

THE UNIVERSITY OF TOLEDO BOARD OF TRUSTEES

RESOLUTION NO. 16-06-09

REMEDATION-FREE STATUS

- WHEREAS, a significant policy objective for Ohio is the preparation of our primary and secondary students for the successful pursuit of industry-recognized credentials of value and higher education degrees that lead to meaningful employment in our great state; and
- WHEREAS, the Ohio Board of Regents, the Ohio Department of Education and The University of Toledo are committed to supporting the development of the highly educated and skilled citizenry needed to secure our state's future by ensuring that students are college and career ready by the completion of their high school experience; and
- WHEREAS, during the 2014-2015 academic year, 32 percent of Ohio's public high school graduates entering Ohio's public colleges and universities were required to take remedial non-credit bearing courses; and
- WHEREAS, in accordance with Section 3345.061 (F) of the Ohio Revised Code, in May 2016 Ohio's public college and university presidents revised the uniform "remediation-free" standards for students entering postsecondary education; and
- WHEREAS, the remediation-free standards established by the public college and university presidents provide Ohio's educators a clear, common target to focus their work in preparing their students for postsecondary success; and
- WHEREAS, in accordance with Section 3345.061 (F) of the Ohio Revised Code, each higher education institution is responsible for assessing the needs of its students through policies and practices consistent with the standards adopted by the presidents; and
- WHEREAS, a student deemed remediation-free by demonstrating defined skills and knowledge in accordance with the uniform standards established by Ohio's college and university presidents shall be eligible to enroll in college credit-bearing courses requiring those skills and knowledge; and
- WHEREAS, each student presenting with assessment results below the remediation-free threshold shall be informed of the need for additional institutionally administered assessments; and
- WHEREAS, the student shall be informed that the outcomes of any institutionally administered assessments may have consequences on the student's fiscal resources and time to program and degree completion and, therefore, should be taken seriously; and

WHEREAS, Ohio's higher education institutions are not required to place students presenting with assessment results below the remediation-free standards into remedial courses, may place such students into credit-bearing mathematics and English courses, and is encouraged to simultaneously provide innovative and effective academic supports to remedial education that accelerate student progress toward program and degree completion.

NOW, THEREFORE, BE IT RESOLVED,

that The University of Toledo Board of Trustees hereby adopts the remediation-free standards established by Ohio's public college and university presidents in May 2016 and the related assessment requirements into The University of Toledo student placement procedures

STATEWIDE STANDARDS for REMEDIATION-FREE STATUS – May 2016

Readiness Area	ACT	SAT
English Sub Score	18 (or higher)	Writing 430 (or higher) Critical Reading 450 (or higher)
Reading Sub Score	22 (or higher)	450 (or higher)
Mathematics Sub Score	22 (or higher)	520 (or higher)

Examination Scores will be valid for two years from the completion of the assessment notwithstanding the foregoing remediation-free standards and thresholds are not intended to replace current or future University of Toledo placement procedures. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs.



Joan A. Stasa
Board of Trustees Secretary



The University of Toledo
University Completion Plan | 2016

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THE PURPOSE OF THE UNIVERSITY COMPLETION PLAN IS TO RECOGNIZE AND BUILD UPON THE ACCOMPLISHMENTS OF THE UNIVERSITY OF TOLEDO TO ADVANCE COURSE COMPLETION AND GRADUATION RATES OF THE UNDERGRADUATE STUDENT POPULATION.

THE UNIVERSITY OF TOLEDO MISSION AND PROFILE

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The University of Toledo (UT) has a deep, longstanding partnership with the city and region. Founded in 1872 as an arts and trades school to meet the needs of Toledo residents, today the University of Toledo is a comprehensive open-access metropolitan university that offers 141 undergraduate degrees, 125 master's programs and 39 doctoral and first professional programs. The University's long history of providing an educated citizenry was re-envisioned in 2006 with the merger between the University and the Medical University of Ohio. The merger enjoyed support from a wide variety of external constituencies, from the governor and the Ohio General Assembly to business and community leaders. Faculties from each campus joined together to identify new synergies for teaching and research while both graduate and undergraduate students benefited from new interdisciplinary programs of study. Health education and delivery of health-care services became more integral to UT's mission, vision and values. Today, there is clear evidence that the region and state have benefited from the merged university's interdisciplinary teams addressing the critical issues facing our city and region.

The University carries out its mission on three campuses and three additional teaching centers. The institution is a dynamic community of teachers, researchers, physicians and students, with education, discovery, patient care and learning as the University's highest priority. The University of Toledo's broad portfolio of undergraduate, graduate and professional programs provides opportunities for the more than 20,000 students to learn within in a wide range of environments not limited to classrooms and laboratories, but including studios, hospitals, clinics, community service organizations, industry, and public and private businesses.

Designated by the Association of Public and Land Grant Universities as a university recognized for its contributions to innovation and economic prosperity and by the state of Ohio for its regional engagement, The University continues to value its partnerships with school systems, other universities and community colleges, cultural and arts organizations, rural and big-city hospitals and health systems, local and state government agencies, local businesses and industry, and economic and workforce development agencies as foundational to the University education, research and service missions.

