students is UC’s incluED® model. This program includes the cost of textbook on the student’s tuition bill and makes the textbook available to the students at the beginning of the term. By facilitating the ordering and delivery of these electronic texts, the university takes advantage of volume discounts passed on to students who save an average of 40% off traditional textbook costs. This program saves students more than $1.3 million per year and we anticipate that amount to grow as materials become available for more courses.

3) UC Library’s E-Resources Program has become a resource for faculty and students to avoid textbook costs. UC Libraries provides access to no cost resources including the UC Libraries Digital Collections, and access to other resources including ACLS Humanities, CRCnetBASE, Ebrary, Gutenberg-e Database, Naxos Music Library, Safari Books Online, SpringerLink, and the Wiley Online Library.

4) Each semester, more faculty are using open source textbook materials and developing their own interactive textbooks through the Center for Excellence. These open source textbooks can supplement purchased materials or replace course materials eliminating textbook costs completely.

Goals and Initiatives for 2020 through 2022

1) UC has focused on developing the infrastructure and a variety of options to support reducing textbook costs. This strategy has been an opportunity to ensure that faculty are able to provide the appropriate materials for their courses while providing low- and no-cost options for students. We will continue to leverage these opportunities to further reduce textbook costs each year.

2) University of Cincinnati has long had a strong commitment to using a Learning Management System to support the instructional needs of students and faculty. The Canvas system has had strong adoption across courses and disciplines that increased significantly under COVID. Under remote learning, faculty have increased the use of Canvas including providing additional materials and opportunities for discussion and engagement. This increased fluency with Canvas allow more resources to be provided in an electronic format through open source materials and faculty-developed materials rather than traditional physical textbooks.

Strategy 8: Coordinate Financial Services and Education for Students

Background

University of Cincinnati has made an investment in educating students on financial literacy as an overall commitment to affordability. In addition to being a university goal under Complete College Ohio, initiatives to increase financial literacy for students were incorporated in the Chancellor’s Affordability and Efficiency Report and the Attorney General’s Student Loan Debt Advisory Report.

The university has organized financial literacy education under the One Stop Student Service Center. By housing the coordination of the training in this division, it allows the staff to have a pulse on issues impacting students while addressing their student financial matters of financial aid and billing. In
addition, it provides an opportunity to advocate for policy initiatives that can assist students in the areas of affordability and financial awareness and responsibility.

While some universities had built financial literacy into a credit-bearing course or instituted a degree requirement of completing financial literacy education, UC was sensitive to how that could negatively impact a student’s time-to-degree and could put additional stress and financial burden onto a student. UC’s financial literacy education program is built on a series of partnership opportunities to meet students where they are for much of the delivery. This model has allowed the university’s financial literacy team to deliver the content through existing courses, Bearcat Bound Orientation, Learning Communities and First-Year Experience classes, residence hall programs, and student organization meetings.

UC’s program goes beyond the typical financial literacy areas of budgeting, responsible borrowing, and banking to cover issues like identifying a plan for loan repayment and understanding the post-college expectations, opportunities to avoid over-borrowing, and exploring opportunities for additional funding. In addition, UC focuses on time to degree, 15 to Finish, and academic advising to show how completing a degree on time can positively impact the overall cost of education.

Progress Update

1) More than 10,000 students have received financial literacy training through the university’s program.
2) UC’s financial literacy program was recognized as one of the “Top 50 Financial Literacy Programs in 2020” by Lendedu, a national advocacy organization that provides information on financial resources and education to students and families.
3) In 2019, UC began requiring students to complete the financial literacy education program if they are granted a fee waiver for late payment of tuition or fees.
4) UC launched a new financial aid award letter that provides concise information in a more user-friendly format. In conjunction with the education efforts and online materials, the award letter allows students and families to be better informed about the cost of college.

Goals and Initiatives for 2020 through 2022

1) UC has begun consolidating the financial literacy programs at the three campuses into a single program to expand opportunities and provide more consistent content and experiences.
2) Undergraduate Admissions is building online engagements for students who are looking at UC as a destination including portions of the financial literacy curriculum.
Strategy 9: Increase Need- and Merit-Based Funding

Background

Like most universities, University of Cincinnati has financial aid funds based on both merit and academic need. The university coordinates and leverages centrally-managed and college-specific funds to attract the best and brightest students while creating opportunities for college access and to reduce the cost of education for students with financial need.

