

THE UNIVERSITY OF TOLEDO BOARD OF TRUSTEES

RESOLUTION NO. 20-12-25

UPDATED UNIVERSITY COMPLETION PLAN

WHEREAS, the 130th Ohio General Assembly added Ohio Revised Code 3345.81 (Strategic Completion Plan), effective September 29, 2013; and

WHEREAS, ORC 3345.81 requires that, by no later than June 30, 2020, the Board of Trustees at each Ohio institution of higher education endorse an updated institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, The University of Toledo was granted an extension on the above due date as a result of the COVID-19 Pandemic; and

WHEREAS, ORC 3345.81 states that the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities.

NOW, THEREFORE, BE IT RESOLVED,

that the Board of Trustees hereby endorses the updated University Completion Plan for The University of Toledo; and

BE IT FURTHER RESOLVED,

that a copy of this updated plan be forwarded to the Chancellor of the Ohio Department of Higher Education; and

BE IT FINALLY RESOLVED,

that this plan continues to be reviewed and updated at least once every two years, and that a copy of the updated plan be provided to the Chancellor upon endorsement.



2018 - 2020 COMPLETION PLAN

1. UNIVERSITY MISSION AND PROFILE

University of Toledo Mission Statement

The University of Toledo (UToledo) is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

Student Body Profile

The University's total enrollment for Fall 2018 was 20,304, which included 16,065 undergraduate students and 4,239 graduate students. UToledo serves a diverse, distinct student population (see below). At the undergraduate level, the University has a higher than state-average Black and Hispanic student population and exceeds the state average on PELL eligible students by five percentage points.

Student Body	The University of Toledo 2018	State of Ohio Universities 2018
First Generation College	23.6%	17.0%
PELL Eligible	33.6%	29.0%
American Indian/Alaskan Native	0.2%	0.2%
Asian or Pacific Islander	2.4%	3.1%
Black, Non-Hispanic	11.9%	8.3%
Hispanic	5.7%	4.5%
White, Non-Hispanic	69.0%	73.6%
Two or More Races	5.0%	4.6%
Non-Resident Alien	2.4%	3.9%
Race Unknown	3.3%	1.7%

* Percent PELL Eligible and Race/Ethnicity data for State of Ohio Universities are taken from IPEDS

** Percent First Generation data for State of Ohio Universities are taken from ODHE Diversity Report

Part-Time Enrollment

About 15% of our students attend part time and have significant family and job obligations to deal with outside of school. According to the National Survey of Student Engagement (NSSE) on questions related to employment, UT students report spending more time working on campus, off campus, and as volunteers than our peer institutions. These challenges affect their academic performance and negatively impact their retention rates and timely graduation.

First Generation and Pell Eligibility

The University of Toledo has a large population of first generation and Pell eligible students that face significant barriers to persistence and completion. This population of students has remained relatively stable over the last few years hovering between 35%-40% for first-time full-time (FTFT) entering freshmen students and the entire undergraduate population respectively.



2018 - 2020 COMPLETION PLAN

2. BARRIERS TO PERSISTENCE AND COMPLETION

CONTEXTUAL FACTORS THAT IMPEDE PERSISTENCE AND COMPLETION

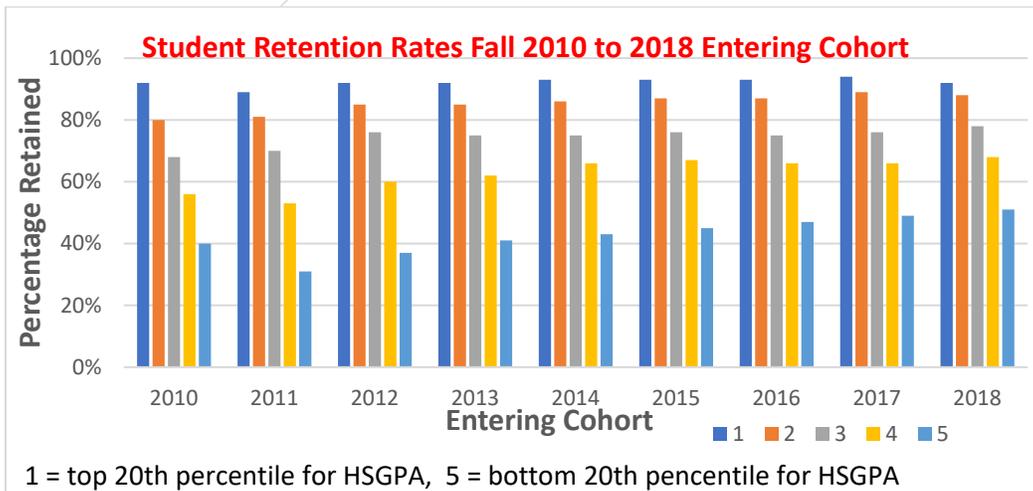
College Readiness

A clear understanding of the academic characteristics of a successful student at UToledo by college and by major is an important first step in understanding barriers to persistence and completion and to preparing students for a successful academic journey. UToledo is a comprehensive institution with a substantial number of science, technology, engineering, math and medicine (STEMM) majors that require significant skills in mathematics and science to succeed. It is also important that students are prepared for with the writing skills necessary to support the collegiate academic experience. On average, the UToledo entering freshman cohorts tend to be 63% remediation free in mathematics and 80% remediation free in English. Without sufficient academic preparation most students struggle academically.

Although academic preparation is an important factor in college readiness, and therefore contributes significantly to persistence and completion, the student population at UToledo is comprised of a multitude of academic characteristics, therefore entering cohorts present unique challenges to increasing student retention and graduation rates. That said, UToledo has made considerable progress in improving first-year retention rates by focusing efforts over the entire spectrum of academic preparedness and looks to continue this momentum into our completion efforts.

3. PROGRESS TOWARD GOALS ESTABLISHED IN THE PREVIOUS COMPLETION PLAN

QUANTITATIVE ANALYSIS OF PROGRESS TOWARD GOALS





2018 - 2020 COMPLETION PLAN

QUALITATIVE ANALYSIS OF PROGRESS TOWARD GOALS

A subset of goals from UToledo's *Path to Academic Excellence* Strategic Plan, which includes five Strategic Priorities with several goals outlined within each priority, were selected for the UToledo 2018-2020 Completion Plan Goals. The following section identifies those goals and the progress made during the 2018-2020 reporting cycle.

GOAL 1: INCREASE THE UNDERGRADUATE FIRST-YEAR RETENTION RATE TO 80% BY 2022

UToledo's overall first year retention rate was 78.5% for the most recent (2019) cohort, an increase of 2.6% over the last two years (the 2017 cohort rate was 75.9%). The 2019 cohort retention rate exceeded our benchmark goal of 77.9% for this cohort (which is the rate needed to stay on track for our goal of 80% by 2022). This is very promising, given the difficulty involved in continually improving retention rates once institutions have achieved a rate above 75%. It is possible that we may see a decline in retention rates next year, as a consequence of the COVID 19 pandemic and the challenges it has posed to our students and our institution. However, our goal of 80% overall first year retention by 2022 is achievable, if we continue to expand efforts to improve early and sustained, wholistic intervention for students facing challenges to their success.

Many things contribute to the increase in retention, here are a few examples:

1. The Division of Student Affairs awarded more than \$325,000 to 365 undergraduate students as part of the Rocket Recovery grant program since the program was launched in August 2017. Among students who received Rocket Recovery grants, the fall 2017 to fall 2018 retention rate was 75.5% and the fall 2018 to spring 2019 retention rate was 82.3%.
2. The Ohio Strong Start to Finish program, a grant-funded project to improve completion of gateway English and math courses, is addressing professional development for advisors with a key area of focus on the expansion of mid-term grade reports to improve student success. The expansion of mid-term grade reports at UToledo is planned for fall 2019, with the Office of the Provost strongly encouraging faculty to submit mid-term grade reports for students in all courses, especially in 1000- and 2000-level courses. Knowledge of mid-term grades is critical to the retention of students, particularly in their first years. This information will also help enhance our ability to identify at-risk students at an early stage and undertake appropriate interventions.
3. In fall 2018, the Office of the Provost convened a task force on the First Year Experience (FYE) course, which is working to substantially revise the FYE course to improve retention and student success. In fall 2019, UToledo piloted 14 sections of a revised model of the FYE course with participation from seven colleges. This pilot placed students in a content-based course with a focus on building relationships with faculty mentors and peers, as well as building knowledge and critical thinking vital to student success. Upon the conclusion of the initial pilot and an assessment of its success was completed and based on the feedback the course was revised and expand to additional sections. We will continue to increase the number of sections using the revised course year after year as a retention



2018 - 2020 COMPLETION PLAN

effort. Assessments will be completed annually to ensure the course is meeting the changing needs of our student population.