The University of Toledo serves a diverse yet distinct student population (chart below). At the undergraduate level, the University has a higher than state-average first generation student population, has a higher than state-average Black and Hispanic student population and exceeds the state average on PELL eligible students by 10 percentage points.

Campus Student Body Profile Entering Fall Term			
Student Body	The University of Toledo 2015	The University of Toledo 2014	State of Ohio Universities 2014
First-Generation College	28.2%	29.6%	23.1%
PELL Eligible	41.6%	46.0%	31.0%
Race/Ethnicity			
American Indian/Alaskan Native	0.2%	0.3%	0.2%
Asian or Pacific Islander	1.8%	2.3%	2.8%
Black, Non-Hispanic	13.3%	18.0%	10.0%
Hispanic	5.0%	4.9%	3.3%
White, Non-Hispanic	67.4%	66.1%	73.0%
Two or More Races	3.9%	3.5%	3.7%
Non Resident Alien	3.7%	3.3%	4.6%
Race Unknown	4.7%	1.7%	2.5%

Source: The University of Toledo, Office of Institutional Research

The University Completion Plan Working Group

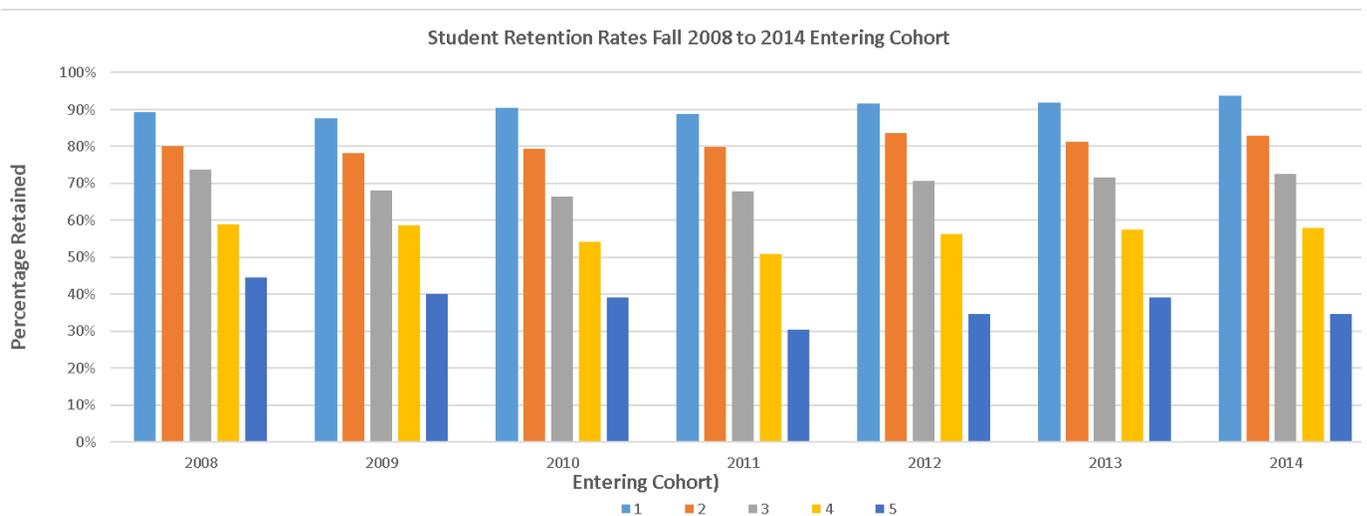
The updated University Completion Plan Working Group is comprised of members of UT stakeholders who have shown a deep, personal commitment to The University of Toledo and the success of its students. This working group has been charged with developing, monitoring, and updating a comprehensive University Completion Plan that addresses the needs of each individual student from acceptance to graduation.

- Brian P. Ashburner – Working Group Leader
Vice Provost for Retention and Undergraduate Studies | Office of the Provost
- Kristen Keith
President, Faculty Senate & Associate Professor | College of Languages, Literature, and Social Sciences
- Julie Anne Fischer-Kinney
Assistant Provost for Student Success and Retention | Acting Dean, YOUCollege
- Ying Liu
Director, Office of Institutional Research
- John Plenefisch
Associate Dean & Associate Professor | College of Natural Sciences and Mathematics
- Barbara Schneider
Senior Associate Dean & Associate Professor | College of Languages, Literature and Social Sciences

BARRIERS TO PERSISTENCE AND COMPLETION

College Readiness

The University is a comprehensive university that has a substantial number of Science, Technology, Engineering, Math or Medicine (STEMM) majors that require significant skills in mathematics and science to succeed. The University's typical entering freshman class has 75 percent of the students remediation free in English and 60 percent remediation free in mathematics. A clear understanding of the academic characteristics of a successful student at The University of Toledo by major is an important first step in preparing students for a positive experience at The University of Toledo and increasing persistence and completion rates.



1 = top 20th percentile for HSGPA and 5 = bottom 20th percentile for HSGPA

Source: The University of Toledo, Office of Institutional Research

Financial Challenges

More than 40 percent of the University's entering class are PELL eligible and qualify for additional federal financial aid. 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 its peer institutions.