The cornerstone scholarship program for incoming UC freshmen is Cincinnatus. The top first year students in all academic disciplines are selected to receive renewable, four-year-awards ranging from $1,500 to $23,500 annually.

Need-based grants are combined with other federal and state-based aid to assist in meeting educational expenses. Awards can range from $300 to $3,200 annually and help supplement non-university aid.

Cincinnati Pride Grant is a need-based aid program targeting Pell-eligible students who have graduated from the Cincinnati Public Schools system. The Cincinnati Pride Grant supplements the Federal Pell Grant to cover the full cost of tuition and a book allowance.

Progress Update

1) Additional resources have been invested each year into need- and merit-based aid. In FY2020, the university’s commitment to need and merit-based aid increased by more than $2 million.

2) The university has launched a series of new scholarship and grant programs targeting students with financial need including:
   a. Bearcats Comeback Program: Encouraging students who have stopped out to return to UC to complete their degree, students benefit from university grant funds and targeted academic advising to address re-entry issues. This project is a pilot program designed in partnership with the Association of Public and Land Grant Universities (APLU) as an opportunity to use the University of Cincinnati model to start similar programs at other public and urban universities who are addressing access and affordability.
   b. Completion Grants: This program targets students who have financial need issues that have not been addressed by existing aid awards and are in danger of not continuing their enrollment. The just-in-time awards occur at the beginning of a semester as student bills are due and students are not able to complete their payment. This program is especially helpful in targeting students who did not complete a Free Application for Federal Student Aid (FAFSA). The program allows us to both address immediate issues as well as combine FAFSA completion, financial literacy training, and financial aid counseling to allow the student to build a plan for future educational expenses.

3) COVID-19 impacted many students and their ability to pay for college. University of Cincinnati dedicated resources to address some of the most significant needs.
a. A one-time increase of need-based funds available through the Student Financial Aid Office to address student funding deficiencies resulting from COVID.

b. When awarding the student portion of the federal CARES funding, UC strategically based the process on FAFSA data. This strategy allowed us to quickly disburse the aid to immediately address student issues and it allowed us to tie our award decisions to an independent metric. We also provided a route for students who were able to establish additional need.

c. Through the generosity of the Bearcat community, we were able to increase the number of emergency grants that were awarded to students.

d. The Bearcats Everywhere Scholarship targeted international students who were not able to travel to the United States because of COVID travel restrictions.

Goals and Initiatives for 2020 through 2022

1) Affordability goals and metrics have been incorporated into the Bearcat Promise. Specifically, as part of Bearcat Promise, the university plans to decrease the “Average Net Price” of attendance based on the US Department of Education affordability calculation. In the 2016-2017 academic year, UC’s average net price was $20,379. So far, UC has been able to reduce this amount to $19,219. Our goal for the 2021-2022 academic year is $18,750 with a long-term goal of achieving an average net price of $17,000 by the 2028-2029 academic year.

2) UC plans to continue to increase investments in need- and merit-based aid. This increase will be through strategic investments in targeted programs including Cincinnatus, need-based grants, Completion Grants, Cincinnati Pride Grant, and programs targeting under-represented minority and first-generation students.

3) The university’s Enrollment Management and Student Financial Aid offices are partnering with colleges to both increase and better leverage financial aid managed within the colleges.

4) The UC Foundation has launched the Next-Now Campaign including a strategic focus on increasing donor-based resources for student financial aid.

Strategy 10: Improve Gateway Courses, Placement, and DFW Grades

Background

A key opportunity to improve a student’s ability to be successful is to ensure that they have a strong experience in foundation courses. These courses, often taken early in a student’s enrollment at UC offer knowledge, content, and learning outcomes that are built upon throughout a student’s education. A low or failing grade of D, F, or W can have a negative impact to the student’s academic progress. Further, not absorbing the content or achieving the learning outcomes can negatively impact subsequent success as courses build on the content. Since 2015, UC’s Great Gateways initiative has been addressing these issues. Among the goals are to improve and enhance the learning experience to ensure that the students learn and build upon the course content. This strategy will also decrease the number of D,F, or W grades which will help give students a strong academic start.
Progress Update

1) Review and design improvements have been incorporated into foundational courses including math, calculus, chemistry, and biology.