4. In summer 2018, the Summer Scholars early-arrival program was expanded to include 93 students who participated from five colleges, including University College, the Judith Herb College of Education, the College of Arts and Letters, the College of Natural Sciences and Mathematics and the College of Health and Human Services. The fall 2018 to spring 2019 retention rate of students who participated in the summer 2018 Summer Scholars program was 91.2%, compared to the overall UToledo undergraduate student fall 2018 to spring 2019 retention rate of 90.5%. The goal for 2019 was to expand the Summer Scholars program to serve 200 students across six colleges, the five colleges that previously participated and the College of Engineering. The 2019 Summer Scholars Program was expanded to six colleges and consisted of eight sections.
5. UToledo was selected to participate in an ambitious national effort of the Association of Public and Land-grant Universities (APLU) to increase college access, close the achievement gap and increase the number of degrees awarded by 2025. This national initiative – ***Powered by Publics: Scaling Student Success*** involves approximately 100 universities across the country, working within 16 clusters to implement innovative and effective practices to advance student success on their campuses. The cluster to which UToledo belongs has identified financial barriers to degree completion as the area of focus for its work.
6. The Office of the Provost has pulled together a cross-functional leadership team with representatives from Academic Affairs, Student Affairs, Enrollment Management, and Business and Finance. The team is gathering data on students' financial issues, including identifying University processes that impact student financial issues. The team met in May 2019 to establish the agenda for working on this project during the 2019-20 academic year. The UToledo team has periodic teleconferences with other members of the cluster to share information regarding members' activities, report on progress and best practices, and identify priorities.
7. In fall 2018, the Office of the Provost launched an initiative among the deans, associate deans and department chairs to strengthen UToledo's commitment to being a "student-ready university," with a focus on the conviction that every student can succeed, and with the goal of identifying and implementing best practices for student success.
8. In fall 2018, the Office of the Provost implemented the *Program for Academic Excellence*, an award program, that provided seed money to support the development of innovative programs designed to improve student success, with a total of 15 projects receiving one-year funding based on faculty and/or college proposals for the 2018-19 academic year. All funded programs were completed by December 2019. The outcomes of these programs were assessed and used to provide guidance for the program going forward.
9. The Office of the Provost created a working group with Information Technology and Institutional Research to develop a repository for key student success metrics. This work entails developing



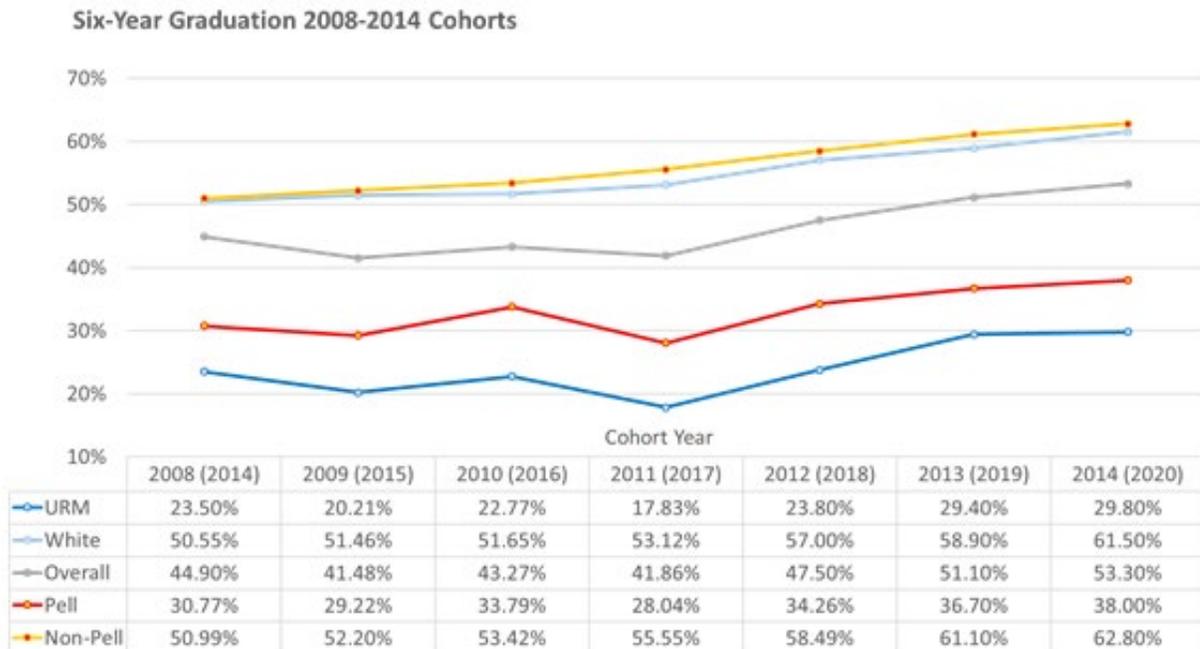
2018 - 2020 COMPLETION PLAN

common definitions for metrics, identifying the appropriate data sources and developing the tools to make the data accessible to relevant stakeholders across the University. This work will enhance our capacity to make evidence-based decisions regarding targeted student success initiatives, and to track and monitor progress.

- In spring 2019, the Office of the Provost launched an initiative to improve retention efforts at the college level by providing earlier and better data on at-risk students to the colleges. Using predictive analytics, four real-time risk predictors were identified for students at risk of not being retained and developed a risk score for each student based on these metrics. Midway through spring semester 2019, each college was provided a risk score for students with at least one risk factor and asked to use the data to reach out to students and intervene as appropriate. This initiative is the first phase of a larger project to provide and encourage the use of predictive analytics at the college level to support University’s retention efforts.

GOAL 2: INCREASE THE OVERALL SIX YEAR GRADUATION RATE TO 50% BY 2022

The six-year graduation rate for undergraduate students increased from 41.9% in 2017 to 51.2% in 2019, and data show that we are on track to increase the six-year graduation rate to 53.3% in 2020 – an 11.4% increase over the last three years (The 2020 six-year graduation rate is current as of December 2020).



Some initiatives the institution has implemented to improve time to degree and improve six-year degree completion include:



2018 - 2020 COMPLETION PLAN

1. Using predictive analytics, the University is able to predict student demand for courses and determine the supply of seats needed to ensure on-time program completion. For fall 2018 semester, using Platinum Analytics, the Office of the Provost was able to make 18 course recommendations to the colleges, highlighting high-demand courses. The colleges made changes that allowed an additional 172 students to enroll in courses needed for degree completion.
2. In fall 2018, the University launched a pilot program in Competency-Based Education (CBE), with three online courses in the Department of Applied Organizational Technology in the College of Business and Innovation, and the goal of decreasing time-to-degree based on students' satisfactory progress in meeting course requirements. An additional six CBE courses were piloted during spring 2019 semester. During fall 2019, UToledo will launch a CBE version of its existing RN-to-BSN program in the College of Nursing, the first of its kind for public universities in Ohio.
3. The University implemented the second year of Winter Intersession courses for students interested in continuing to make progress toward their degrees during winter break. In 2018, during the first Winter Intersession offered, we enrolled 38 students in nine courses. With revisions to the program in 2019, UToledo enrolled 99 students in 10 courses (both online and face-to-face {mostly online} and undergraduate and graduate courses).

GOAL 3: REDUCE THE PERCENT GAP FOR FIRST-YEAR RETENTION BETWEEN MINORITY AND MAJORITY STUDENTS

At baseline, for the 2016 cohort, the racial equity gap in first year retention was 19.7%, and our goal by 2022 is to reduce this gap by half, or to 9.9%. With the cohort the gap had been reduced by 39%, to 12.0% and for the 2019 cohort, the racial equity gap further decreased an additional 1.9%, to 10.1%.

The reductions in the retention equity gap was achieved through the following efforts:

1. Thirty (30) first-year students participated in the fifth cohort of the 2018 Multicultural Emerging Scholars (MESP) summer bridge program, which includes an early-arrival program and living learning community.
2. In 2019, each of the college Underrepresented Minority (URM) retention rates exceeded both the university URM rate (66.9) as well as the university's overall retention rate (76.4). The retention rate data for students who participated in Multicultural Emerging Scholars (MESP) summer bridge program show that URM retention increased in two of the three colleges: The College of Arts and Letters increased by 14.5 percentage points (Fall 2018-Fall 2019) with The College of Engineering cohort increasing by 8.5 percentage points and College of Education URM student retention decreased by 13.5 percentage points. Each of the five cohorts of MESP have exceeded the retention rates of both the pair group and the general population. Spring 2020 data showed a 79% 1st year retention rate, with the average GPA of 2.85, also exceeding the pair group and general population.