The University continues to work diligently to control tuition and fees for students, yet a gap remains between costs of earning a degree and financial aid even for PELL-eligible students.

Financial Challenges for Undergraduate Students	
Tuition and General Fees (AY 15-16)	\$9,242.16 per AY
PELL Award	\$5,815.00 per AY
State Educational Opportunity Grant	\$600.00 per AY
Perkins Loan*	\$2,500.00 per AY
Tuition and Fees Shortfall per AY	\$3,427.00

Source: The University of Toledo, Office of Financial Aid

**The Perkins Loan Program will be discontinued in the fall of 2017*

Misalignment of Aspiration with Readiness

Seventy percent of students who matriculate at The University of Toledo with an intended major are very career orientated and see The University of Toledo as the launching pad for their professional career. A disconnect between student's aspiration and their preparedness for STEMM fields often result in discouragement and frustration on the part of the student. Students miss important milestones in their first year with failures in critical courses for their major and often fail to earn 30 hours of credit in their first year.

COMPLETION GOALS FOR 2014-2016

INCLUDING PROGRESS TOWARDS THESE GOALS

1. Strengthen relationships with feeder high schools

- 1.1. Develop a feedback loop to key feeder high schools, providing data on the academic success of their graduates in introductory writing, mathematics and science courses. This is essential for the continuous improvement of the students entering the University direct from high school.
 - *The Vice Provost for Retention and Undergraduate Studies is working with the Director of Undergraduate Admissions to schedule meetings with Principals and Guidance Counselors at key feeder high schools in the region.*

- 1.2. Provide clear delineation of career pathways including specific curricula, skills and competencies necessary for success in career of choice.
 - *Detailed Programs of Study are available for all academic programs at the University of Toledo. The Center for Experiential Learning and Career Services has initiated a project to map career pathways to all majors available at UT. This information will be readily available to all students at UT.*

- 1.3. Promote College Credit Plus Program; increase number of students enrolling in CC+ program by two percent per year for the next five years.
 - *The University of Toledo employs a full-time person to oversee Dual Credit and Early Outreach in its Office of Admissions. UT is actively promoting the availability of College Credit Plus courses to high school and junior high school students and their parents and has an Integrated Admissions Communication Plan for the College Credit Plus Program.*
 - *CCP Enrollment at UT by term:*

Term	CCP Enrollment
Fall 2013	547
Spring 2014	348
Fall 2014	738
Spring 2015	530
Fall 2015	911
Spring 2016	602
Summer 2016*	200
Fall 2016*	1030

**Projected Enrollments*

1.4. Enhance student and family financial literacy by expanding programming into the secondary schools.

- *UT recently partnered with SALT, a free online financial literacy program now available to anyone in or affiliated with the UT Community. Admissions Counselors are now informing prospective students and their parents of this free service. Information on SALT has been added to the daily presentation given by the Admissions team and the team is mentioning this service during presentations at high schools. Print literature has been distributed to the Admissions team so that it is available to hand out at college fairs.*

2. Increase course success rate of students in introductory writing by 5 percent and success in introductory mathematics courses by 3 percent the next two years over fall 2013/spring 2014 completion rates.

2.1. Monitor student success using ACT state guidelines for College Readiness in English and Mathematics.

- *The ACT College Readiness scores of 18 in English, 22 in Reading, and 22 in Mathematics are a good indicator of student success at UT with a direct correlation between ACT subject score and retention rate (one- and two-year) across the ACT scoring spectrum. In all three subject areas there is a direct correlation between increasing ACT subject score and increased one- and two-year retention rates with the retention rates increasing as the ACT subject score increases. Students who score below the minimum college readiness score in any of the three subject areas retain at lower levels than students who meet or exceed the minimum standards. Similar to the correlation between increasing ACT subject score and retention rates, we see decreasing retention rates (one- and two-year) with decreasing ACT subject score. UT will continue to monitor student success using the ACT guidelines and will continue to place students in appropriate courses based on the advising model (see 3.3 that UT updates each spring prior to the Rocket Launch New Student Orientation Programs.*

2.2. Implement embedded remediation through paired classes in introductory English and Mathematics courses for students not college ready in those subjects.

- *In the Fall of 2015 the Department of Mathematics and Statistics piloted two sections of an Emporium-style College Algebra and Trigonometry course. The students who were targeted for enrollment in this course were primarily students who were just below the 22 ACT math subscore for placement into College Algebra and would have been placed into Math Modeling and Problem Solving to prepare for College Algebra.*
- *In April UT had a team of 10 faculty and administrators from the English Composition Program and the Department of Mathematics and Statistics attend the Ohio Bridges to Success Conference. We will be using the summer and fall of 2016 to develop strategies for implementing co-requisite co-remediation into our Composition I course as well as several Math courses.*

3. Increase the number of associate/baccalaureate degrees awarded by 1 percent annually for the next two years.

3.1 Monitor first-to-second year retention rates of first-generation college students.

3.1.1 Monitor attempted versus earned hours of students in their first year.

- *We have monitored attempted versus earned hours for our first-time, full-time direct from high school students over the past three fall semesters and have observed a slight increase in the percentage of completed hours between the Fall semesters of 2013 and 2015 with 82 percent completed in Fall of 2013, 82 percent completed in the Fall of 2014, and 84 percent completed in the Fall of 2015. We will continue to monitor this metric and work to further improve on the completion rate through the utilization of the Starfish Connect and EARLY ALERT system, tutoring, and enhanced Supplemental Instruction.*