Goals and Initiatives for 2020 through 2022

1) UC continues to monitor student performance including the prevalence of D, F, and W grades to identify new courses for review.

Strategy 11: Expand Learning Communities

Background

Learning Communities are curricular structures that enroll small groups of 15 to 23 students in clusters of related courses forming an educational package. In addition to a common class experience, students also operate as a cohort to study together, work collectively on projects, and build social networking opportunities. Faculty, academic advisors, and peer-leaders partner to create connections both inside and outside the classroom. The Learning Communities program has demonstrated significant retention and course performance success for participating students.

Progress Update

1) Through partnerships with the College of Arts and Sciences, the number of Learning Communities has increased in our largest undergraduate college.
2) The support and community created by Learning Communities has increased retention for students. For the cohort of first-year students who entered UC in fall 2019, student who were part of a Learning Community retained at a rate of 88.9% versus 86.4% for students who were not part of a Learning Community.
3) The academic experience and support that exists in Learning Communities has also led to higher academic performance for students. For the cohort of first-year students who entered the UC in fall 2019, students who were part of a Learning Community were 10% more likely to have a GPA in the range of 3.5 to 4.0.

Goals and Initiatives for 2020 through 2022

1) Because of the strong evidence of academic performance and retention, the goal is to continue to scale the Learning Community program and seek opportunities for growth in undergraduate colleges where we are implementing other retention improvement strategies.
Strategy 12: Apply Analytics to Increase Success at Course and Program Levels

Faculty actively use assessment data and data on student success as opportunities to make curricular improvements to both individual courses and programs. The introduction of a new Student Information System, advising tools, early intervention actions, and degree planning programs have provided more extensive amounts and higher quality data that can leverage information to assist in curriculum design.

Progress Update

1) The expectation for data use for course and program evaluation has become part of the UC culture and is built into program reviews and accreditation reviews.

Goals and Initiatives for 2020 through 2022

1. As the adoption of the Civitas tool set continues, additional data will become available regarding the effectiveness of university support programs, student degree progress, and identification of barriers to academic success. Identifying these barriers will provide an opportunity to continue curriculum evaluation and identify opportunities to improve success in individual courses or programs.

Strategy 13: Strengthen General Education

Background

During the submission period for the 2018 update to the Complete College Ohio plans, University of Cincinnati was in the process of reviewing and recommending adjustments to the General Education Curriculum. Using the annual assessment of student achievement of baccalaureate outcomes collected since 2012, a faculty committee evaluated the General Education curriculum and recommended a series of changes to the university faculty.

Progress Update

1) The updated General Education Curriculum was approved by UC’s faculty during the 2018-2019 academic year.
2) Students who have entered UC since fall 2019 are under the new General Education requirements
3) General Education at the University of Cincinnati does the following:
   a. emphasizes critical thinking
   b. develops effective verbal, written, oral, and visual communication
   c. includes familiarity with multiple areas of traditional knowledge
d. supports intellectual excellence and openness  
e. integrates study among disciplines  
f. encourages commitment to personal social accountability and responsibility  
g. promotes awareness of the world at large  
h. fosters information literacy  
i. values lifelong learning, and  
j. encourages contextual linkages

Goals and Initiatives for 2020 through 2022

1) The university will continue to monitor student performance with the curriculum as well as post-graduation data on outcomes to continue measuring curriculum effectiveness.

Strategy 14: Increase Prior Learning Assessment and Alternative Course Credit

Background

In partnership with the Ohio Department of Higher Education’s focus on Prior Learning Assessment (PLA), UC launched a PLA task force that issued a series of recommendations to enhance the evaluation and acceptance of various forms of prior learning.

UC had existing infrastructure to award traditional transfer credit earned at other colleges or universities and external test evaluation (AP, IB). In addition, UC had an opportunity for credit by exam. The primary focus for improvement for UC was the development of an evaluation model for portfolio review.

