
MIAMI UNIVERSITY COMPLETION PLAN UPDATE

Submitted to Chancellor of the University System of Ohio Board of Regents

June 29, 2016

UNIVERSITY MISSION

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

As of fall 2015, 16,387 undergraduates and 2,689 graduate students were studying on the Oxford campus. Regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 4,907 students. 54% of Miami students are female, and 65% are residents of Ohio. Of the Oxford first-year class, 51% are female, 56% are residents of Ohio and 98% were born in 1996 or 1997.

Domestic students of color make up 13.7 percent of the first-year class and 12.3 percent of the undergraduate student body (based on fall 2015 Oxford campus enrollment). The breakdown of this population is as follows:

The breakdown of the Oxford undergraduate population is as follows:

- 2.9% Black or African-American
- 3.8% Hispanic/Latino
- 2.1% Asian, Native Hawaiian, or other Pacific Islander
- 3.2% identify themselves as multi-racial
- 0.3% American Indian or Alaska Native and Other

An additional 8.4% are international students with 89.4% of the international students identifying themselves as Asian.

Nine percent of Oxford first-year undergraduates are Pell Grant recipients; 35% have financial need, and 100% of first-year students with need received offers of financial aid.

Of the fall 2015 first-year Oxford campus students, 36 percent of the freshmen graduated in the top 10% of their high school class. Fifty-eight percent entered Miami with college credit from AP, dual enrollment/PSEOP, and other programs, with the average credit received being 18 hours. The average ACT score of the 2015 entering freshman class was 28 (84% of the incoming freshmen were admitted with the ACT).

The first-year student retention for full time students (2014 cohort) is 90.3%. The six-year graduation rate (2009 cohort) is 80%.

Miami University is noted as an exemplary university for having made great gains in decreasing the gap between graduation rates of white and African-American students in a report released March 23, 2016. The recent Education Trust report, "[Rising Tide II: Do Black Students Benefit as Grad Rates Increase?](#)" ranks Miami in the top ten of its list of the "top-gaining four-year public institutions for black students" for closing the gap between black and white students by 10.7 percentage points. Graduation rates improved by 10.5 percentage points for African-American students at Miami from 2003-2013, while overall graduation improved by 0.4 percentage point. Miami's graduation rates in 2013 were 81 percent for all students and 71

percent for black students. The Education Trust in its report used three-year averages to assess graduation rate change and lists Miami's rates as 80.7 percent for all students and 68.6 percent for African-American students.

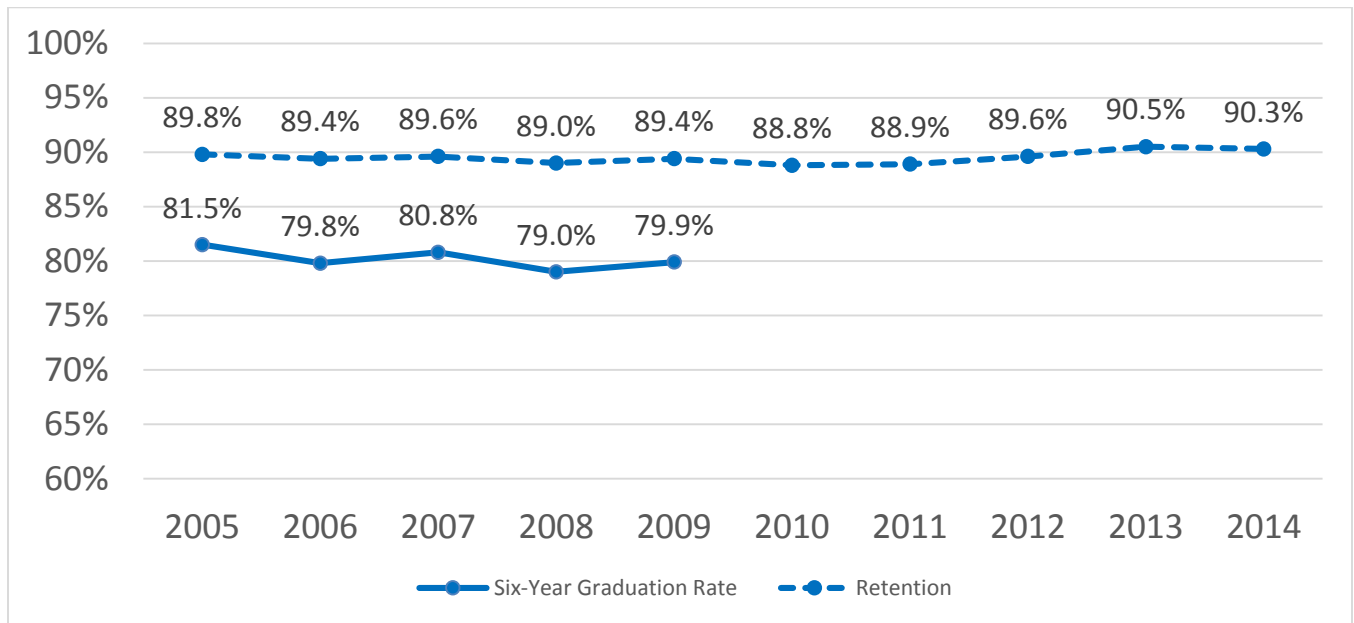
While also focused on a liberal arts education, Miami's regional campuses serve a different student population. Thirty-two percent of the students are part time, and 68% are full time. Twenty-four percent of the students on the regional campuses are non-traditional students (25 years or older); 55% are female, and 45% are male. Nearly 10% of the students on the regional campuses are CCP students. The majority of students on the regional campuses are place-bound, and none live on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses house its own academic division, recently renamed the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees, including computer and information technology, forensic investigation, forensic science, civic & regional development, liberal studies, nursing, criminal justice, engineering technology, commerce, and integrative studies. New degrees in applied social sciences, applied communication, and psychological studies have been recently approved. The students on the Hamilton campus have a first-year student retention rate of 66.1%, and students on the Middletown campus have a first-year student retention rate of 54.0% (for the 2014 cohort). Those pursuing bachelor's degrees in the CLAAS (2009 cohort) have a six-year graduation rate of 26.6% for the Hamilton campus and 20.4% for the Middletown campus.