3.1.2 Utilizing academic advisors and success coaches, promote students taking fifteen credit hours per term.

- *Academic advisors, especially during our Rocket Launch New Student Orientation, and the Success Coaches have been very proactive in promoting students taking 15 credit hours per semester over the past two years. In the fall of 2016 we will be launching an internal campaign to raise student awareness of the need to complete a minimum of 15 credit hours per term in order to complete their degrees within eight semesters.*

- 3.2 Increase the number of adults earning credit utilizing prior learning assessment by 2 percent per year for the next five years.
- *Over the past two years UT has continued to increase the amount of credit earned among adult students primarily through prior learning assessment and to a lesser extent, through CLEP examinations. During AY2012-2013 and AY2013-2014 there were 43 and 6 credit hours earned respectively through PLA. In AY2014-2015 there were 122 attempted credit hours (by 22 students) in 36 courses with 110 credit hours transcribed. In AY2015-2016 there were 138 attempted credit hours (by 28 students) with 132 credit hours transcribed, a 20% increase over AY2014-2015. The University will continue to promote earning credit by adult students through this mechanism.*
- 3.3 Align 90 percent of entering freshman students schedules with the advising model for placement of incoming freshman students.
- *All Colleges are using the Advising Model created by Institutional Research to place students into General Education Courses that best suit the needs, abilities, and degree program requirements of the students. Our data indicate that 75 percent of the students who require placement, based on our internal minimal requirements, are placed into a course in our placement model. However only about 57 percent of the students requiring placement are placed correctly. Thus, although advisors are utilizing the placement model to place students into General Education courses, better alignment of placing students into the appropriate courses based on the advising model and students abilities is needed.*
- 3.4 Increase General Education 1000 level course success by 3 percent per year over the 2013-2014 academic year.
- *UT has been monitoring student success rates in 1000 level General Education courses by monitoring DFW rates in all of these courses. Looking at all of the General Education 1000 level courses, we saw a decrease in the overall DFW rate in the Fall of 2015 compared to the Fall of 2014 (22.9 percent compared to 24.1 percent). By subject code, there were courses in 22 different subject areas (based on course alpha codes) where there was a decrease or no change in DFW rates observed. In contrast, courses in eight subject areas had a greater than 1 percent increase in DFW rates in the Fall of 2015 compared with the Fall of 2014. We will continue to monitor these rates and develop strategies, including identifying additional courses for Supplemental Instruction and the utilization of the Starfish EARLY ALERT system, to improve on these outcomes.*

- 3.5 Assign each new undergraduate a success coach and an academic advisor.
- *Due to the restructuring of our Colleges and a move away from the Portal College concept, the Success Coaches will be centralized in the Center for Success Coaching, led by the Assistant Provost for Student Success and Retention, starting on July 1, 2016. Currently all students who started at UT in the fall of 2013, 2014, and 2015 are assigned to a Success Coach. In the fall of 2016 we will have most students who are enrolled at UT assigned to a Success Coach.*
- 3.5.1 Develop critical milestones that when not met trigger intrusive advising.
- *In addition to developing detailed degree pathways (Programs of Study), all Colleges are working to identify key milestone courses that must be completed within a certain timeframe in order to ensure timely degree completion. This will be coupled by Alerts generated by Starfish and intrusive advising to help keep students on track.*
- 3.6 Publish Graduation Planning System (GPS) pathways for each of the undergraduate majors.
- *This goal was achieved through the upgrade to u.achieve in April, 2015.*
- 3.6.1 Develop pathways to baccalaureate degrees that allow for the earning of certificates and associate degrees.
- *Transferology, an online tool that helps non-UT transfer students view program requirements and course equivalencies facilitates providing pathways to students earning certificates and associate degrees. UT students can run a what-if audit to view pathways to baccalaureate degrees.*
 - *Associate of Technical Studies and Associate of General Studies degree programs have been reactivated. Additional Associate Degree programs are being explored in the new University College. Many Associate degree programs are available in the College of Business and Innovation, Department of Applied Organizational Technology.*
- 3.7 Publish three-year degree models for at least 60 percent of undergraduate majors.
- *Degree programs with three-year options are posted on the Provost's web page.*
- 3.8 Expand use of Graduation Planning System to include Community College partners utilizing faculty content experts matching program requirements to associate degree program requirements.
- *This process has not yet begun as we are still working to maximize the usage of this new system at UT.*

3.9 Fully participate in reverse transfer program.

- *The University of Toledo is fully participating in the reverse transfer program with all Community Colleges in the state of Ohio. UT communicates with each Community College on an annual basis when students who transferred to UT from a Community College reach 90 earned hours to initiate the process for reverse transfer*

4. Strengthen relationships with employers in the northwestern Ohio region; increase the number of experiential learning opportunities for non-STEMM students.