Progress Update

1) UC launched a new process and infrastructure for portfolio review. UC identified a portfolio as a collection of documents that demonstrates evidence of knowledge gained by the student. Documentation may include letters from employers outlining skills learned from job duties, certificates of completion of workshops or trainings, or details of industry competencies, lists and documentation of completed projects. Faculty evaluates the documented evidence of knowledge to ensure that it aligns with the learning outcomes of the course for which the student is seeking PLA credit.
Goals and Initiatives for 2020 through 2022

1) As the university expands opportunities to attract adult learners including the growth of UC Online and new programs related to Strategic Sizing and Jobs Ohio, UC will continue to evaluate opportunities to increase the evaluation of evidence of prior learning to improve student time-to-degree and to reduce the cost of attendance.

Strategy 15: Reinforce a Culture of Connection, Community & Inclusion

Background

Research shows that factors like a sense of connection, belonging, and community can be as important to student success as academic interventions. UC has historically had strong programs in the Division of Student Affairs. As part of Complete College Ohio initiatives, in addition to strengthening existing programs that add to connection, community and inclusion, UC focused programs on specific populations including identity groups (Asian, Hispanic/Latino, LGBTQ, and African American), non-traditional students, commuter students, and veteran students.

Progress Update

1) UC has continued to expand the Cincinnati Public Schools (CPS) Ambassadors program. The program identifies CPS students to serve as peer mentors to other students within their school to promote college attendance and preparation. This effort is combined with college readiness programming around college admission plans, the application process, application timeline and deadlines, financial aid, affordability, and major selection.

2) UC has seen steady increases in key metrics that measure student engagement and community. The National Survey of Student Engagement (NSSE) looks at “collaborative learning” for first-year students where UC has seen a score increase from 36.0 in 2013 to 39.1 in 2020. Similarly, UC has also focused on improvements for first-year students where we saw scores in “quality of interactions” increase from 40.1 in 2013 to 43.4 in 2020. The largest portion of that increase has been during the period 2017 to 2020 where UC saw a nearly 2-point increase.

3) UC continues to focus on diversity including the opportunity for students to engage with students different from themselves. NSSE identifies this measure through survey metrics on “discussions with diverse others” where UC has seen a full point increase from 41.4 in 2017 to 42.5 in 2020.

Goals and Initiatives for 2020 through 2022

1) Continue to expand the CPS Ambassador program including engaging current UC students who graduated from a CPS school in order to provide an opportunity to share lived experiences of students who are achieving in college and come from similar backgrounds to the students they are mentoring.
During COVID, Student Affairs has worked to build community and engage students who are on campus but social distancing. Similarly, they are engaging with students who are fully remote or not located on campus to build community.
Workforce Development Priorities

The University of Cincinnati has been a globally recognized frontrunner in the development of workforce-ready college graduates over the past 110 years. The Cooperative Education (co-op) program was started at UC by Dean Herman Schneider in 1906. Today, UC facilitates more than 5,800 co-op work terms annually with more than 1,000 Ohio employers.

The university is investing considerable resources into making experiential learning opportunities such as co-op, internships, undergraduate research, practica and clinical experiences available to all students regardless of their major. The university also launched cross-disciplinary UC Forward courses offered as multidisciplinary projects designed to create graduates prepared to apply integrated knowledge to solve today’s problems. UC’s cutting-edge programs in service learning, entrepreneurship, and global learning initiatives prepare students that are technically and culturally ready to enter the workforce.

In each of the nine key industries identified by Jobs Ohio (Aerospace & Defense, Bioscience, Healthcare, Education, Agriculture, Energy, Research and Development, Insurance, Financial Services), University of Cincinnati offers various credential levels including certificates, associate degrees, bachelor degrees, and graduate degrees.

The newest and most exciting investment in workforce development for the university is the launch of the Ohio STEM Talent Plan with Jobs Ohio. This program invests $12.5 million in research, $50 million in the Uptown Consortium, $12.5 million in Cincinnati Children’s Hospital, and $25 million in growing STEM Talent.