2018 - 2020 COMPLETION PLAN

3. The Office of Multicultural Student Success established the Multicultural Orientation and Resources for Excellence (M.O.R.E.) program to provide co-curricular learning opportunities designed to contribute to student success for underrepresented minority students; and also established the M.O.R.E. Institute, which is an early-arrival program for first-year, underrepresented minority students and their parents/guardians.
4. In 2019 Division of Student Affairs implemented the M.O.R.E. Monday program designed to engage underrepresented minority students in co-curricular learning opportunities that contribute to student success.
5. The Division of Student Affairs continues to implement mentoring programs for underrepresented minority students, including Teaching and Aspiring Women Leaders (TAWL), Brothers on the Rise and the Primos program. Note that there was a 100% retention rate from fall 2018 to spring 2019 among the 16 students who participated in the TAWL program during the 2018-19 academic year; a 93% retention rate from fall 2018 to spring 2019 among the 15 students who served as Primos mentors during the 2018-19 academic year; and a 93% retention rate from fall 2018 to spring 2019 among the 15 first-year Latino students who participated as mentees in the Primos program.
6. A diversity and inclusion presentation was made at each of the fall 2018 student orientation sessions by members of the Office of Multicultural Student Success' team.
7. The University of Toledo is participating in a statewide initiative called the Ohio Strong Start to Finish initiative designed to strengthen student success and address attainment gaps for underrepresented students.
8. UToledo received a \$250,000 grant from the APLU to enhance the experience of historically underrepresented minority students in STEM majors (the Student Experience Project). With this project, we will develop and test interventions that improve outcomes by addressing students' experiences. The first round of institutional data collection occurred in spring 2019, with the first interventions to be tested in fall 2019.
9. One of the 2019 Faculty Fellows in the Office of the Provost was appointed to work with the Office of Diversity and Inclusion to identify best practices related to retention and completion among underrepresented minority students.
10. GEARSET, a program funded by the National Science Foundation (NSF) in the S-STEM (scholarships for STEM) program facilitates a pathway to engineering and technology majors who initially did not meet admission requirements for the college of engineering. Through this S-STEM grant, low-income students in the GEARSET cohort who successfully transfer from University College to the College of Engineering receive scholarships. The 2020 retention rate for students in GEARSET program was 84%.
11. The University of Toledo College of Law held its first Launch into Law diversity recruitment program in January 2019, with 11 participants – nine of whom self-identified as members of minority groups and



2018 - 2020 COMPLETION PLAN

10 of whom self-identified as female. Two of the students have been accepted to the College of Law and a third student is on the waitlist. Participants demonstrated an average improvement of 4.6 points on practice LSATs conducted on days one and four, with LSAT training provided during the session. The program experienced significant growth in its second year (2020), expanding to 22 participants — a 50% increase from the pilot year. Sixteen participants identified as part of a minority group. The selection process was highly competitive with participants from across the region, as far as Champaign, Illinois. Program outcomes again included a rise in LSAT practice test scores administered pre- and post-experience. Scores increased an average of 7 points, with increases as high as 16 points. Planning for an extended two-week program in June 2021 is under way.

GOAL 4: REDUCE PERCENTAGE GAP FOR SIX-YEAR GRADUATION RATE BETWEEN MINORITY AND MAJORITY STUDENTS.

In fall 2018, the metrics were revised to assess the performance gap between underrepresented minority students and majority students in two key areas: first-year retention, and six-year graduation rates. We are now using these raw percentage gaps.

The raw percentage gap for the six-year graduation rate between underrepresented minority students and majority students decreased from 35.3% in 2017 (our baseline) to 32.3% in 2018, for an overall decrease of 3.0%. By 2019, it had been reduced compared to the baseline by 4.2% (to 31.1%). Our goal by 2022 is to reduce the baseline gap by half.

The six-year graduation rate for undergraduate students increased from 41.9% in 2017 to 51.2% in 2019, and we are on track to increase the six-year graduation rate to 53.3% in 2020 – an 11.4% increase over the last three years. (Note: The 2020 six-year graduation rate is current as of December 1, 2020).

As of December 1, 2020, the six-year graduation rate for the 2014 cohort of underrepresented minority students is 29.8%, compared to the six-year graduation rate for the 2014 cohort of majority students, which is 61.5%. This was a gap of 31.7%.

The six-year graduation rate for the 2013 cohort of underrepresented minority students was 29.4%, compared to the six-year graduation rate for the 2013 cohort of majority students, which was 58.9%. This was a gap of 29.5%. We will need to examine these data more closely to analyze the cause of the increased gap over the past year, which may be a byproduct of the COVID-19 pandemic and its disproportionate effect on minority students.

Based on the revised metrics, the target goal is to reduce the size of the six-year graduation gap by 50% by 2022. To achieve the target 2022 goal, our goal is to reduce the six-year graduation gap by 2.64%, per year through 2022.



2018 - 2020 COMPLETION PLAN

GOAL 5: REDUCE THE NUMBER OF UNDERGRADUATE PROGRAMS THAT REQUIRE MORE THAN 120 CREDIT HOURS TO GRADUATE, WITH A GOAL OF 50% OF OUR PROGRAMS AT OR BELOW 120 CREDIT HOURS BY 2022.

Degree requirements for 66 programs of the University's 101 undergraduate academic programs have been revised to require 120 credit hours to complete, while not jeopardizing program quality or accreditation requirements. Of the 35 remaining programs, 16 programs are unable to meet graduation requirements in 120 hours based on accreditation or other requirements, therefore, 77% of the eligible programs are 120 credit hours, meaning we have met this goal.

4. UPDATED COMPLETION GOALS FOR 2020-2022

INSTITUTIONAL GOALS FOR INCREASING STUDENT PERSISTENCE AND COMPLETION

The University of Toledo's current strategic plan runs through 2022, as such, our completion goals will remain the same as those reported on for 2018-2020 completion plan. These goals continue to be an institutional priority and align well with state completion metrics and goals. UToledo will continue to assess progress on these goals by examining institutional retention and graduation rates, disaggregated for historically underserved populations (i.e., underrepresented students of color, lower income students); increase six-year graduation rates, and work toward more equitable outcomes in both retention and graduation between minority and majority students.

UToledo's goals for the 2020-2022 Completion Plan are as follow:

Goal 1: Increase the undergraduate first-year retention rate to 80% by 2022.

Goal 2: Increase the overall six-year graduation rate to 50% by 2022.

Goal 3: Reduce the percent gap for first-year retention between minority students and majority students.

Goal 4: Reduce the percent gap for six-year graduation rate between minority students and majority students.

Goal 5: Reduce the number of undergraduate programs that require more than 120 credit hours to graduate, with a goal of 80% of our programs at or below 120 credit hours by 2022.

5. COMPLETION STRATEGIES

CURRENT COMPLETION STRATEGIES - STRATEGIC INITIATIVES, POLICIES AND PRACTICES THAT ARE // PROGRESS TO IMPROVE STUDENT PROGRESS AND COMPLETION

INITIATIVES TO SUPPORT FIRST YEAR RETENTION

1. Early Alert and Midterm Grade Reports

Over the last year, UToledo has significantly improved the reporting rates for **midterm grades** in undergraduate courses. In fall 2020, the institutional response rate for 1000-2000 level courses was



2018 - 2020 COMPLETION PLAN

85.5%, which was 1.9% higher than the reporting rate for spring 2020, and 20.6% higher than the response rate in fall 2019.

UToledo also expanded mid-term grade reporting into 3000-4000 level courses and exceeded the 50% goal set for these courses, by achieving an overall response rate in fall 2020 of 50.8%; improving response rates in upper level courses by 23.9% in one term.

Since 2018, the use of **Starfish**, early alert system, has been significantly expanded, including:

- Expanding the use to all nine academic colleges, advising offices, the Pre-Health Advising Center, Career Services, Office of Student Advocacy & Support, Office of Competitive Fellowship & Awards, TRIO, Writing Center, Supplemental Instruction, and Residence Life
- Expanding the use of from 1000/2000 level courses in 2019-2020, to include ***all*** undergraduate courses at the institution for 2020-2021 academic year

UToledo has consistently increased the number of courses participating in Starfish Early Alert Reporting term-over-term; reaching a record high faculty participation rate of 64% during the Fall 2020 term, with expanding the number of courses to include 3000 & 4000 level courses. The number of students impacted by the Starfish Early Alert System, during the Fall 2020 term alone, was 13,316.