4.1 Expand career counseling for students not in professional schools.

- *The Center for Experiential Learning and Career Services (CELCS) added 3 staff in the summer of 2015, increasing capacity for expanding career counseling for all UT students. As a result, the total number of student appointments doubled in 2015 compared to the previous year.*
- *All incoming freshman and transfer students are now assigned a Success Coach that work with the student throughout their academic career. The success coaches focus on the academic journey and career selection needs of the students. Through 1:1 coaching, students are able to explore career and major options, be directed to resources to further explore career options and have conversations related to pathways and realistic outlook for a student based on their individual academic preparation and ability.*

4.2 Work collaboratively with the Colleges of Business & Innovation and Engineering to build upon existing experiential learning relationships and create opportunities for students outside of their colleges.

- *In July 2015, the Director for the Center for Experiential Learning and Career Services (CELCS) created a Career Services Taskforce that meets monthly and includes representatives from each of the academic colleges (including COBI and Engineering). Objectives for the Taskforce include building an inclusive career strategy for all UT students and developing strategic and collaborative efforts when working with employers.*
- *The Center for Experiential Learning and Career Services hosted the first annual All Major Career Fair in October 2015 and included 100 employers and more than 450 students. COBI and Engineering Career Services staff assisted CELCS by referring their employer contacts to the event.*

- *A new initiative is being launched in 2016-2017 between CELCS and COBI Professional Sales program. A team of 3-4 international students in a joint degree program with Zhejiang University of Finance and Economics (ZUFE, Hangzhou) will be working with CELCS on a project to improve international student placement. The ZUFE student team will work on feasibility analysis, account/employer selection, and sales planning that can be used to target employers to hire international students from all UT colleges and majors.*
- 4.3 Engage regional employers with membership on academic program advisory boards to provide feedback thus enhancing the job readiness of our graduates.
- New initiatives related to strengthening relationship with employers in northwestern Ohio region and increasing number of experiential learning opportunities are:**
- *The Center for Experiential Learning and Career Services in collaboration with the Office of the Provost, Registrar, Institutional Research, Information Technology and Alumni Relations launched the first, university-wide 1st Destination Survey in Spring 2016. Employment/employer data collected from the survey will be made available to students, faculty and administrators in order to increase awareness of existing experiential learning/employment opportunities.*
- 4.4 Ensure that the opportunity for students to participate in meaningful experiential learning activities is available in all academic programs
- *The Center for Experiential Learning and Career Services in collaboration with the Office of the Provost, Registrar, IT, deans and faculty is in the process of inventorying current EL courses and activities. The goal is for all academic programs to offer students the opportunity for EL and to create a searchable EL database for students, faculty and staff to access.*

UPDATED COMPLETION GOALS FOR 2016-2018

- 1. Strengthen relationships with feeder high schools**
 - 1.1. Continue to develop a feedback loop to key feeder high schools providing data on the academic success of their graduates in introductory writing, mathematics and science courses. This is essential for the continuous improvement of the students entering the University direct from high school.
 - 1.2. Provide clear delineation of career pathways including specific curricula, skills and competencies necessary for success in career of choice.
 - 1.3. Promote College Credit Plus Program; enhance the selection of courses available through the CCP program, including face-to-face, hybrid, and distance learning formats.
 - 1.4. Enhance student and family financial literacy by expanding programming into the secondary schools.

- 2. Increase course success rate of students in introductory writing by 5 percent and success in introductory mathematics courses by 3 percent the next two years over fall 2013/spring 2014 completion rates.**
 - 2.1. Monitor student success using ACT state guidelines for College Readiness in English and Mathematics.
 - 2.2. Implement embedded remediation through paired classes in introductory English and Mathematics courses for students not college ready in those subjects.

- 3. Increase the number of associate/baccalaureate degrees awarded by 1 percent annually for the next two years.**
 - 3.1. Continue to monitor first to second year retention rates of first generation college students.
 - 3.1.1. Monitor attempted versus earned hours of students in their first year.
 - 3.1.2. Monitor progression of students from year to year to ensure they have earned the appropriate minimal number of hours towards their degree to ensure timely degree completion
 - 3.1.3. Utilizing academic advisors and success coaches, promote students taking fifteen credit hours per term.
 - 3.2. Increase the number of adults earning credit utilizing prior learning assessment by two percent per year for the next five years.
 - 3.3. Align ninety per cent of entering freshman students schedule with the advising model for placement of incoming freshman students.
 - 3.4. Increase General Education one thousand level course success by three percent by year over the 2013-2014 academic year.

- 3.5. Assign each new undergraduate student a success coach and an academic advisor.
 - 3.5.1. Develop critical milestones that when not met trigger intrusive advising.
 - 3.6. Ensure that published Graduation Planning System (GPS) pathways for each of the undergraduate majors are accurate and that any changes in program and course requirements have been adjusted in the GPS.
 - 3.6.1. Continue to develop additional pathways to baccalaureate degrees that allow for the earning of certificates and associate degrees.
 - 3.7. Publish three-year degree models for at least sixty percent of undergraduate majors.
 - 3.8. Expand use of Graduation Planning System to include Community College partners utilizing faculty content experts matching program requirements to associate degree program requirements.
 - 3.9. Fully participate in reverse transfer program.
 - 3.10. Implement Green Zone training for faculty and staff to enhance the understanding of the military experience, the potential issues facing students as they transition from the military to the classroom and the awareness of the resources both on and off campus
- 4. Strengthen relationships with employers in the northwestern Ohio region; increase the number of experiential learning opportunities for non-STEMM students.**
- 4.1. Expand career counseling for students not in professional schools.
 - 4.2. Work collaboratively with the Colleges of Business & Innovation and Engineering to build upon existing experiential learning relationships and create opportunities for students outside of their colleges.
 - 4.3. Increase the number of employer partnerships to provide for credit programs to their employees to support workforce development.
 - 4.4. Engage regional employers with membership on academic program advisory boards to provide feedback thus enhancing the job readiness of our graduates.