BARRIERS TO PERSISTENCE AND COMPLETION

Although the academic profile and completion rate of Miami's Oxford campus students remain very strong overall, our data show that there has not been significant change in the two years since the original report. NB: In all figures, retention rates and graduation rates are presented as reported to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University.

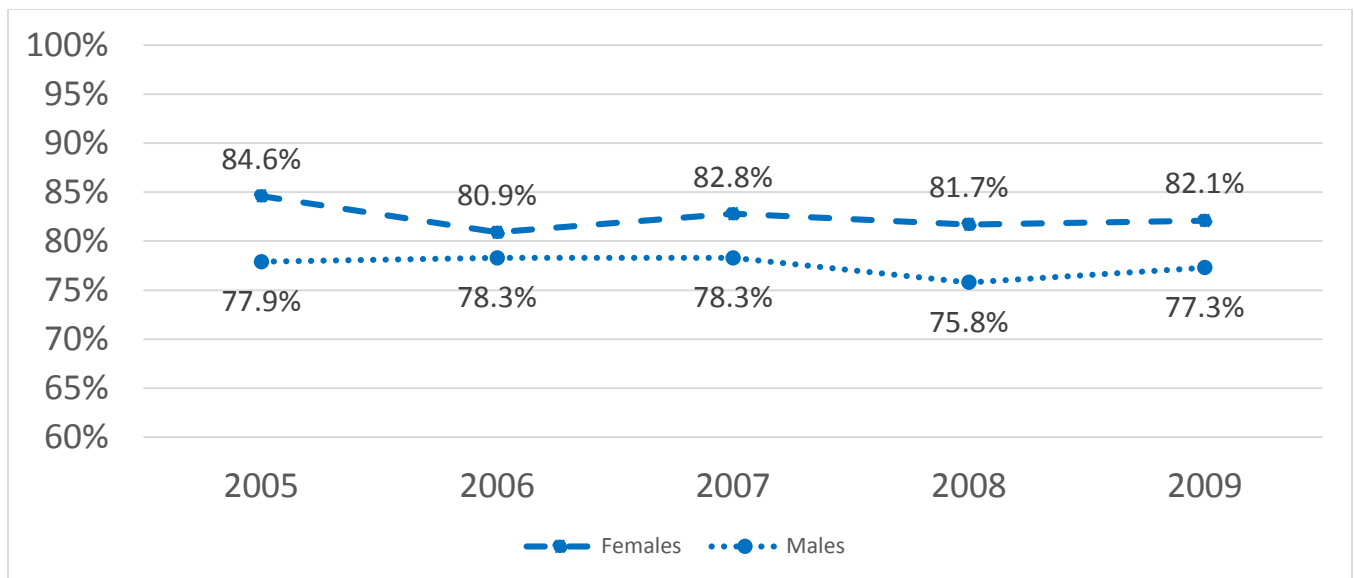
Retention and six-year graduation rates have fluctuated in narrow bands for several years (Figure 1).

Figure 1: Persistence and Graduation Rates: Entry Terms 2005 – 2014



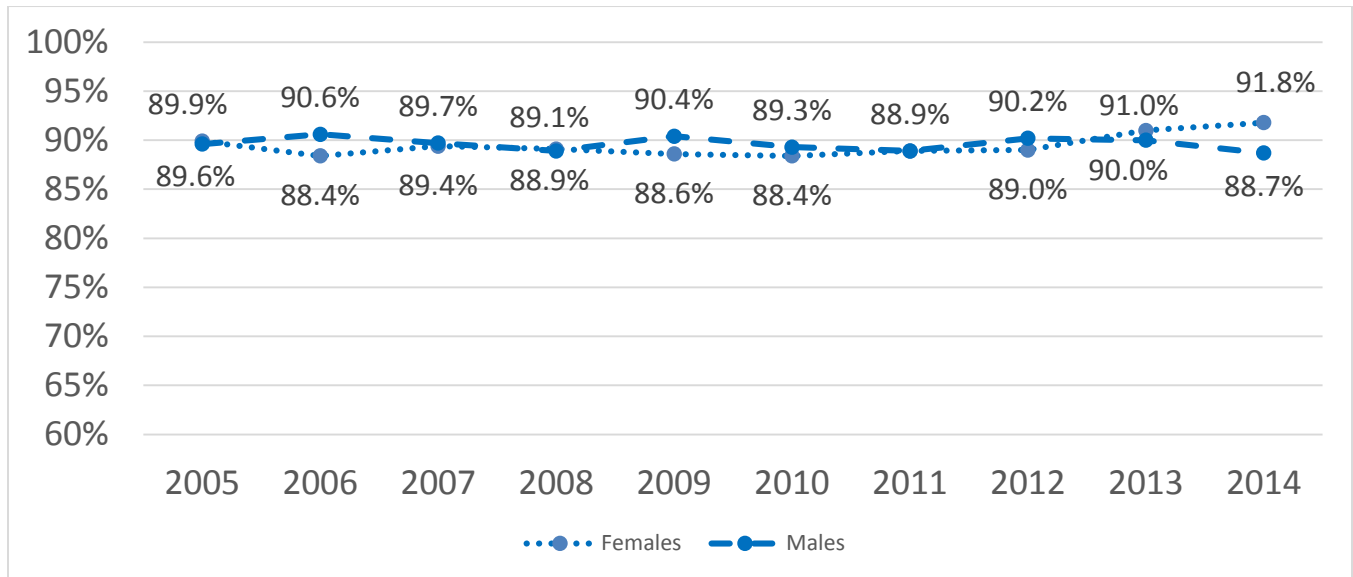
In the previous report, several attributes were identified as correlated to a higher risk for attrition for new, full time Oxford students: gender, first generation, and high financial need. For gender, the gap between male six-year graduation rates and female rates persists, with females graduating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

Figure 2: Six-Year Graduation Rates by Gender



Because the correlation between six-year graduation rates and retention rates is fairly strong for the period being considered ($r = 0.767$), we expect graduation rates to increase over the next few years since retention rates have been increasing since 2012 (Figure 1). While males have tended to have higher retention rates than females (Figure 3), for the past two years, retention rates for females has increased above males (Figure 3). Interestingly, even when female students have lower retention rates, the graduation rate among females has been consistently higher (Figure 2).