Incorporating more departments into Starfish has increased the use of the documentation feature in Starfish. During the 2019-2020 fiscal year, there were a total of 23,889 documented appointments in Starfish across all units, which is an increase of 6,601 from the previous academic year.

2. First Year Toledo

In September 2019, the First Year Experience coordinating committee and a multi-stage orientation experience was created. The First-Year Experience (FYE) Coordinating Committee was assembled to enhance the first-year experience for students at UToledo to intentionally address strategic plan *Goal #1: To improve undergraduate student success, retention and degree completion*. A main component of this goal, and the charge of the FYE Coordinating Committee, was, and continues to be, to increase first-year retention to 80% by 2022 as well as to diminish the equity gap by half.

Prior to 2019, UToledo had a diverse set of programs, experiences and initiatives targeted to supporting the needs of students transitioning to college, housed in different divisions across campus. However, institutionally there was no ongoing mechanism to support communication and cross-campus collaborative efforts. The committee identified 1) FYE courses, 2) learning communities and 3) orientation events as the three priority areas on which to concentrate initial efforts, and also developed a comprehensive brand to envelop the entire FYE experience (First Year Toledo).

Three Stage Extended Orientation Model: In fall 2020 we implemented a three-step extended orientation model for all first-year students, which was collaboratively developed and implemented by Enrollment Services, Student Affairs and Academic Affairs.



2018 - 2020 COMPLETION PLAN

Stage 1: Rocket Launch - All first-year students attend a Rocket Launch session between May-August, in which students register for fall courses, are introduced to important enrollment steps (financial aid, billing, advising, registration, Rocket ID) and to the UToledo campus community.

Stage 2: Launching Your Success Online Modules – All first year students complete a series of online modules between Rocket Launch and the start of the fall term, which allows students to learn more about university resources and other important topics at their own pace. These interactive modules included (1) the Alcohol Edu and Safe Haven trainings, (2) the nationally-validated Belonging module, and (3) Homegrown modules on (a) Top 4 Tips for Academic Success, (b) A UToledo UBelong, (c) First in the Family and (d) Family Power. These topics include Alcohol EDU and Sexual Assault Prevention modules, fostering a sense of belonging, and academic and campus tools and resources.

Stage 3: Rocket Welcome Weekend - Rocket Welcome Weekend provides a three-day fall orientation experience in the weekend just prior to the start of classes, to complement the previous two orientation steps. A different theme provides an intentional programming framework for each day, with a combination of instructional and social programming facilitated through both large and small group activities.

UToledo has also expanded the completion of the student Beginning College Survey of College Engagement (BCSSE) by embedding it in First Year Toledo activities. By doing this, important information was gathered from over 65% of the first year entering class on s engagement experiences in high school and expectations for engagement in college, which were shared with advisors and success coaches in order to provide individualized support to help students navigate their experience and expectations preparing them for college success.

3. Ohio Strong Start to Finish

Since 2018, UToledo has participated in the Ohio Strong Start to Finish (SSF) Project. Each participating campus has agreed to undertake institutional efforts that will contribute to the overall Ohio SSF goal. Specifically, they have committed to a) developing institutional goals, including specific goals to reduce equity gaps; b) assembling an institutional leadership team; c) participating in convenings and technical assistance activities; and d) integrating the following four priority action areas on their campus:

- Ensuring that 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.

As part of this work and the Ohio Department of Higher Education's Ohio Math Initiative, UToledo has developed a co-requisite remediation model for our College Algebra (Math 1320) course.



2018 - 2020 COMPLETION PLAN

Beginning in Fall 2018, Math piloted co-requisite labs designed with 2 extra contact hours taught by experienced faculty. The course was designed for students deemed to be “at-risk” of failing the traditional course based on their ACT (19/20)/SAT Math scores.

Students with the co-requisite lab performed substantially better than their peers without the lab, with success rates over 70%, nearly 19% higher than the same group without co-requisite labs and were within 3% of their peers with scored higher on the ACT/SAT Math.

As a result of this success, Math has expanded the number of co-requisite sections of College Algebra and has piloted an expansion of the placement cut off to include students with lower ACT (18/19)/SAT test scores. The success of the co-requisite remediation model of college algebra has permitted more students to place directly into the corequisite version, therefore allowing more students to complete their gateway math course(s) in their first year.

In addition, in Fall 2017, the Math Department created a Quantitative Reasoning course (Math 1180), which replaced Math for Liberal Arts, which is now part of the creation of multiple math pathways permissible for non-STEM degree seeking students to fulfill the university’s math requirement through statistics or quantitative reasoning courses, as appropriate given their major.

Overall, pass rates in the Math course increased from 64.5% to 71.4% with the move to Quantitative Reasoning. In addition, a co-requisite lab was created for those who with an ACT Math 17 and below. The pass rates for these students improved 9%, from 51.9% up to 60.9%, which was even more significant that the Quantitative Reasoning course, which led to an additional improvement to the current co-requisite lab model up to 74.7%. Analysis shows that results for this group, under the current Quantitative Reasoning course and co-requisite plan are comparable to the students entering with higher ACT/SAT Math scores.

These efforts have significantly improved the number of students able to complete gateway math courses in the first year, which may be a factor in UToledo’s improved retention rates.

4. Expanded Support for FYE Courses

For fall 2020, we made substantive revisions to the Blackboard shell for FYE Orientation (e.g., 1000) courses, including (1) a revision to the syllabus to include more student-attuned language (based in empirically-validated recommendations from the Student Experience Project), (2) updating course materials to include a broader array of activity ideas as per the FYE course task force recommendations, and (3) incorporating updated course learning outcomes as per the FYE course task force recommendations.

UToledo also provided training for all FYE course instructors on these changes, which also included a discussion of best practice recommendations to support first year student transition to college given the circumstances of the fall semester and the hybrid and online formats of many of the FYE courses.



2018 - 2020 COMPLETION PLAN

5. The Experiential Major Maps Project

This new, university-wide initiative, led by a collaboration between Career Services in the Division of Student Affairs and the Office of Student Success in the Division of Academic Affairs, seeks to support efforts to integrate academic and career development and to improve student progress to degree. Experiential major maps will help prospective and current students explore major and career options and create a year-by-year plan to integrate curricular, co-curricular, and extra-curricular experiences. They include program highlights, academic options, career pathways, and opportunities to gain relevant experience. Experiential major maps are a valuable tool for academic programs to recruit majors, as well as support their students' participation in the kinds of high impact educational experiences that promote retention and reduce equity gaps. Over **30 programs** volunteered to participate in the first wave of the Experiential Major Maps project, to be will be available for use by spring 2021 in print and on the web, from a diverse array of majors across colleges, from Arts & Letters to Engineering Health and Human Services, and Pharmacy, and a variety of professional as well as more liberal-arts focused programs.

INITIATIVES TO IMPROVE SIX YEAR GRADUATION

1. Expanded use of Data Analytics to identify and intervene with academically at-risk students

Retention and Persistence Risk Indicators - Twice each semester, all undergraduate colleges as well as programs working with special student populations (e.g., TRIO, MESP) receive a retention and persistence risk score for every currently enrolled student. This score is a composite risk indicator, based upon predictive analytics on UToledo students. The files contain composite risk scores as well as the individual numeric risk indicators for every degree-seeking undergraduate student currently enrolled in the college. The data files are sortable on every variable included, pre-sorted by the number of risk factors each student possesses and color-coded by level of risk (e.g., orange = 5 or more risk factors present; yellow = 3-4 risk factors present). Colleges and programs use these data to identify and directly engage with students identified as at risk through these risk indicators and are able to provide personalized support for students by examining which indicators each student may possess (e.g., unpaid financial balance vs. low midterm grade reports). These data have been a key factor in our success improving retention and persistence rates over the last two years, as they pull together a set of data that currently exists in multiple places, that has been curated to focus on factors predicting retention and persistence, and provides the data in an easily-usable way for colleges, advisors and success coaches.

2. Creation of College Retention Committees and a University Retention Committee

In fall 2019, as part of our efforts to create institutional structures to support retention and equity efforts, we created standing College Retention Committees (CRC) for each college and a University Retention Committee (URC) that includes representatives from each CRC.