COMPLETION STRATEGIES

Current Completion Strategies

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, foreign language and study strategies; UT 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 on a walk-in basis and is free to UT 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 that 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.
- **Online Tutoring Resources**
UT is a member of the eTutoring Consortium, which shares combined expertise and tutoring resources with other institutions. The online platform (eTutoring.org) allows eTutors to work with students synchronously and asynchronously, answering questions in real-time or replying to questions. An eTutor and student share a live workspace in which they communicate through various tools including chat, voice and video, whiteboard, file sharing, and application sharing. In addition, the LEC provides online tutoring for specific course sections using the course management system.
- **Math Study Tables**
Math study tables are a direct learning activity structured to improve competency in mathematical concepts. Study tables are offered 16 hours a week and are staffed by LEC peer tutors. Participation in math study tables is incentivized and promoted by course instructors.

The Writing Center

The Writing Center is a free service open to all UT students, providing face-to-face tutoring for writers in all disciplines working on various types of assignments. Experienced, polished writers read, review, and respond to papers to assist student writers individually at any stage of academic or personal writing. Students may meet with Writing Center tutors in order to generate ideas, organize notes and thoughts, and receive feedback on drafts or completed papers. Types of documents that are often brought to the Writing Center include essays and research papers, creative writing, thesis and dissertations, grant proposals, professional publications and scholarship/job applications. Two faculty content coordinators from the department of composition provide disciplinary expertise to the writing center. Their tasks include training and professional development of peer tutors as well as establishing relationships with constituents across the university. They tutor students at all levels and teach workshops on a variety of writing topics.

TRIO Student Support Services

TRIO Student Support Services is a federal retention program, providing an environment that encourages excellence, supports success, and fosters involvement. Students are provided holistic and comprehensive advising and instructional support through targeted programming and focused learning activities. TRIO Student Support Services is one of UT's oldest student retention programs.

In order to qualify, participants must be current students who meet one of the following eligibility requirements: financial need, first generation, foster care youth, homeless youth, veterans, and/or students with documented disabilities.

Office of Multicultural Student Success

The mission of the Office of Multicultural Student Success is to create a campus environment for students of various cultures and diverse backgrounds that is conducive to learning by providing programs and services that meet their needs.

Through its programs and services, the Office of Multicultural Student Success strives to enhance the recruitment and retention efforts of the Division of Student Affairs and explore the indigenous roots of African American, Asian American, Latino American, Native American, and LGBTQIA students.

While it is the mission of the Office of Multicultural Student Success to specifically address the needs of these students, programs and services are intended for the benefit of all the University community in an effort to foster understanding, acceptance, and cross-cultural communication.

Student Athletic Academic Services

Student Athletic Academic Service staff provides a variety of services to assist all student-athletes with their academic progress. Services include guidance with course scheduling, targeting (a time-management program), study table, individualized and group tutoring, and academic and career counseling.

Academic Enrichment Center

Academic Enrichment Center on the Health Science campus provides resources and assistance for students to enhance their academic performance, such as study plans for course clerkships and licensure exams, learning style assessment and study techniques recommendations, test-taking strategies and overcoming test anxiety, time management; and tutoring and supplemental instruction for select courses.

Student Disability Services

Student Disability Services provides academic accommodations to students with disabilities as defined by the ADA. Their mission is to collaborate with and empower students who have disabilities in order to coordinate accommodations/adjustments and programs that enable equal access to education and university life.

Office of International Student and Scholar Services

Office of International Student and Scholar Services provides assistance and services to international students at The University of Toledo, helping students transition to life at UT and in the United States, serving as a resource regarding orientation, visa requirements, on-campus and off-campus housing, banking, and international student health insurance.

American Language Institute

The American Language Institute (ALI) at The University of Toledo 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. ALI also serves UT by evaluating the oral proficiency of international graduate teaching assistants and providing training for those who need it.

Brothers on the Rise

Brothers on the Rise is a retention effort composed of Black and Latino faculty, staff and students. Their mission is to improve the human condition of UT students through programs and activities that foster and encourage students' pursuit of academic and cultural excellence. 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.

Military Service Center

The University of Toledo Military Service Center recognizes the sacrifices of our service members and their families and is dedicated to helping them achieve continued success in life. This is accomplished 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.

Undergraduate Research

The Office of Undergraduate Research is a focal point for research opportunities for undergraduate students. This office assists students with finding funding opportunities for student research.