Figure 3: Retention Rates by Gender



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

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

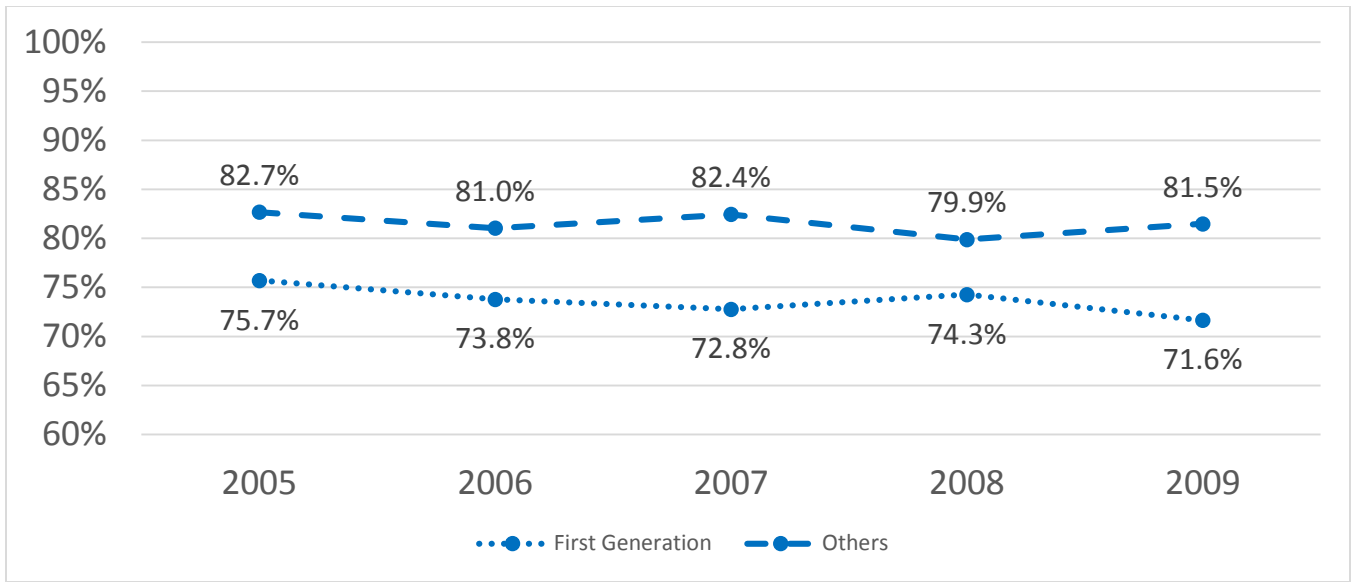
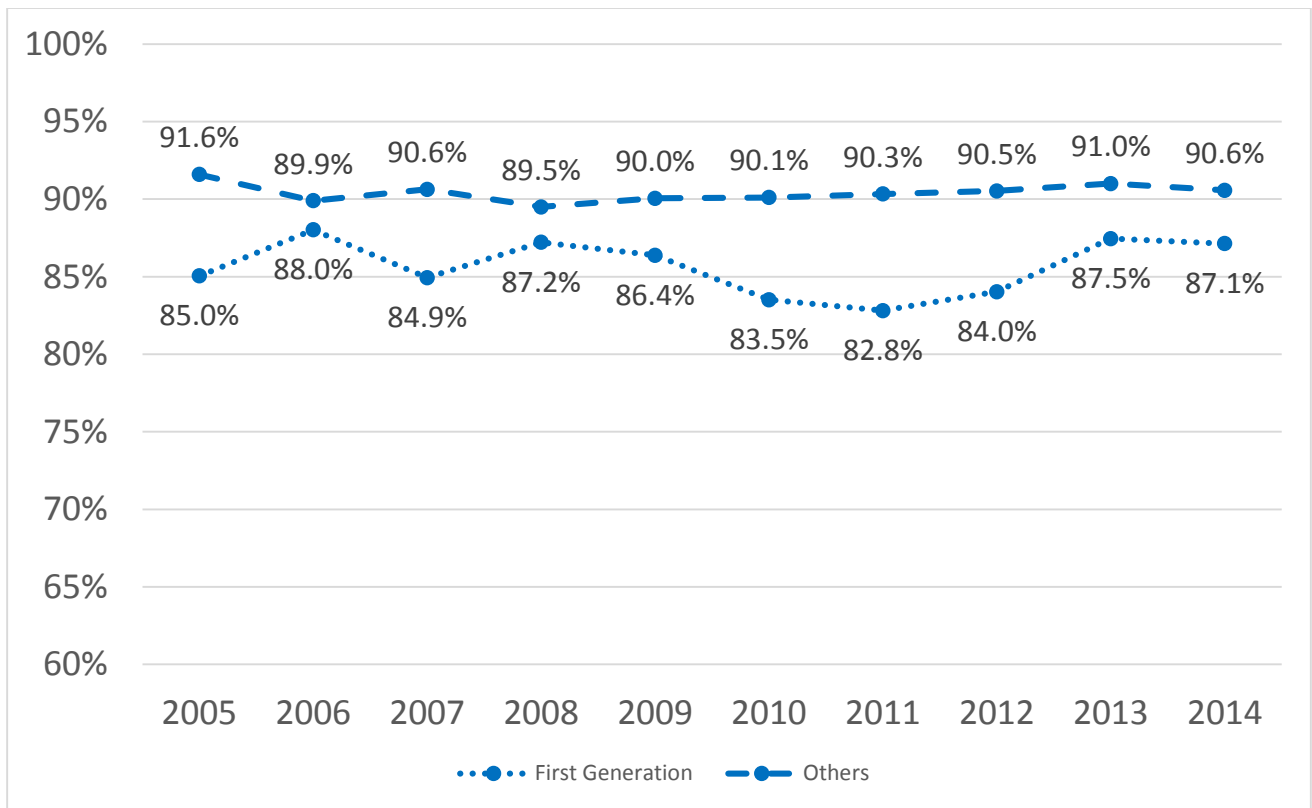