Each CRC is comprised of appropriate Associate Deans, Student Service Directors, Diversity



2018 - 2020 COMPLETION PLAN

Officers, program chairs, a representative from Academic Advisors, and a Success Coach who works with students in that college, and other representatives as relevant. Each CRC is charged to develop annual retention and equity goals and benchmarks, and action plans to: (1) improve overall retention and graduation rates, and (2) reduce equity gaps in retention and graduation that take a continuous improvement perspective and focus on activities that can lead to immediate change. The CRCs meet monthly, lead implementation of these action plan at the college-level and assess progress towards benchmarks and goals. CRCs are provided with a variety of data to identify pressing needs and assess progress, including but not limited to: disaggregated DFW rates for every undergraduate course in their college, disaggregated retention and graduation rates, student-level risk indicators data, student needs assessment and student experience data.

The University Retention Committee (URC), which is co-chaired by the Associate Vice Provost for Student Success and the Vice President for Diversity and Inclusion, meets bi-weekly and is composed of the chair of each CRC and key relevant staff and administrators: (1) supports the development and continuous assessment of university retention and equity goals, (2) identifies and advocates for key needs to support university retention and equity goals, (3) identifies best practice topics and data needs to advance College Retention Committee work, and (4) monitors and provides feedback on college-level (College Retention Committee) goals and projects.

Through the work of the CRCs and URC, colleges have engaged in important initiatives to support retention and persistence such as revising the language used in key communications to at-risk (e.g., probationary) students, identified high DFW courses for intervention to improve student success, and developing programming to support sense of belonging for students historically underrepresented in college. These committees have been a key element of our continued progress in retention and graduation rates over the last two years.

3. Center for Success Coaching

Success coaching was first implemented at the UToledo in August 2013. The success coach model provides students with a holistic support approach from one consistent contact person who is there to help them navigate barriers and guide them toward successful outcomes. The primary goal of the success coaching program is to increase the first-to-second year retention rate (full-time, first-time students) and the six-year graduation rate. While the current scope still includes these goals, there is also a concerted effort being placed on reducing equity gaps to improve student success between majority students and underrepresented minority students (i.e., African American, Latinx, First Nations and Hawaiian-Pacific Islander) and Pell-awarded students, as guided by the university strategic plan and institutional plan for diversity and inclusion.

Since the inception of the success coach program in 2013, UToledo has improved first year retention by 10.5%, from 68% for the 2012 cohort to 78.5% for the 2019 cohort. In addition, we have reduced equity gaps in retention for URM students by 20%, from 31.1% for the 2012 cohort to 10.1% for the 2019 cohort, and by 10.8% for lower income students, from 21.7% for the 2012 cohort to 10.9% for the 2019 cohort. We have surpassed our strategic goal of reducing these gaps



2018 - 2020 COMPLETION PLAN

by half and done so two years ahead of schedule. The success coach program, and the development of the Center for Success Coaching, have been instrumental in these gains, as they have allowed us to provide more intentional, holistic support for student success in the critical first year of college.

The six-year graduation rate has improved by 8.3%, from 44.9% for the 2008 cohort to 53.2% for the 2014 cohort. In fact, we saw a nearly 4% increase in the six-year graduation rate during the first complete student cohort cycle under the coaching model. And we achieved our 2022 goal of a 50% graduation rate three years ahead of schedule. However, we have not yet seen a significant decrease in equity gaps for six-year graduation rates. As is the case for retention, the Center for Success Coaching has played a key role in our overall improved graduation rates, as it provides a single point of contact for student support from the first year through graduation. The supportive relationships built by this model likely empower students to engage with coaches at multiple points in the student life cycle when they face challenges to timely progress and completion.

4. **Enhanced Advising**

Over the last year we have engaged in a variety of efforts to maximize the effectiveness of academic advising on our campus. We now require all colleges to assign advisors to undergraduate students in their college, a basic best practice that improves the quality of student advising experiences by providing continuity of advisement and a more personalized experience.

- The use of **Starfish** for advisors within colleges, with all undergraduate colleges now trained and using the system.
- With the onset of the COVID-19 pandemic and the move to more remote services, a set of best-practice requirements for remote advising was developed for all undergraduate advising offices, including the availability of synchronous virtual advising and easy access to information on advising services on college web sites.
- Pre-Health Advising Center, created in Fall 2019, was developed to better assist/serve students interested in medical and dental professions.

5. **Provost Student Advisory Council and Student Organization Dialogues**

In fall 2019, the Provost Student Advisory Council and Student Organization Dialogues were created. The Provost Student Advisory Council was created as a standing council of undergraduate students to advise the Provost on a range of issues impacting student success. The council is comprised of students from all academic colleges, diverse backgrounds and experiences.

The Student Organization Dialogues were also developed, where each month, a student organization is invited to attend a Provost Staff meeting to share the goals of their organization and their experiences at UToledo, and to dialogue with Provost staff about ways to enhance student success at UToledo.

6. **APLU Adaptive Learning Project**

The APLU Adaptive Learning project has allowed us to develop and test a personalized learning



2018 - 2020 COMPLETION PLAN

experience for students in select high-DFW gateway STEM course. These types of learning experiences adjust to a learner's interaction with the product (i.e., performance level) to provide content that meets the student's specific needs at a given point in time in order to make progress in learning the content. Although this project was initiated prior to the COVID-19 pandemic, our involvement has allowed us to utilize these technologies to sustain and build student engagement given the radical changes in their learning environment. The faculty involved in the project have used these technologies as key learning tools in their distance and blended learning courses. And the adaptive learning tools have led many of the instructors who participated in the project to become more "adaptive" in their teaching of the course content, using the data gathered from students use of the adaptive learning assessments to make real time adjustments to their teaching in order to support learning in the content areas currently challenging students.

7. **College Credit Plus**

The University of Toledo's College Credit Plus program gives college-bound high school students the opportunity to earn college credit and high school credit simultaneously. This gives students the advantage of starting the transition to college early, while reducing the cost and length of time needed to graduate once they enroll in college. A series of high-quality general education courses are offered in a variety of modalities and at no cost to students or their families. For FY21 the University of Toledo has 83 institutional partnerships.

8. **Experiential Learning and Career Services**

Competition in the employment market is stiff. Hands-on experiential learning opportunities give our students an edge in the job market and help them gain degree-related employment following graduation which is a key indicator of student success. More than 50% of our students graduate from programs with mandatory experiential learning. Including those who participate in optional experiential learning opportunities, the number rises to nearly 65%. The Center for Experiential Learning and Career Services is committed to connecting our students to meaningful learning experiences and to assist students with major and career exploration.

9. **Graduation Planning System (GPS)**

Graduation Planning System will help students to meet their education goals by identifying courses that will transfer, providing interactive roadmaps for defining personal plans, and helping students monitor their progress. GPS is collaboration between the Offices of the Provost & Information Technology. One of the primary goals of the Office of the Registrar is the continued automation and improvement of record systems which help to improve service and increase overall efficiency.

GPS is made up of three areas: Transferology, u.achieve and u.direct: **Transferology** is an online tool that will help transfer students view program requirements, course equivalencies, and determine how courses taken or plan to be taken transfer to UT. **u.direct** leverages degree audit data to create interactive roadmaps defining a clear path to graduation. **u.achieve** (a degree audit) provides students and advisors with an easy-to-read progress report that allows for "what



2018 - 2020 COMPLETION PLAN

if" planning and creates a clear picture of the degree requirements necessary for graduation.

10. Rocket Recovery Emergency Grant

The Rocket Recovery Emergency Grant provides assistance to undergraduate students at risk of dropping out of college due to unexpected financial emergencies. The student emergency fund was created to help students stay in college and meet their educational goals, ultimately, securing a better financial future. Students may request up to \$1000 in emergency funds.

11. Rocket Express

Rocket Express is a partnership between Owens Community College and The University of Toledo designed to provide a seamless pathway to a bachelor's degree. With Rocket Express, students apply to both institutions at the same time, which allows them to:

- Receive provisional admittance at UT, based on transfer GPA, while enrolled at Owens Community College
- Lock in their curriculum for up to three academic years from time of admission to Rocket Express
- Track their degree progress at both institutions
- Work with a UT transfer specialist while studying at Owens Community College to ensure all classes will apply to their specific degree plan at UT

INITIATIVES TO SUPPORT REDUCTION OF RETENTION GAPS

1. Multicultural Emerging Scholars Summer Bridge Program

The Multicultural Emerging Scholars Program (MESP) is designed for first-year students to help them make the academic, social, and cultural transition from high school to college, and inspire academic achievement in college-level courses. It gives preference to historically underrepresented students who have an interest in engaging in a culture of academic success in an ethnically, religious, and gender diverse student environment. MESP includes two components: The Summer Bridge and the Living Learning Community. During the summer bridge program, students live on campus, earn 8 college credits, engage in adaptive learning for mathematics, and participate in both service learning and College 101, a series of activities designed to assure that they have the study habits, personal grit, and financial know-how to sustain a college career. The MESP living learning community continues the support and engagement initiated during the summer program and seeks to encourage students to actively engage in the campus and local community.