Office of Student Involvement

The Office of Student Involvement is committed to student involvement on The University of Toledo's campus and in the community. Located in the Student Union, the office provides quality programs, services and leadership opportunities that enrich students' experiences outside of the classroom.

Residence Life and Living Learning Communities

The mission of the Office of Residence Life (ORL) is to foster academic and social success for our residents by providing a safe community, excellent housing facilities, education, a culture of respect, and the formation of lifelong relationships. Our on-campus residence halls and Greek Village offer great living and learning experiences, comfortable and attractive facilities, and convenient services. 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.

- **Living Learning/Special Interest Communities**
 - Diversity in the Arts Special Interest Community
 - Business Living Learning Community
 - Engineering Living Learning Community
 - Health Professions Living Learning Community
 - Honors Living Learning Community
 - Politics, Law and Humanities Living Learning Community
 - Health, Wellness, and Leisure Living Learning Community
 - Multicultural Emerging Scholars Program
 - First Year Experience Program

Levis Leadership UT

Based on the philosophy that “Leaders are made, not born,” Levis Leadership UT is a selective scholarship program that enhances and nurtures leadership development within its curriculum. Forty incoming freshman students selected for the program have the option to participate up to four years. To be eligible for the Levis Leadership UT Program, student must have a minimum 3.0 cumulative high school GPA, a 20 ACT composite or 940 SAT combined reading and math score and demonstrated potential for leadership exhibited through high school honors, activities, and community service.

Engineering Leadership Institute (ELI)

The Engineering Leadership Institute provides opportunities for up to 12 sophomores and juniors in the College of Engineering each semester to hone their leadership abilities. The students, nominated by their departments and selected by a rigorous process including a personal interview with the dean of engineering, will participate in seminars, team-building exercises and public speaking opportunities, and will attend one or more national conferences. Student members of ELI will receive mentoring from leaders representing business, industry, academia, or government.

College of Business and Innovation JumpStart

The College of Business and Innovation offers Jump Start a free program designed to provide incoming business majors with a variety of activities focused on enhancing their success by helping new students through the transition from high school to college.

Counseling Center

The University Counseling Center is the primary university-based mental health service for University of Toledo students. The Counseling Center staff provides counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life-adjustment strategies. They also provide screening for alcohol and substance abuse services and couples counseling. Additional services include:

- **Sexual Assault Education and Prevention Program**
The Sexual Assault Education and Prevention Program provides confidential support and information to survivors of sexual assault, intimate partner violence, and stalking, as well as, educational programs designed to create a campus culture of nonviolence.
- **Alcohol, Tobacco and Other Drug (ATOD) Prevention Program**
The Alcohol, Tobacco and Other Drug Prevention Program works to reduce substance abuse among University of Toledo students through the creation of an environment which fosters student health promotion and academic success by coordinating multidisciplinary prevention and treatment efforts.

Medical Center on Main Campus (MCMC)

The Medical Center provides quality health care that meets the medical needs of our students, faculty and staff. Students who are registered for at least one semester hour are eligible to utilize services.

Office for Student Experience

The Office for Student Experience is a resource for students' questions, concerns and problems. Students are encouraged to contact this office if they have a concern and are not sure how to resolve it, want to discuss a sensitive issue in confidence, have a complaint about an office or service at UT, feel that a policy or procedure has been applied unfairly or have suggestions for improving UT policies and procedures.

University Credit Assessment Center

- **Prior Learning Assessment (PLA)**

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

- **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 the University Credit Assessment Center.

Quest Program

The Quest Program for undecided students gives students an opportunity to explore career interests. Undecided students receive help in assessing personal 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 of the Quest program is to assist students with identifying a course of study and not delay timely graduation.

Transition Program

The Transitions program is a customized program for first-year 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 program enrolls the student into learning communities based on their desired academic major at UT (e.g. Transitions to the STEMM Professions Learning Community, Transitions to the Nursing Community, etc.). 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. Within these communities, math and English courses offer tutoring and supplemental instruction connected to the courses. 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.

Committee Structure to Support Retention and Degree Completion

UT has committees to help with college completion to ensure academic operation procedures and news is shared and discussed.

Toledo Academic Advising Association (TACADA)

TACADA is an affiliate member of the National Academic Advising Association (NACADA). Professional academic advisers and student services personnel at UT meet monthly from August to April to share information, discuss advising issues, and to improve service to students.

Assistant and Associate Deans

A representative from each college meet regularly with the senior vice provost, vice provost for academic operation, and the vice provost for retention and undergraduate studies to discuss academic issues related to policy and procedure.

Directors of Student Services

The Directors of Student Services in the academic colleges meet monthly with the Assistant Provost for Student Success and Retention and Registrar to discuss advising best practices and barriers to student success including the revision of protocols and processes which impede student success.

Services for First-Year Students

- **New Student Orientation**
 - Rocket Launch is a one-day, mandatory orientation program for new students. During the program, students will have the opportunity to meet with their academic adviser and success coach, register for courses, complete procedural details such as obtaining a Rocket Card (student ID), and learn about the many educational opportunities that UT offers both inside and outside of the classroom. The goal is to ensure that students have the necessary tools and information to successfully begin their educational journey.
 - Rocket Transition is a one-day mandatory orientation program for transfer students and their families. Admitted transfer students have the option of completing orientation online (100% online) or attending a Rocket Transition orientation program on campus. During the program students will have the opportunity to meet with their academic adviser and success coach, register for courses, and learn about the many educational opportunities that UT offers both inside and outside of the classroom.