Figure 5: Retention Rates for First Generation Students



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

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

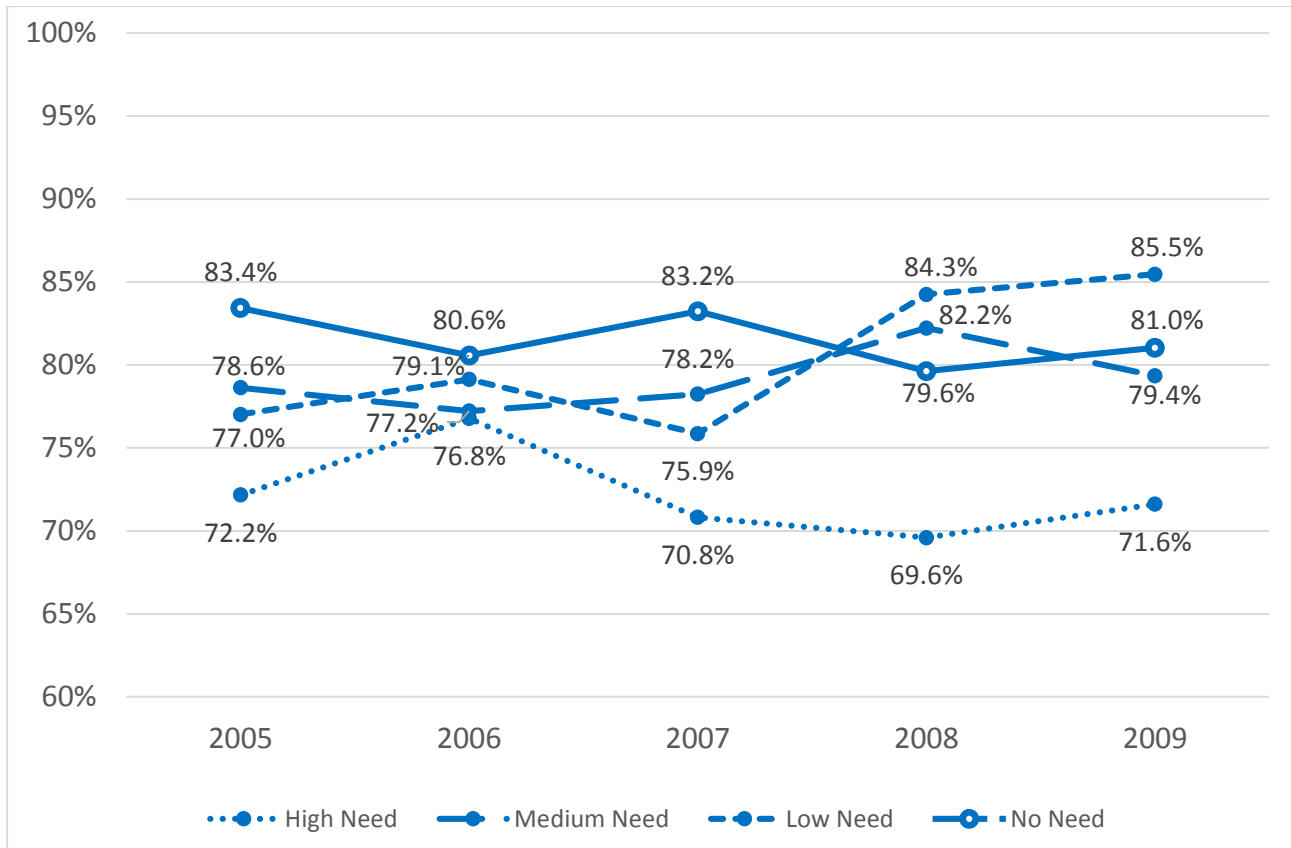
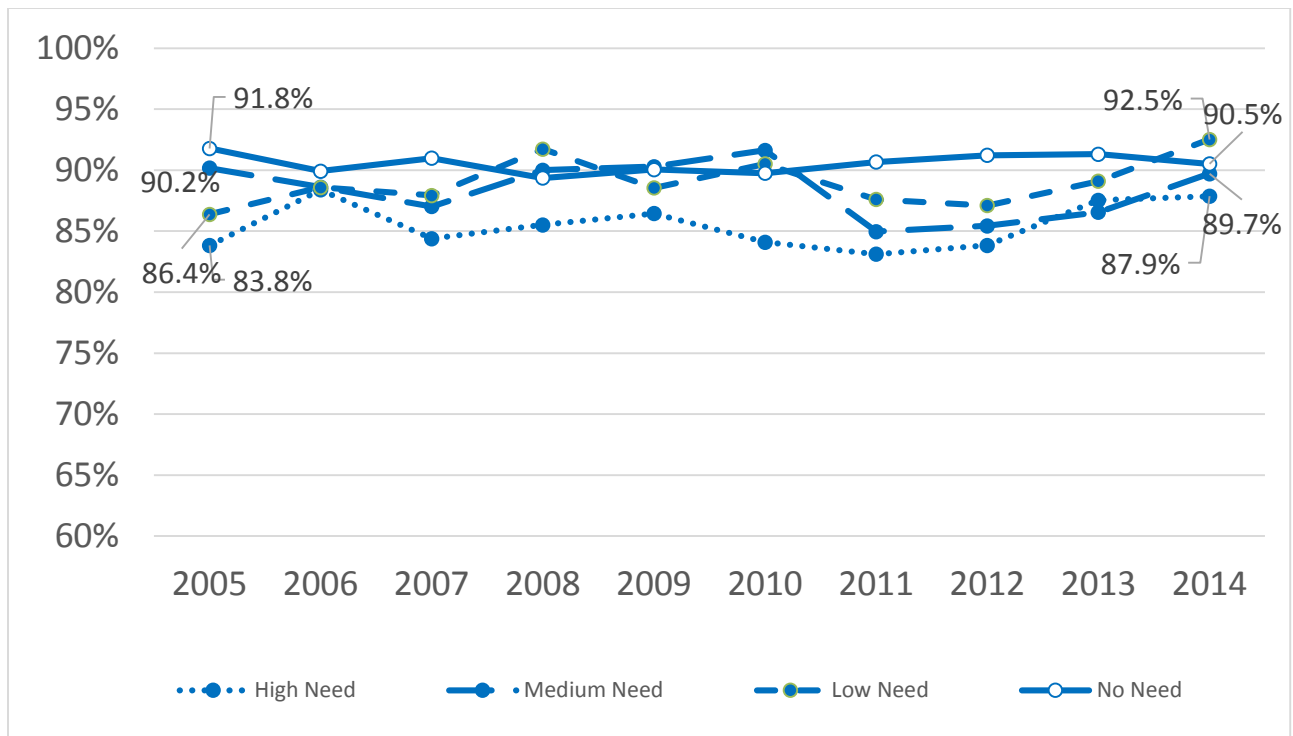
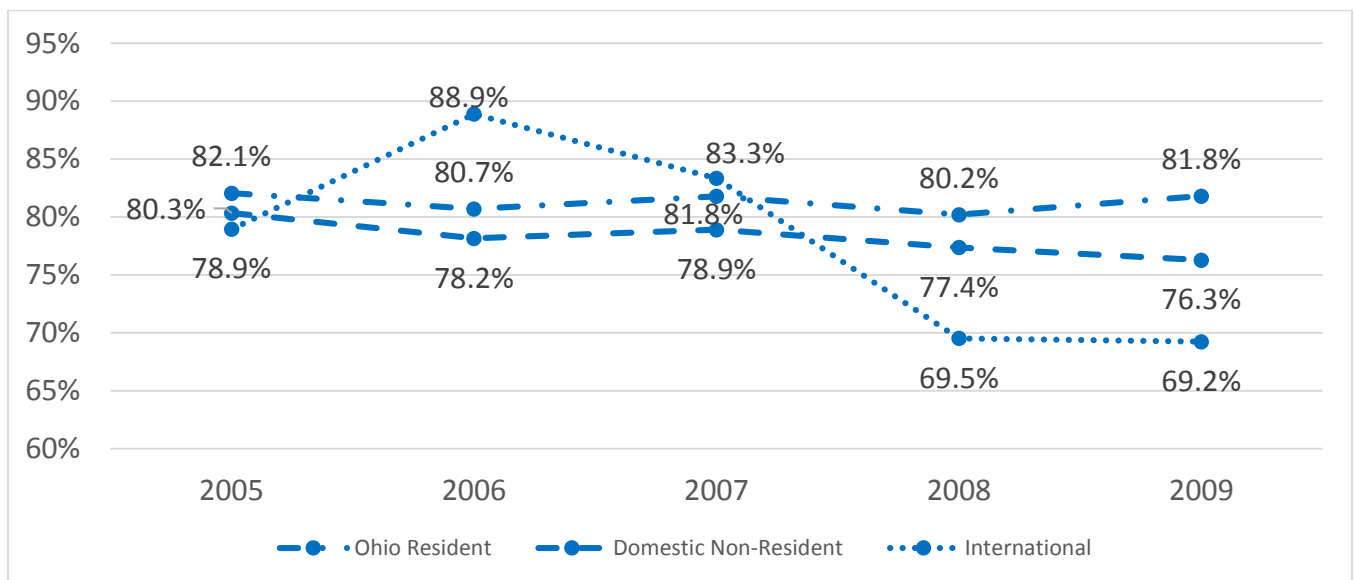