2. Center for Racial Equity and Black Student Excellence

The Center for Racial Equity and Black Student Excellence was established in summer 2020 by the Office of Diversity and Inclusion in partnership with the College of Arts and Letters and the Africana Studies Program to address racial inequities and racism at The University of Toledo. The Center will have a 12-member advisory board comprised of University faculty, staff and students, and community members.

As a unit of The Office of Diversity, Inclusion, and Equity, the purpose of the Center for Racial Equity



2018 - 2020 COMPLETION PLAN

and Black Student Excellence is two-fold: 1) To identify, through research and education, systematic racism in all of its forms at the University of Toledo and work to eliminate them. 2) Support the academic experiences of African American students to contribute to the University's efforts to decrease historical graduation equity gaps.

3. Peer Mentoring

Several peer mentoring programs are available for under-represented minority (URM) students to help reduce the performance gap between URM students and majority students. **Primos** is a program especially designed for first-year Latino students at UT. Primos priority is to help students ease into making the transition from high school to college by pairing them with trained peer mentors. Mentors coach and inform new students about University resources enabling them to become more successful than they already are.

4. Talented Aspiring Women Leaders (TAWL)

TAWL is a mentoring program designed for African American female students. The purpose of TAWL is to enrich their academic journey on campus by providing meaningful connections with the University of Toledo and the greater local community. They are actively involved in academic/professional development workshops, community service, cultural awareness programming, and open dialogue forums dedicated to addressing student issues. **Brothers on the Rise** is a retention effort comprised of Black and Latino faculty, staff and students. It has a mission of improving the human condition of UT students through programs and activities that foster and encourage students' pursuit of academic and cultural excellence. Brothers on the Rise works collaboratively with the University and the community to address the low retention and graduation rates of African American and Latino male students. Their mission is realized through five interrelated objectives:

- Develop, foster, and encourage a “Culture of Academic Success” that focuses on specific habits and customs outside of the classroom and enhances the academic efforts of the students.
- Promote collaboration among existing university social programs and organizations, particularly those with a significant number of underrepresented students at UT.
- Foster and encourage peer and non-peer mentoring programs.
- Increase student understanding of financial aid, financial responsibility, and money management in the context of the university environment.
- Assemble data relevant to academic preparedness and achievement among students of color that are accepted, matriculate, and graduate at UT.

5. **GEARSET** - The program known as GEARSET, which stands for Greater Equity, Access and Readiness for Success in Engineering and Technology, is an innovative program funding through the National Science Foundation that supports academically talented and low-income students who want to pursue an engineering degree. It creates an alternative pathway to a bachelor's degree in engineering for first-year students who did not meet the College of Engineering's (COE) requirements and were admitted into University College's Department of Exploratory Studies. The program is a priority for the



2018 - 2020 COMPLETION PLAN

University and for employers who hire UToledo COE graduates.

INITIATIVES TO SUPPORT REDUCTION IN PERCENT GAP IN SIX YEAR GRADUATION RATES BETWEEN MINORITY AND MAJORITY STUDENTS

1. APLU Student Experience Project

The Student Experience Project, a grant-funded project sponsored by the APLU, seeks to increase degree attainment by fostering the creation of equitable learning environments. As part of a collaborative of universities, faculty, researchers and national education organizations, our UToledo team is focusing on building a sense of community and belonging for historically underrepresented students in STEM programs.

Major initiatives thus far have included developing a community of practice for instructors of many of our largest STEM gateway courses with the highest and most-entrenched DFW rates and equity gaps. These “equity champions” meet weekly with our campus leadership team to learn together how to support the success of all students in their courses, implement a series of research-based change ideas in their classes, and gather real-time information from students on their experiences of belonging, connection, identity support, etc. in the class before and after introduction of these change ideas. The goal of this project is to develop a network of instructors who will champion embedding these change ideas more broadly in our STEM courses.

We have also developed an evaluation rubric for academic program websites to help programs self-assess and revise their website content to focus on supporting a sense of belonging, community, and identity support for underrepresented students.

SEP has partnered with the Office of Diversity and Inclusion to begin the design of the inaugural *Inclusive Wall of Honor*. The wall will recognize and highlight the contributions of diverse faculty, staff, administrators, and alumni at the University of Toledo by displaying their photos and brief bios in prominent places on campus with high student foot traffic. The goal of the initiative is to increase diverse students’ feelings of belonging and inclusion.

In a collaborative effort to build a sense of belonging to all students on campus, SEP has partnered with Get Schooled to participate in the #WeBelongInCollege campaign. The campaign encourages students to share a story about a time when they questioned whether they belonged in college, how they overcame it, and advice for other students who may be facing similar challenges. The goal of the campaign is to normalize struggle and provide a network of support and encouragement. Participating students were eligible to receive a small scholarship for their participation.

2. TRIO Student Support Services Program

The University of Toledo was approved in summer 2020 for another five years of funding for the federal TRIO SSS program. Through TRIO, 160 students are provided holistic and comprehensive advising and academic support through targeted programming and focused learning activities that



2018 - 2020 COMPLETION PLAN

encourage excellence, support student success, and foster involvement. The program provides academic and social services, such as tutoring, academic advising, career counseling, financial literacy, post-graduate preparation, and mentorship to all participants. TRIO SSS aims to increase graduation rates amongst first-generation, disabled, low income, and military-connected students and is one of UToledo's oldest student retention programs.

3. **HOPE Toledo**

The Office of Diversity and Inclusion serves as the University of Toledo's campus contact and works closely with HOPE Toledo Promise students providing access to resources needed to support a successful transition into higher education. **HOPE Toledo** inspires and empower Toledo Public Schools' Scott High School (SHS) students to enroll in and graduate from postsecondary institutions of higher education and trade school/skilled learning programs, by providing the tools, knowledge, and financial resources essential for success.

4. **URM Student Advisory Council**

The Vice President for Diversity and Inclusion has established an URM Advisory Council to collaborate campus-wide efforts in supporting the needs of our URM students and guiding them to campus resources to assist.

ADDITIONAL OFFICES AND SERVICES THAT SUPPORT STUDENT SUCCESS AND COMPLETION

1. **Learning Enhancement Center** - The Learning Enhancement Center

provides free, accessible, professional academic support services to all University of Toledo students designed to improve academic success and retention. Services include:

- **Tutoring** - Tutoring in science, math, business, engineering and study strategies; UToledo peer tutors help students prepare for tests, learn new concepts, improve study techniques, and answer questions about assignments. All LEC tutors are highly trained. Tutoring is provided on a walk-in basis and is free to UToledo students.
- **Supplemental Instruction (SI)** - Supplemental Instruction is a series of peer-led weekly review study sessions for UT students enrolled in select courses. The SI method is a national model which has been proven to help increase student understanding of course material and raise course grades. SI is open to students enrolled in the course offering supplemental instruction and is available at no extra cost to the students. SI is targeted to select 1000 and 2000 level courses that are traditionally difficult. Students that attend at least three SI sessions have seen improvements of half a letter grade or better.
- **Online Tutoring Resources**- The Learning Enhancement Center (LEC) provides online tutoring which allows students to attend online sessions and work synchronously with the same peer tutors they work with during face-to-face sessions on campus. The LEC also provides additional online tutoring services through the eTutoring Consortium.



2018 - 2020 COMPLETION PLAN

12. Peer Assisted Learning (PAL) - Peer assisted learning tutors (PALs) are provided to students in select courses that are traditionally difficult. PALs follow the course material and provide tutoring specifically for students enrolled in the course. PALs have access to all course content and work closely with course instructors to ensure they are providing support in areas most needed by students.

13. The Writing Center

The Writing Center is a free service open to all UToledo students, providing face-to-face and online tutoring for writers in all disciplines working on various types of assignments.

14. Student-Athlete Academic Services

Student-Athlete Academic Service staff provides a variety of services to assist all student-athletes with their academic progress.