The goal for University of Cincinnati is to grow the talent pipeline by creating 15,000 new STEM graduates. UC will grow its student population and graduates in the following STEM programs:

- Biomedical Informatics
- Business Analytics
- Computer Engineering
- Computer Engineering Technology
- Computer Science
- Data Analytics/Data Science
- Database Management
- Foundations of Cybersecurity
- Information Systems
- Information Technology
- Mechanical Engineering
- Mechanical Engineering Technology
- STEM Teaching and Learning

This program will build upon and benefit from past experience with UC’s Complete College Ohio and Bearcat Promise goals. Students in these programs will benefit from the various strategies outlined to ensure student success.
Appendices
# Retention and Graduation Rates
## Entering Cohort Year 2003 to 2019

### Uptown Baccalaureate Seeking

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Adjusted Cohort</th>
<th>Retained</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st year</td>
<td>2nd year</td>
</tr>
<tr>
<td>2019</td>
<td>5,433</td>
<td>88.2%*</td>
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</tr>
<tr>
<td>2018</td>
<td>5,291</td>
<td>88.3%</td>
<td>80.5%*</td>
</tr>
<tr>
<td>2017</td>
<td>5,358</td>
<td>85.9%</td>
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</tr>
<tr>
<td>2016</td>
<td>4,974</td>
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<tr>
<td>2015</td>
<td>4,388</td>
<td>87.9%</td>
<td>79.4%</td>
</tr>
<tr>
<td>2014</td>
<td>4,557</td>
<td>88.3%</td>
<td>80.3%</td>
</tr>
<tr>
<td>2013</td>
<td>4,422</td>
<td>86.2%</td>
<td>78.7%</td>
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<tr>
<td>2012</td>
<td>4,102</td>
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<td>78.6%</td>
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<tr>
<td>2011</td>
<td>4,240</td>
<td>85.6%</td>
<td>76.9%</td>
</tr>
<tr>
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<td>3,870</td>
<td>84.7%</td>
<td>76.6%</td>
</tr>
<tr>
<td>2009</td>
<td>3,619</td>
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<td>76.5%</td>
</tr>
<tr>
<td>2008</td>
<td>3,137</td>
<td>84.6%</td>
<td>77.4%</td>
</tr>
<tr>
<td>2007</td>
<td>3,525</td>
<td>82.9%</td>
<td>74.3%</td>
</tr>
<tr>
<td>2006</td>
<td>3,120</td>
<td>82.0%</td>
<td>73.8%</td>
</tr>
<tr>
<td>2005</td>
<td>3,114</td>
<td>80.0%</td>
<td>71.2%</td>
</tr>
<tr>
<td>2004</td>
<td>3,005</td>
<td>78.7%</td>
<td>70.0%</td>
</tr>
<tr>
<td>2003</td>
<td>2,763</td>
<td>77.5%</td>
<td>68.2%</td>
</tr>
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</table>

### Blue Ash Associates Seeking

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Adjusted Cohort</th>
<th>Retention 1 year</th>
<th>3 Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>1,485</td>
<td>62.7%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>1,393</td>
<td>58.7%</td>
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</tr>
<tr>
<td>2017</td>
<td>1,231</td>
<td>55.6%</td>
<td>14.5%*</td>
</tr>
<tr>
<td>2016</td>
<td>1,109</td>
<td>62.4%</td>
<td>15.9%</td>
</tr>
<tr>
<td>2015</td>
<td>1,108</td>
<td>61.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>2014</td>
<td>1,157</td>
<td>64.3%</td>
<td>14.9%</td>
</tr>
<tr>
<td>2013</td>
<td>920</td>
<td>61.3%</td>
<td>14.1%</td>
</tr>
<tr>
<td>2012</td>
<td>927</td>
<td>59.1%</td>
<td>12.3%</td>
</tr>
<tr>
<td>2011</td>
<td>926</td>
<td>54.5%</td>
<td>8.6%</td>
</tr>
<tr>
<td>2010</td>
<td>933</td>
<td>60.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>2009</td>
<td>807</td>
<td>58.0%</td>
<td>11.0%</td>
</tr>
<tr>
<td>2008</td>
<td>588</td>
<td>61.5%</td>
<td>9.7%</td>
</tr>
<tr>
<td>2007</td>
<td>504</td>
<td>56.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>2006</td>
<td>484</td>
<td>61.2%</td>
<td>11.8%</td>
</tr>
<tr>
<td>2005</td>
<td>499</td>
<td>61.1%</td>
<td>8.8%</td>
</tr>
<tr>
<td>2004</td>
<td>433</td>
<td>58.4%</td>
<td>8.5%</td>
</tr>
<tr>
<td>2003</td>
<td>451</td>
<td>63.2%</td>
<td>10.9%</td>
</tr>
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### Clermont Associates Seeking