Figure 7: Retention Rates by Financial Need (EFC)



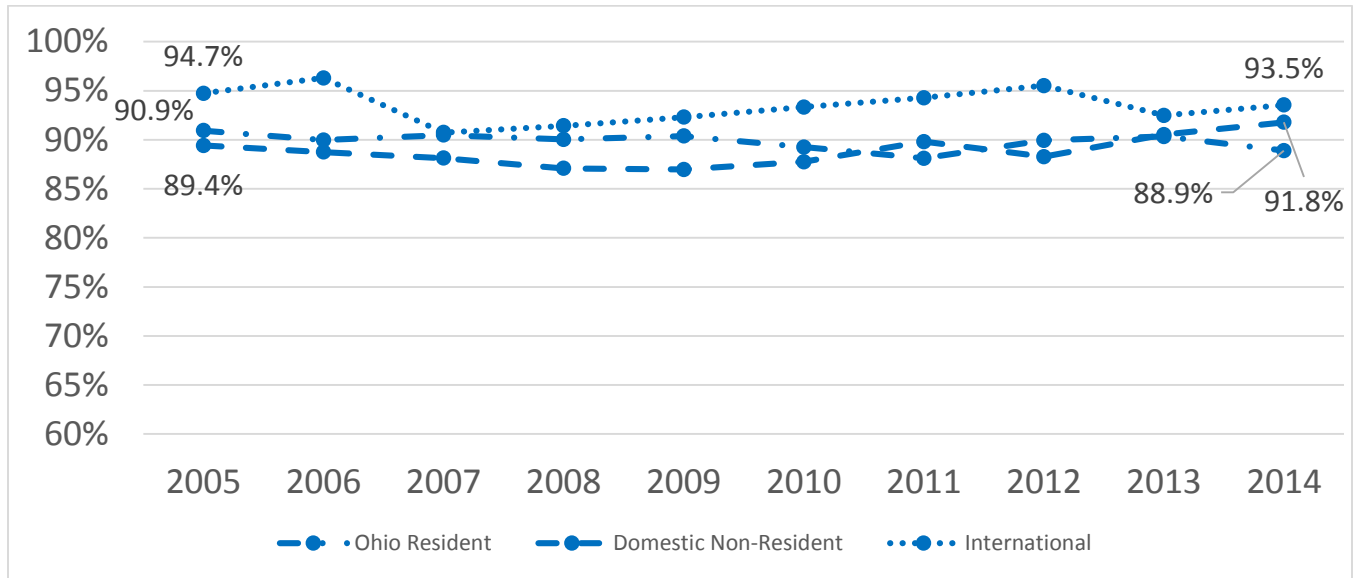
International student graduation rates were also noted in the 2014 report as a possible future concern. Although the number of international students is small by comparison to domestic students, their collective graduation rate is lower.