15. Military Service Center

The University of Toledo Military Service Center is dedicated to helping veterans achieve continued success in life by providing accessible educational and degree completion opportunities and a wide range of customized support services including but not limited to: educational benefit processing, mentoring, advocacy and networking while partnering with veteran service organizations that assist with the transition from military service to the classroom and beyond.

16. Student Disability Services

Student Disability Services removes barriers for students with disabilities by ensuring appropriate accommodations are provided. SDS works directly in partnership with students, instructors, administrators, and staff to coordinate and provide academic accommodations for students with disabilities to promote equal access for students for full inclusion.

17. American Language Institute (ALI)

ALI provides students, scholars, and area residents of international origin with the language skills and the cultural background for successful engagement with the university and the community. ALI offers intensive English language instruction to non-native speakers of English from around the world and in the community, who wish to begin academic study, or who need to learn English for personal or professional reasons.

18. Residence Life and Living Learning Communities

The mission of the Office of Residence Life (ORL) is to promote student growth and opportunities through safe, supportive, inclusive, and academically focused environments in premier housing communities led by caring and engaging staff. Residential living is complemented by living learning communities, which focus on the needs and interests of specific student populations. These and other out-of-class opportunities help to connect students with the university and are a significant and valuable part of the college experience. These communities extend learning outside of the classroom and promote intellectual, social and personal growth.



2018 - 2020 COMPLETION PLAN

Living Learning/Special Interest Communities

- Business and Innovation Living Learning Community
- Engineering Living Learning Community
- Health Professions Living Learning Community
- Health, Wellness, and Leisure Living Learning Community
- Levis Leadership Living Learning Community
- Politics, Law and Humanities Living Learning Community
- Honors Living Learning Community
- Multicultural Emerging Scholars Program
- Diversity in the Arts Special Interest Community
- First Year Experience
- Gender Neutral Community
- ROTC Living Learning Community
- Exploratory Studies Living Learning Community

2. University College Rocket Reboot and Rocket Recharge

- Rocket Recharge: A course for continuing students at academic risk designed to restore the necessary strategies and tools that promote student success. Students will learn academic self-confidence, how to identify barriers to learning, and the critical thinking skills necessary to persist at the collegiate level.
- Rocket Reboot: A program for continuing students who find themselves at academic risk. The program is designed to help students create healthy study habits, establish strong relationships with the Success Coach and Advisor, and create healthy goals for both GPA and intended major. Check in points with the Success Coach and Advisor throughout the semester are required in order to ensure the student is on the right path and successful academically.

3. Counseling Center

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services.

- Screenings
- Individual, couples, and group counseling and psychotherapy
- Psychoeducational workshops
- Consultation with students, faculty/staff, and parents
- Crisis Intervention
- Online Screenings
- Alcohol, Tobacco and Other Drug Prevention Program
- Sexual Assault Education and Prevention Program

4. Prior Learning Assessment (PLA)

The University of Toledo allows students to receive college credit for relevant work, and life



2018 - 2020 COMPLETION PLAN

experiences through Prior Learning Assessment (PLA). Students can earn college credit for learning outside the traditional classroom and earn up to 30 credit hours through PLA. The PLA Program adheres and maintains best practices in assessing prior learning as recommended by the Higher Learning Commission (HLC) and the Council for Adult and Experiential Learning (CAEL).

5. Fast Path Ohio

The Ohio Department of Higher Education in collaboration with Lorain County Community College has invited all of Ohio's public higher education institutions to offer FastPathOhio. Lorain County Community College has received a federal grant covering all costs for participation for AY2020-2021. FastPathOhio is a website that allows students to align their prior learning experiences with credit-bearing courses offered at any of Ohio's public higher education institutions. It increases the visibility of prior learning by serving as a one-stop resource for undergraduate courses and programs of study. FastPathOhio joins Ohio's transfer and articulation policies as a viable option to increase degree completion for Ohio's 21st century student – working adults, military, part-time and returning students.

6. Standardized Testing and Credit by Exam

Students can receive credit from multiple exam subjects through the College-Level Examination Program testing (CLEP) or the DANTES Subject Standardized Tests (DSST). Students can also petition for credit by examination through Prior Learning.

7. Exploratory Studies

The Department of Exploratory Studies for undecided students gives students an opportunity to explore career interests. Undecided students receive help in assessing persona strengths and goals as they relate to major and occupational choice. Students work with success coaches in the Department of Exploratory Studies to declare a degree program before their third semester of college. The goal is to assist students with identifying a course of study and not delay timely graduation.

8. Transition Program

The Transition program is a customized program for admitted students not eligible for admission to the degree program of their choice upon entering college. It is designed to increase student success so that a student can transition to their chosen degree program. The cornerstone of the program is that it brings together faculty, success coaches, tutors, peer mentors and students with the goal of facilitating student learning and success. Students have meetings with success coaches to provide one-on-one assistance to identify their strengths and goals; develop study skills; make referrals to support services and resources; and to assist them with academic planning and career exploration.

ADDITIONAL OR UPDATED COMPLETION STRATEGIES

STRATEGIES TO IMPROVE OUTCOMES FOR ADULT STUDENTS OVER AGE 25



2018 - 2020 COMPLETION PLAN

Currently, academic affairs and admissions are collaborating on an effort to improve or service to adult and transfer students, which we hope will result in a one-stop center dedicated to serving this population.

WHAT MODIFICATIONS, IF ANY, ARE PLANNED WITH EXISTING STRATEGIES?

Although we have not planned any specific modifications to our existing strategies with the onset of the COVID-19 Pandemic many of our current strategies may need to be modified to adjust to the changing needs of our students. One example is that the Center for Success Coaching completed a student needs assessment during the spring semester of 2020 and the results of that assessment have and will continue to inform how we modify programs and services to meet the needs of students. One example, of this would be providing laptops to students without access when having to pivot to 100% remote learning during the semester. As an institution we understand the need to remain responsive and as nimble as possible during this time while still providing a high-quality educational experience. We also need to provide assistance to our faculty to ensure they are equipped to maintain academic continuity.

Unfortunately, while, student success, retention, persistence and completion will remain a priority some realignment in resource allocation, may be necessary to ensure that the programs and services benefiting students the most have the funding and resources needed to continue. This could include anything from the appropriate cleaning supplies available in classrooms and residences halls to confirming departments have sufficient faculty. It may also include ensuring students have access to the technology and support services they need to ensure they have everything they need while attending face-to-face or remote classes. Any reallocation of resources or potential reinvestment strategies will need to consider how best to serve our faculty, students and staff to advance the University as a whole during this unprecedented time.

6. WORKFORCE DEVELOPMENT PRIORITIES

The legislation requiring Campus Completion Plans (ORC Sec. 3345.81) calls for the plans to “align with the state’s workforce development priorities.” UT has a number of academic and support services that respond to regional/state needs.

UToledo is committed to community outreach, global engagement and to being a key driver in the revitalization of the region’s economy and quality of life. UT has established an ***Office of Workforce Development*** (OWD) to help meet these goals. The Office of Workforce Development advances the mission and vision of the University by working collaboratively with UT Colleges and departments to engage with business and industry leaders towards a shared goal of building the regional workforce now and in the future.

Under the leadership of University College, and guided by an Advisory Board, the OWD helps to coordinate workforce and economic development initiatives. The University, its faculty, and staff are actively engaged in a diverse array of workforce development activities with major businesses, governmental agencies, and educational non-profits reflective of the University’s commitment to its role of community outreach and engagement.

Building upon the University’s role in outreach and engagement, UToledo’s undergraduate and graduate academic colleges are heavily invested in experiential learning. The curriculum supports both regional and state economic development through research, scholarship, service and workplace development. Students



2018 - 2020 COMPLETION PLAN

spend a significant amount of time in clinical, internship, externships, co-op and directed practice. In an Experiential Learning survey completed and submitted to the Chancellors Office in 2019, it was determined that 70% of our graduates participate in experiential learning activities. These experiential learning opportunities consist of: Internships (paid and unpaid), Co-Ops, Practicums and Clinicals, Field Experience, Undergraduate Research, Service-Learning opportunities, Study Abroad, Leadership Development, etc.

Students at the undergraduate and graduate level have opportunities to participate in research in laboratories, involvement with new business startups, the community and local business and industry. All these programs provide students with opportunities to reflect, to take the initiative, to make decisions, to solve real-world problems, to learn to manage time, to think critically, to act professionally and ethically, to become more culturally competent and to learn citizenship and communication skills.