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>Adjusted Cohort</th>
<th>Retention 1 year</th>
<th>3 Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>535</td>
<td>55.3%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>576</td>
<td>60.6%</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>503</td>
<td>61.0%</td>
<td>24.9%*</td>
</tr>
<tr>
<td>2016</td>
<td>516</td>
<td>59.9%</td>
<td>20.2%</td>
</tr>
<tr>
<td>2015</td>
<td>528</td>
<td>61.0%</td>
<td>19.5%</td>
</tr>
<tr>
<td>2014</td>
<td>548</td>
<td>59.9%</td>
<td>20.1%</td>
</tr>
<tr>
<td>2013</td>
<td>667</td>
<td>56.4%</td>
<td>20.5%</td>
</tr>
<tr>
<td>2012</td>
<td>644</td>
<td>57.1%</td>
<td>19.1%</td>
</tr>
<tr>
<td>2011</td>
<td>732</td>
<td>53.3%</td>
<td>15.2%</td>
</tr>
<tr>
<td>2010</td>
<td>775</td>
<td>60.6%</td>
<td>16.6%</td>
</tr>
<tr>
<td>2009</td>
<td>769</td>
<td>56.1%</td>
<td>16.6%</td>
</tr>
<tr>
<td>2008</td>
<td>664</td>
<td>63.7%</td>
<td>15.9%</td>
</tr>
<tr>
<td>2007</td>
<td>555</td>
<td>60.4%</td>
<td>14.6%</td>
</tr>
<tr>
<td>2006</td>
<td>481</td>
<td>59.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>2005</td>
<td>513</td>
<td>62.0%</td>
<td>15.5%</td>
</tr>
<tr>
<td>2004</td>
<td>381</td>
<td>64.8%</td>
<td>16.5%</td>
</tr>
<tr>
<td>2003</td>
<td>408</td>
<td>61.8%</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

* Preliminary

3-Yr graduation rates for regionals is based on degrees awarded across all 3 UC campuses.
Total Headcount Distribution
By Race/Ethnicity

College: All

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian or Oth. Pacific Isl.</th>
<th>Nonresident Alien</th>
<th>Race/Ethnicity Unknown</th>
<th>Two or More Races</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>87 (0.2%)</td>
<td>1,391 (3.1%)</td>
<td>3,706 (8.4%)</td>
<td>1,295 (2.9%)</td>
<td>47 (0.1%)</td>
<td>3,373 (7.6%)</td>
<td>2,815 (6.4%)</td>
<td>1,020 (2.3%)</td>
<td>30,517 (69.0%)</td>
<td>44,251 (100.0%)</td>
</tr>
<tr>
<td>2016</td>
<td>79 (0.2%)</td>
<td>1,631 (3.7%)</td>
<td>3,728 (8.4%)</td>
<td>1,439 (3.2%)</td>
<td>30 (0.1%)</td>
<td>3,382 (7.6%)</td>
<td>2,159 (4.9%)</td>
<td>1,284 (2.9%)</td>
<td>30,606 (69.0%)</td>
<td>44,338 (100.0%)</td>
</tr>
<tr>
<td>2017</td>
<td>66 (0.1%)</td>
<td>1,771 (4.0%)</td>
<td>3,783 (8.4%)</td>
<td>1,647 (3.7%)</td>
<td>31 (0.1%)</td>
<td>3,447 (7.7%)</td>
<td>1,715 (3.8%)</td>
<td>1,472 (3.3%)</td>
<td>30,851 (68.9%)</td>
<td>44,783 (100.0%)</td>
</tr>
<tr>
<td>2018</td>
<td>68 (0.1%)</td>
<td>1,883 (4.1%)</td>
<td>3,768 (8.2%)</td>
<td>1,759 (3.8%)</td>
<td>26 (0.1%)</td>
<td>3,557 (7.7%)</td>
<td>1,417 (3.1%)</td>
<td>1,537 (3.3%)</td>
<td>31,934 (69.5%)</td>
<td>45,949 (100.0%)</td>
</tr>
<tr>
<td>2019</td>
<td>65 (0.1%)</td>
<td>1,999 (4.3%)</td>
<td>3,771 (8.1%)</td>
<td>1,815 (3.9%)</td>
<td>25 (0.1%)</td>
<td>3,500 (7.5%)</td>
<td>1,167 (2.5%)</td>
<td>1,662 (3.6%)</td>
<td>32,384 (69.8%)</td>
<td>46,388 (100.0%)</td>
</tr>
</tbody>
</table>