Figure 8: Six-Year Graduation Rates by Residency



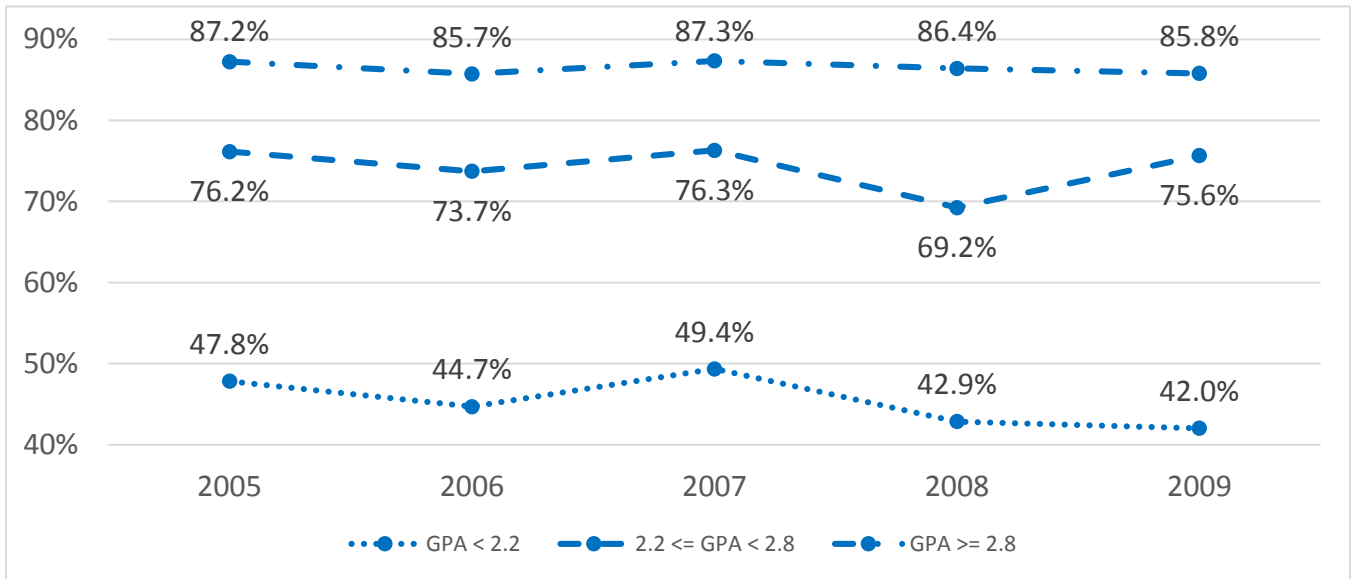
Retention rates of international students have not been a good predictor of the six-year graduation rate. In fact, retention for international students continues to exceed domestic students.

Figure 9: Retention Rates by Residency



Since the completion of the 2014 report, Miami has conducted further research with respect to persistence and graduation factors, including partnerships with the Student Success Collaborative from Education Advisory Board (EAB) as well as analytics provided by Civitas Learning. One factor that has emerged as a significant variable for retention is first term Grade Point Average (GPA, Figure 10). In fact, first term GPA is the most powerful predictor of retention for incoming cohorts. Miami has identified two important cut-points affecting student retention. Students with a first-term GPA below 2.2 have six-year graduation rates below 50% (Figure 10), and students with GPAs of at least 2.2 but less than 2.8 have a statistically significantly lower six-year graduation rates than those whose first term GPA is at least 2.8 (Figure 10). Miami has had intervention practices for students with first term GPAs below 2.0 for a long time, and now, with these more recent data acquired in 2015-2016, Miami has initiated new, proactive intervention practices to outreach to students whose first term GPA was between 2.0 and 2.2, in addition to other ‘at risk’ student populations.

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



GOALS

College completion and student success are integral to Miami’s seven-year strategic plan, the “Miami 2020 Plan,” which was developed in 2013-2014. The unifying goal of the plan is to “promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.” The plan includes a set of metrics by which our progress will be measured.

Below are the metrics embedded in the plan that relate to the goal of increasing college completion and an update on how well we are achieving them:

Metric	Progress
Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.” The regional campuses will increase the graduation rate by 10%, is equally ambitious.	For the most recent cohort (2009), Miami’s four-year graduation rate is 65.3% and the six-year graduation rate is 79.9%. For the regional campuses, the six-year graduation rate is 19.4%, with a goal of 30.0%. Miami’s Student Success Committee is continuing to monitor and develop strategies for improvement.
Within one year after graduation, 90% of graduates (excluding those enrolled in graduate or professional school) will be employed.	95.5% of Oxford bachelor’s graduates and 97.5% of College of Professional Studies and Applied Sciences (CPSAS) graduates were employed after graduation.
Upon graduation, 75% of Oxford students who apply to graduate or professional school will receive at least one offer of admission.	Among 2014-15 graduates, 68% of Oxford graduates who intended to enroll in graduate/professional school were enrolled in school by fall 2015.

Metric	Progress
Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.	Among 2014-15 graduates, 87% of Oxford graduates and 80% of regional graduates had either participated in research or participated in a similar experiential learning activity.
75% of Miami students will complete an internship before they graduate.	70.2% of Oxford undergraduates completed an internship, practicum, or student teaching before graduating.
60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.	As of fall 2016, 65% of degree programs can be completed in three years or less.
75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.	On the Oxford campus, 77% report an average or high sense of belonging on campus and 97% had discussions with people of a different background. On the regional campuses, 55% reported an average or high sense of belonging and 98% had discussions with people of a different background.
All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time of graduation.	As the result of the Global Miami Plan’s global learning requirement, all undergraduate students have had a curricular or co-curricular cultural learning experience by the time of graduation.
Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.	In fall 2015, there were 218 transfer students on the Oxford campus (down 9% from 2014) and 273 on the regional campuses (also down 9% from 2014). The Student Success Committee is monitoring this trend.

COMPLETION STRATEGIES

UPDATE ON 2014-2016 STRATEGIES

Theme	Strategy	Description	Progress Made Since 2014
Coordination	Revised Committees	Revise the membership of retention and advising committees to better coordinate efforts.	Formed new Student Success Committee; revised membership of Undergraduate Academic Advising Council; formed new grassroots Miami University Academic Support & Advising Association.
	Shared Mission & Metrics	Develop a shared mission for student success & advisement, goals as well as specific metrics and outcomes to align practice and measure progress. Report annually on findings.	Developed shared advising philosophy, outcomes and metrics, and created assessment plan and annual reports.