The graduates of the University are poised to enter the workplace meeting the needs of the nine **JobsOhio** key industries (advanced manufacturing, aerospace and aviation, automotive, biohealth, energy & chemicals, financial services, food & agribusiness, information technology, and logistics & distribution) and garner positions that are on the list of **Buckeye Top Fifty** high wage occupations in Ohio. Given the breadth of The University of Toledo's academic offerings, it is no surprise that the University supports the development of a high-quality workforce for all of the state's nine key industries.

Linking UToledo Curriculum to the nine **JobsOhio** key Industries:

- 1. Aerospace & Defense:** UT's College of Engineering has been a leading source of talent for the aerospace industry for decades and has had a strong relationship with NASA Glenn Research Center in providing advanced education for NASA scientists and engineers in aerospace technology. UT's focus is on fluid dynamics and structures and has a Small Turbine Institute that provides students with hands on training on equipment that provides them with experience needed for the aerospace industry.
- 2. Bioscience:** UToledo's College of Engineering offers a degree in Bioengineering, and the College of Natural Sciences and Mathematics offers degrees in Biological Sciences and Chemistry and Biochemistry. In addition, the institution offers graduate degrees in Biochemistry and Cancer Biology through the College of Medicine and Medicinal and Biological Chemistry through our College of Pharmacy and Pharmaceutical Sciences Pharmacy.
- 3. Healthcare:** UToledo has several colleges with a primary focus on healthcare including the College of Nursing, College of Medicine, and College of Pharmacy and Pharmaceutical Sciences. The University also offers a wide array of health professionals including physical therapists, occupational therapists and respiratory care professionals through the College of Health and Human Services.
- 4. Education:** UToledo offers educational programs in Early Childhood Education and Educational Foundations and Leadership which lead to several of the most in demand and critical employment opportunities in Ohio according to the JobsOhio including Education



2018 - 2020 COMPLETION PLAN

Administrators, Preschool and Childcare Center/Programs.

5. **Agriculture:** Offering programs in biological sciences, environmental sciences, business, and engineering, UToledo offers educational opportunities supporting employments in fields related to agriculture and business. In addition, the institution is heavily engaged in the Northwest Ohio greenhouse industry working with growers on the introduction of new technology and is highly engaged in work with clean water and wastewater solutions both of which have impacts on the field of agriculture.
6. **Energy:** Another strength of UToledo is its programs in the energy industry, particularly in solar and renewable energy programs offered through the College of Natural Sciences and Mathematics and the College of Engineering. In addition, UToledo supports the electric power, oil and gas industry by providing educational programs in chemistry and chemical engineering and electrical engineering. UT chemistry graduates learn how to synthesize and characterize materials and chemical engineering graduates are broadly trained to support the energy and chemical industry.
7. **Research and Development:** Various programs in the College of Education, College of Natural Sciences and Mathematics and College of Engineering support careers in Research and Development. In addition, UToledo offers a variety of centers that support research and development opportunities including:
 - ***UT Polymer Institute*** is an educational and industrial training center for polymer science and engineering that is designed to provide industrial support through contract research and development activities.
 - ***Small Turbine Institute*** Small Turbine Institute private-public sector partnership focuses on the advancement of small turbine power systems for civil aviation, military, and space propulsion systems. Research and development on fuel utilization is evaluated in order to secure the most effective performance.
 - **Center for Geographic Information Sciences and Applied Geographics (GISAG)** GISAG serves as a focal point for GIS contract research on campus and in the local and regional community, a clearinghouse for GIS research opportunities, and provides expertise to enhance student learning at all levels and across a wide range of academic disciplines. The GISAG Center offers GIS graduate certification programs, provide geospatial databases to campus users, and administer system-wide GIS software licenses. In addition, the center seeks to solve complex problems related to regional and community issues, environmental protection, land use planning, economic development, site characterization, resource mapping and GIS/GPS support.
 - **The Wright Center for Photovoltaics Innovation and Commercialization (PVIC)**



2018 - 2020 COMPLETION PLAN

The PVIC supports the generation of employment opportunities for Ohio's workforce through innovation and commercialization activities centered on eliminating commercialization barriers currently facing Ohio companies in the photovoltaics (PV) sector. Companies active in the PV industry, from those researching advanced materials development to those deploying the energy producing devices, advise and coordinate experts in Ohio universities and national laboratories in their PVIC contributions.

- 8. Insurance:** The College of Business and Innovation and the College of Natural Sciences and Mathematics (Department of Mathematics; statistics) offer programs and degrees that support the insurance industry.
- 9. Financial Services:** The College of Business and Innovation supports the financial services industry across all of its academic programs, particularly those in finance and accounting.

In addition, UToledo offers degree paths that can prepare students to obtain a careers in any of the following most critical and in-demand jobs in Ohio, according to the OhioMeansJobs website, Registered Nurse (College of Nursing) , Child, Family and School Social Workers (College of Health and Human Services), Training and Development Specialists (College of Education, College of Health and Human Services), Substance Abuse and Behavioral Disorder Counselors (College of Health and Human Services), Social and Community Service Managers (College of Health and Human Services), Compliance Officers (College of Business and Innovation, College of Natural Sciences and Mathematics) College of Engineering) , Education Administrators (College of Education), Preschool and Childcare Center/Programs (College of Education).

Training Toledo's Future Workforce

The University of Toledo has a long history of working to build Toledo and northwest Ohio's future workforce. Over 2,000 workers from the Toledo North Assembly Plant of Fiat Chrysler Automobiles US LLC have completed training on UToledo's Scott Park Campus to build the next generation Jeep Wrangler. The training program was developed through a partnership between UT, Chrysler and Northwest State Community College. It reflects the coordinated effort within the University and between Ohio's public, postsecondary institutions as part of the state's regional compact initiatives.

UT continues to work with its community economic development resources that include:

- Regional Growth Partnership
- Lucas County Economic Development
- Toledo Regional Chamber of Commerce
- Toledo-Lucas County Port Authority
- Northwest Ohio Regional Economic Development
- Ohio Department of Development
- Toledo Metropolitan Area Council of Governments
- Lucas County Workforce Development Agency

Connecting Students with Employers



2018 - 2020 COMPLETION PLAN

The University of Toledo has a wide range of programs at the undergraduate and graduate level that prepares our students for a place in the economic, civic and cultural future in the State of Ohio. The University helps prepare students for their future by providing services that help them select their course of study, identify experiential learning opportunities that will advance their future and assist them in placement post-graduation.

Career Services

Career Services offer resources and strategies for choosing a college major, developing career plans, preparing for a job search and interview, finding on and off campus part-time jobs, and identifying internships and full-time career positions. Career Services works collaboratively with the Military Service Center to ensure military-connected personnel successfully transitions to their academic and professional goals. In addition, Career Services recently announced the opening of a new career closet. If that is relevant to this completion plan update, you could add: Career Services operates a career closet that provides students the opportunity to explore their professional image, define their unique personal brand and shop for pro

The Women in STEM Excelling (WISE) Mentor Program

WISE is a mentor program for women interested in pursuing undergraduate degrees in any of the Science, Technology, Engineering, Math or Medicine (STEMM) areas of study. WISE will link women science students with mentors, academic support, and a peer community during their first year of study. The goal is to ensure that all women students interested in a STEMM degree will receive the necessary support and encouragement to have a successful career at UT and beyond.

Business Career Programs Office

The Business Career Programs Office in the College of Business and Innovation (COBI) administers and coordinates internships and permanent placement for the COBI students. The program offers undergraduate and graduate students the opportunity to work in jobs directly related to their career fields while they are pursuing their degrees. Upon nearing graduation, the program aids the student in seeking a permanent position. The program's facilities are available for on-campus interviews and coordinates campus recruiting visits and a candidate referral system to help fill employer vacancies. Career advisers assist students with their career research, resume preparation and interview strategies. Approximately 85% of the COBI students will have participated in at least one internship prior to graduation. The College consistently has over a 90% placement rate upon graduation.

College of Engineering Career Development Center

The College of Engineering adopted a mandatory co-op strategy for all incoming engineering cohorts starting fall 1997 and over the past 19 years has had more than 19,000 student co-op placements with over 2,400 employer sites. Geographically, the placements have spanned 42 countries and 44 states, with 70% of these placements in Ohio, including 70 of the 88 counties. The College has a well-organized Career Development Center, sophisticated software, and relationships with over 1,400 employers. The Center assists students nearing graduation with career placements.

College of Medicine and Life Sciences



2018 - 2020 COMPLETION PLAN

The Office of Student Affairs services the College of Medicine and Life Sciences provides career and residency advising throughout the four years of medical school. They provide a systemic approach to career advising and residency counseling that spans all four years of medical school.