Grand Total: 44,251 (100.0%) 44,338 (100.0%) 44,783 (100.0%) 45,949 (100.0%) 46,388 (100.0%)

Applied Filters:
Color Category = Race/Ethnicity; Award Objective = All; Academic Plan = All; College = All; Academic Career = All; Class Level = All; Load Level = All; Degree Status = All; Residency = All; Distance Learning = All
First-Time Degree-Seeking Undergraduate Students
By Race/Ethnicity

<table>
<thead>
<tr>
<th>Color Category</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>4,519</td>
<td>5,175</td>
<td>5,478</td>
<td>5,732</td>
<td>5,814</td>
</tr>
<tr>
<td>Asian</td>
<td>6,331</td>
<td>6,913</td>
<td>7,385</td>
<td>7,554</td>
<td>7,809</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Isl.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>6,331</td>
<td>6,913</td>
<td>7,385</td>
<td>7,554</td>
<td>7,809</td>
</tr>
</tbody>
</table>

Fall Cohort Year

American Indian or Alaska Native 12 (0.2%) 6 (0.1%) 10 (0.1%) 9 (0.1%) 5 (0.1%)
Asian 198 (3.1%) 261 (3.8%) 285 (3.9%) 326 (4.3%) 352 (4.5%)
Black or African American 659 (10.4%) 623 (9.0%) 727 (9.8%) 662 (8.8%) 698 (8.9%)
Hispanic/Latino 202 (3.2%) 243 (3.5%) 284 (3.8%) 261 (3.5%) 334 (4.3%)
Native Hawaiian or Other Pacific Isl. 6 (0.1%) 4 (0.1%) 7 (0.1%) 4 (0.1%)
Nonresident Alien 183 (2.9%) 167 (2.4%) 183 (2.5%) 185 (2.4%) 189 (2.4%)
Race/Ethnicity Unknown 360 (5.7%) 120 (1.7%) 96 (1.3%) 56 (0.7%) 78 (1.0%)
Two or More Races 192 (3.0%) 314 (4.5%) 315 (4.3%) 323 (4.3%) 335 (4.3%)
White 4,519 (71.4%) 5,175 (74.9%) 5,478 (74.2%) 5,732 (75.9%) 5,814 (74.5%)

Grand Total 6,331 (100.0%) 6,913 (100.0%) 7,385 (100.0%) 7,554 (100.0%) 7,809 (100.0%)

Applied Filters
Color Category = Race/Ethnicity; College = All; Award Objective = All; Academic Program = All; Academic Plan = All; Academic Subplan = All; Load Level = All; Residency Status = All; Gender = All
# First-Time Full-Time Degree-Seeking Undergraduate Retention Rates

## College: All

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Year Retention Rate</th>
<th>Second-Year Retention Rate</th>
<th>Third-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012 Cohort</td>
<td>2013 Cohort</td>
<td>2014 Cohort</td>
</tr>
<tr>
<td></td>
<td>77.3%</td>
<td>79.1%</td>
<td>81.4%</td>
</tr>
<tr>
<td></td>
<td>65.9%</td>
<td>69.0%</td>
<td>70.2%</td>
</tr>
<tr>
<td></td>
<td>60.6%</td>
<td>63.8%</td>
<td>62.8%</td>
</tr>
<tr>
<td></td>
<td>2015 Cohort</td>
<td>2016 Cohort</td>
<td>2017 Cohort</td>
</tr>
<tr>
<td></td>
<td>80.6%</td>
<td>80.0%</td>
<td>78.8%</td>
</tr>
<tr>
<td></td>
<td>68.9%</td>
<td>69.8%</td>
<td>69.2%</td>
</tr>
<tr>
<td></td>
<td>63.4%</td>
<td>63.6%</td>
<td>63.6%</td>
</tr>
<tr>
<td></td>
<td>2018 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Source