Theme	Strategy	Description	Progress Made Since 2014
	One-Stop Enrollment Center	Establish a one-stop center (virtual and physical space) to provide the services of the Bursar, Registrar, Student Financial Assistance, and advisement on a 24/7 basis.	Launched One Stop for Student Success in 2015.
Early Preparation and Intervention	Advanced Analytics	Purchase and launch Education Advisory Board’s Student Success Collaborative which provides data analytics and predictive modeling to generate risk assessments for each Miami student; student success software platform to provide easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support.	Purchased EAB Student Success Collaborative and piloted it in two divisions in 2015-2016; university-wide implementation scheduled for 2016-2017.
	Early warning system	Identify and intervene with students who may be at risk for non-academic reasons.	In-house transition survey for first-year students with follow-up intervention created and implemented in fall 2015; to be continued in 2016.
	New Interventions and Support Mechanisms	For targeted populations of students who may be at risk but who have not been captured well in our previous systems.	New student success center launched in 2015, with staff who provide support to student populations at academic risk.
	Educational programs on healthy lifestyle and informed decision-making	Hire a consultant from the American Institutes for Research, and develop a plan for decreasing high-risk student behaviors, such as alcohol and drug use, eating disorders, and serious forms of misconduct.	New UNV 101 success course developed, piloted in fall 2014 and increased enrollment each year. Over 80% of first-year students are enrolled in UNV 101 for fall 2016. Bystander education incorporated into the UNV 101 course.
Advising & Academic Support	New Advising Staffing System	Move academic advising fully into the Division of Academic Affairs. This advisement will be supported by Residence Life staff who will provide additional socio-emotional and transitional guidance and mentoring.	Advising in Academic Affairs launched in fall 2015.
	Improved Advisor Training	Develop and implement comprehensive advisor training for all staff and faculty advisors and targeted academic support specialists with required and optional portions.	Comprehensive advisor training materials developed and made available online. Over 70% of advisors have completed all required portions of the training.
	Enhanced Recognition	Develop new advising excellence awards, and institute a “Master Advisor” designation which comes with modest professional development funds for those who complete all elements of the comprehensive advising training plan.	A new three-tiered system of advisor recognition has been developed: Level B for advisors who have completed required training; Level A who have completed required and optional training components; and Master Advisor status for those who complete required and optional training and demonstrate evidence of advising excellence.

Theme	Strategy	Description	Progress Made Since 2014
Curriculum & Instruction	Revision of General Education (Global Miami Plan)	Revise general education program to advance written communication and critical thinking and other 21st century outcomes and include a new experiential learning requirement; project-based capstone.	New revised plan approved. Implementation began in fall 2015. Assessment plan underway to ensure quality of student learning.
	Transition Course	Develop new First-Year Experience (FYE) course for students.	New UNV 101 success course developed, piloted in fall 2014, and increased enrollment each year. Over 80% of first-year students enrolled in UNV 101 in fall 2016.
	Degree Completion Program	Create new degree completion program, tentatively titled Applied Liberal Studies, will be offered on the regional campuses.	New B.A./B.S. in Liberal Studies proposed and approved. Implementation begun fall 2015.
	Support for High-Ability Students	Provide enrichment and support for high-ability students (beyond those in the Honors Program) pursuing particular areas of study (e.g., pre-law, global studies, environment).	New University Academic Scholars Programs implemented on the Oxford campus; additional staffing to support and coordinate programs created in 2015-2016.
	Additional Degree Programs for Nontraditional Students	Propose new degree programs that are targeted at nontraditional and adult learners.	Received approval for B.A. in Community Arts, B.A. in Psychological Sciences, B.A. in Applied Social Sciences, B.A. in Applied Communication and B.A./B.S. in Liberal Studies, since 2014.
	Winter Term	Offer new winter term to assist students in meeting degree requirements in a more timely manner.	Launched winter term in 2014; have assessed and expanded it each year since its inception.
Policies & Procedures	Mid-Term Grade Expansion	Revise policy so that students with 45 or fewer earned credits at Miami will receive mid-term grades (compared to the previous policy which enables students with 16 or fewer credits earned at Miami or elsewhere to receive mid-term grades).	Policy approved and implemented in 2015.
	Reduction of Required Credit Hours for Graduation	Explore ways of reducing the semester credit-hour requirement for graduation from its current 128 credit hour requirement.	Departments that house degree programs that exceed 124 hours are in the process of revising their curricula. All degree programs must be at or below 124 credits by fall 2017.
	Reduction of Credit Hour Requirement for Relocation to Oxford Campus	Reduce the number of credits, from 20 to 16 credits, required for students to relocate from the regional campuses to the Oxford campus to increase number of students relocating to complete bachelor degrees offered only on the main campus.	Revised policy in 2015 to reduce the number of credits required for relocation and further clarified and revised again in 2016 to ensure that the 16 credits are graded.
	Annual Curricular Review and Elimination of Courses	Review and eliminate under-enrolled or outdated courses and degree programs annually to enable a more	Developed annual procedure for reviewing under- and non-enrolled courses, with courses

Theme	Strategy	Description	Progress Made Since 2014
		accurate listing of courses and streamlining of curriculum.	having low or no enrollment over three or more years eliminated.
	Multi-Term Course Scheduling and Registration	Move progressively toward a multi-term course scheduling and registration process to enable purposeful curricular planning and more accurate advisement.	Launched multi-term scheduling in 2014-2015.
	Revision of the Policy for Academic Integrity	Revise policies and support to include more opportunities for faculty to educate students about academic integrity.	Revised academic dishonesty policies and procedures in 2014.
Transfer & Articulation	Partnerships Coordination	Develop consistent policy and processes and enable university-wide coordination of efforts to better ensure sustained partnerships with schools, colleges and universities across Ohio, the nation, and the world.	Created new online workflow for the development and approval of partnerships to ensure consistency and quality in partnership agreements.
	Compliance with Ohio Board of Regents College Completion Initiatives	Fully comply with PLA with a Purpose as well as all TAGs, CTAGs, MTAG, and OTM requirements, as well as AP alignments to ensure smooth transfer and articulation with other universities in Ohio.	Website for faculty and chairs created to increase understanding; course matches and alignments developed or are in process for all relevant and existing TAGs, CTAGs, MTAGs, and AP requirements.
	Enhanced Website for Transfer Students	Create a smoother transition into Miami or when leaving Miami.	Created website at: http://miamioh.edu/onestop/your-records/academic-records/transfer-credit-eval/index.html ; also created special advisor training module on transfer students.