Starting 2016: Term enrollment extract from Catalyst Reporting Tool (CaRT)
Prior years: UniverSIS Student Data Model
Degrees and Certificates Awarded
By Degree/Certificate Type

<table>
<thead>
<tr>
<th>College: All</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Associate</td>
</tr>
<tr>
<td>Baccalaureate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Doc Res/Scholar</td>
</tr>
<tr>
<td>Doc Prof. Pract</td>
</tr>
<tr>
<td>Undergraduate Certificate</td>
</tr>
<tr>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Notes:
Includes students graduating between Summer and Spring of a Reporting Year.
Classification of Instructional Program (CIP) Code is the CIP code reported by the Office of the Registrar to the Ohio Department of Higher Education.
Source: Degrees Conferred (DC) File

Applied Filters
Color Category = Race/Ethnicity;
Term = All;
College = All;
Academic Plan = All;
Award Type = All;
Degree Objective = All;
Distance Learning = All;
Gender = All;
Race/Ethnicity = All
CIP Code = All

Click to Display Filters
The 2009, 2010, 2011, and 2012 graduation rates have been revised to reflect official figures as reported to USDE through IPEDS.
Regional Campus Graduation Rates
First-Time Full-Time Associate Degree-Seeking Students

College: All

<table>
<thead>
<tr>
<th>Entering Cohort Year</th>
<th>Completers within 150% time</th>
<th>Neither completed nor transferred out</th>
<th>Transfer-out students (non-completers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>15.1%</td>
<td>1,046</td>
<td>288</td>
</tr>
<tr>
<td>2013</td>
<td>17.0%</td>
<td>1,037</td>
<td>281</td>
</tr>
<tr>
<td>2014</td>
<td>16.5%</td>
<td>1,117</td>
<td>306</td>
</tr>
<tr>
<td>2015</td>
<td>14.5%</td>
<td>1,112</td>
<td>285</td>
</tr>
<tr>
<td>2016</td>
<td>17.2%</td>
<td>1,635</td>
<td>668</td>
</tr>
</tbody>
</table>

Notes:
- IPEDS graduation time is 150% of the time it takes to complete a degree. For associate degrees that is three years.
- Please note: all rates are preliminary until reported to IPEDS six years after the cohort starts.

Source:
- Starting 2016: Catalyst Reporting Tool (CaRT) and the National Student Clearinghouse
- Prior years: UniverSIS Student Data Model and the National Student Clearinghouse

Applied Filters
- Regional Campus = All;
- Gender = All;
- Ethnicity/Race = All;
- First Generation Status = All;
- Academic Program = All;
- Academic Plan = All;
- Academic Subplan = All;

Click to Display Filters
Graduation Rates
First-Time Full-Time Baccalaureate Degree-Seeking Students
Graduated in 6 Years
Cohorts Entering 2007-2013

The 2009, 2010, 2011, and 2012 graduation rates have been revised to reflect official figures as reported to USDE through IPEDS.
Regarding salary data:

• We do not determine whether a graduate’s reported job title is related to his or her academic degree. To remove bias, and in accordance with NACE guidelines, if a graduate reports he or she is working full-time, their salary is included.

• That said, in accordance with NACE guidelines, salaries below the federal poverty level are excluded under the assumption that such salaries are for jobs that are not related to a baccalaureate degree.

• Figures reflect base salary and do not include bonuses, commissions, fringe benefits or overtime pay.

**All Colleges Combined**

The Division of Experience-Based Learning, in collaboration with Institutional Research, present the following data on undergraduate alumni using standards set by the National Association of Colleges and Employers (NACE). Data covers individuals who completed a baccalaureate degree in the 2017-2018 academic year (Summer 2017, Fall 2017 or Spring 2018). Data was collected from six months to one year after graduation.

### Status

- **Employed**: 51.7%
- **Unknown**: 31.1%
- **Continuing Education**: 17.2%

### Top Employers

1. Cincinnati Children’s Hospital Medical Center
2. University of Cincinnati Medical Center
3. University of Cincinnati
4. Kroger
5. Christ Hospital

### Top Continuing Education Institutions

1. University of Cincinnati
2. The Ohio State University
3. Cincinnati State Technical and Community College
4. Xavier University
5. Northern Kentucky University

### Average Salary

- **$44,837**
- 2,445 (or 82.9% of employed graduates) reporting