2016-2018 STRATEGIES

Theme	Strategy	Description
Advising	Enhanced advisor development and recognition	Increase the percentage of advisors who have completed required and optional portions of advisor development and the percentage who receive Level A status.
	Data-driven academic advising	Institute the use of Education Advisory Board's Student Success Collaborative (a predictive analytics tool to aid retention) by advisors across all academic divisions and campuses.
Student Support	Enhanced student financial assistance	Institute a four-year guaranteed tuition, Miami Tuition Promise; increase need-based scholarships for undergraduate Ohio students.
	Assessment of existing programs designed to promote student success	Purchase and launch Civitas, a strategic analytics framework, to assess existing retention initiatives. Conduct in-house student satisfaction survey. Make improvements based upon findings.
	First-generation college student support	Design and launch an optional learning community for incoming, first generation students, which includes peer mentoring, success course, and faculty mentoring.
	International student support	Develop and begin implementing a comprehensive strategic plan for supporting international students.
	Military student support	Enhance proactive student support services; review and revise policies for military students as needed; create course matches for relevant Military Transfer Assurance Guides, and explore portfolio credit for experiential learning.
	Diverse domestic student support	Enhance and extend the "Bridges" program to include social events, success coaching, and intentional engagement with the Miami community.
Policies & Procedures	Scholastic regulation review	Conduct a holistic review of all scholastic regulation policies and procedures (warning, probation, suspension and dismissal), revise as needed, and create improvements in support for students in academic peril (e.g., alternative suspension program) as needed.
	Priority registration	Review and revise priority registration policy to create greater course availability for students who need it.
	Degree requirements	Reduce the credit hour requirement for graduation with a bachelor's and associate degree.
Curriculum & Instruction	Transition courses	Continue to enhance assessment of UNV 101 and other key introductory courses, and use data to improve course design, instruction and student success.

WORKFORCE DEVELOPMENT PRIORITIES

Miami University ranks nationally (40th in the nation) in *Forbes* magazine's list of "[Best Value Colleges 2016](#)." The rankings were done in partnership with the Center for College Affordability and Productivity. *Forbes* examined the U.S. colleges and universities "that provide students with the most value for the dollar," and made its assessment in part on the institution's expected time to degree, drop-out risk, and the value added of the degree.

A recent study conducted by Miami's Office of Institutional Research which tracked 2014-15 alumni career and educational placement, found the following:

Among 2014-15 alumni:

- 95.5% of Oxford bachelor's graduates were employed or enrolled in school as of fall 2015.
- 97.5% of regional campus bachelor's graduates were employed or enrolled.
- 95.9% of master's degree recipients and 98.1% of doctoral degree recipients were employed or enrolled.

The study relied on a variety of methods to identify alumni placement rates, including online surveys, phone calls, and National Student Clearinghouse records, resulting in a 74.8% graduate knowledge rate for Oxford and a 64.4% rate for the regional campuses.

Significant results from this study include:

- Among alumni who were not enrolled in graduate or professional school, 93.9% were currently employed, including 0.9% who were self-employed or running their own business. Among the 6.1% of alumni who were not employed, 3.2% were looking for a job, 0.8% were not currently looking for a job, and 2.2% had an unknown job-seeking status.
- 53.6% of alumni were working full-time, 3.6% were working part-time, and 36.8% had an unknown full time/part time status.
- 39.5% of employed alumni worked for their current employer previously, most commonly as an intern or co-op student (24.5%).
- 84.9% of employed alumni were working in a position that required a bachelor's degree or higher.
- The majority of employed alumni reported an annual (vs. hourly) salary, with a median annual salary range of \$50,000 - \$59,999. Among all employed alumni, 17.7% earn from \$40,000 - \$49,999 per year, 29.0% earn from \$50,000 - \$59,999 per year, and 13.5% earn from \$60,000 - \$69,999 per year.

In 2014, the Ohio Department of Higher Education approved an Ohio Means Internships & Co-ops grant for \$748,566. The grant was designed to support key Ohio industries, including bio-health, energy, automotive, advanced manufacturing, polymers, aerospace and aviation, food processing, financial services, information technology, and consumer products. The grant has been used to develop over 140 new co-op and internship placements in Ohio (with over 40 in the start-up community) and to fund related initiatives on both the Oxford and regional campuses.

Below is a list of the initiatives that have been generated as an outgrowth of the grant:

- Every academic department now uses a specially numbered internship courses with variable credit so that internships can be transcribed and tracked.
- A new Cincinnati Digital Innovation Center with a focus on cross-disciplinary internships at local and regional technology companies has been created with a class of enrolled students in the spring 2016 semester.
- Two new employer development committees have been created, consisting of over twenty faculty and staff focused on developing internships for students in underserved majors, particularly in the humanities and creative arts. Faculty members on these committees receive stipends and specialized workshop training.
- A mobile app has been developed for Miami Career Services by a Miami Agile Launchpad student class.

- Miami faculty and staff are collaborating with University of Cincinnati and other local schools for OMIC 2.5 with the goal of enhancing internship support.

With the two-year continuation of the co-op/internship state grant funding, Miami's regional campuses have been focusing on assisting local employers with hiring qualified co-ops and interns in the STEM disciplines, particularly emphasizing engineering and information technology areas. Below is an update on the key regional campus initiatives that have been launched as an outgrowth of the continued state grant funding:

- Since summer 2014, 25 wage subsidies have been disbursed. Employers have been reimbursed at 40% for co-op/internship wages up to a maximum of \$2,400 per student.
- A new speakers program was launched this past year which focused on "The Art of Professionalism in the Workplace."
- A contract with Simplicity has been signed to develop a student-employer database customized career system (called Career Link). Career Link will allow students to upload resumes into a database to be viewed by interested employers.
- A new interviewing workshop book, customized for the regional campus student, has been purchased.
- A new and permanent job coordinator was hired in August 2014.

CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2016 *U.S. News & World Report* rankings recognize Miami as the **second highest public university in the United States** in the category of "**Strong Commitment to Undergraduate Teaching.**" Only 19 national universities are noted for such commitment. Miami has appeared on this short, elite list since the inaugural year of the rankings in 2009, and has been in the top five among public universities for six years in a row. *Kiplinger's Personal Finance* magazine listed Miami as one the "**100 Best Values in Public Colleges**" for 2016, ranking Miami 50th among in-state best values nationwide for public universities and 33rd for public university best values for out-of-state students. Miami has appeared on the list since it was first published in 1998.

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