- **life@college.utoledo**

The life@college.utoledo is a two-part educational program targeted toward first-year students. This program addresses high-risk student issues that affect student retention. Specifically, it covers the areas of character development, alcohol/binge drinking, healthy relationships, HIV/STD prevention, sexual assault, and adjusting to college life. These are critical issues that affect student retention and academic success. Each year the attendance in this program is more than 3,000 students.

- **First-Year Orientation Courses**

A required orientation course for all students, customized to fit their college program needs provides information on how to navigate the university, services available across the university and within their college.

- **Math Camp**

It's an intensive summer four-week review of math to help improve course placement and success in classes. Students are able to refresh math skills and retake math placement test to advance into a higher level mathematics course. Students can choose to attend on campus or online.

- **Placement and ALEKS**

Math placement tests are required for all new students unless they have credit for math that appears on a college transcript. The University of Toledo uses ALEKS Placement to provide an accurate measure of students' current mathematical skills so that they will be accurately placed in their mathematics courses. ALEKS uses adaptive questioning to determine exactly what students know and don't know about a topic. Students will gain a better sense of their strengths and weaknesses in math. They will then have a chance to work on those weaknesses and retake the placement up to two more times within a five-week period.

Enhanced Completion Strategies

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.

Success Coaches

In Fall 2013, The University of Toledo implemented success coaching. All undergraduate students, including 100% online degree learners and adult students, are assigned a dedicated Success Coach who is with them from new student orientation until graduation. Coaches are full-time, trained professionals. Success Coaches assist with issues such as development of study strategies, time management skills, career exploration, experiential learning opportunities, student involvement, and financial aid/budgeting questions. The coaches serve as a central point of contact for students, and they make referrals to appropriate resources on campus to support students. Coaches work in conjunction with academic advisors to ensure students are supported holistically both inside and outside of the classroom. Should a student change majors their adviser may change, but their coach will not change, thereby ensuring a constant contact for the student. The goal of coaching is to improve retention, persistence, and graduation. Since the inception of success coaching two years ago, retention at the institution for first-time, full-time students has increased from under 68 percent to 72 percent.

Starfish EARLY ALERT™ and Connect

In 2015, The University of Toledo implemented technology aimed at improving student success, retention, and graduation - Starfish Early Alert and Connect. UT was recognized as a 2015 Starfish 360 Rising Star Award Recipient for its efforts at improving student success through decreasing the DFW (failure) rates of key introductory writing and math courses. Currently all of the Success Coaches, Student-Athlete Academic Staff, Learning Enhancement Center (tutoring), and the Math and English Department faculty are utilizing the technology as 2015 was our implementation and pilot year. All undergraduate students are also in Starfish. Success Coaches utilize the technology platform to connect with students and raise alerts and/or referrals to resources such as filing the FAFSA each year, attending to financial balances, registering for future courses in future semesters, meeting with academic advisors, and utilizing resources such as tutoring, counseling services, etc.

Spring 2015 Pilot Semester results for several 1000-level mathematics and composition courses showed positive results with decreased DFW rates by 16 percentage points in MATH1200, 7 percentage points in MATH1320, and 5 percentage points in ENGL1110. In Fall 2015, Starfish was expanded to include pilot sections of MATH1730 and MATH1180. In looking at Fall 2014 to Fall 2015 DFW rate data, the DFW rates decreased by 1.7 percentage points for ENGL1110, 0.6 percentage points for MATH1320, and 4.2 percentage points for MATH1200. The DFW rates in MATH1200 and MATH1180, however, remained fairly flat or did not improve from the prior fall. In looking at utilization of support services based on the early-alert flags raised by math instructors, it was found that students did not utilize resources such as tutoring and math study tables for MATH1180. It is believed the timing of the two early-alert surveys in MATH1180 did not occur at optimal interval times (too early in the term and too late in the term) for proactive intervention to occur with the students. Adjustments were made to the timing of the surveys for Spring 2016, such as around key test dates. Adjustments have also been made in the support services area to fill the growing tutoring demand for students enrolled in MATH1320.

Future Starfish goals: expand the use of Starfish Connect across key Student Affairs/Involvement/Academic areas such as Residence Life, Greek Life, TRIO, and Career Services for identification of at-risk students and to improve cross-institutional communication and holistic intervention; expand Starfish to include the academic advisors in six academic colleges thereby bridging success coaching and academic advising for holistic academic support; and expand Starfish Early Alert into 1000/2000-level introductory core curriculum courses with the goal of continuing to decrease academic failure rates and improve course completion, persistence and graduation rates.

Higher Learning Commission Persistence and Completion Academy

In January, 2016 UT was accepted as a participant in the Spring 2016 cohort of the HLC's Persistence and Completion Academy. This is a four-year mentored program that provides the university with a structured program aimed at improving the persistence and completion rates of our students. Some of the benefits of participation include: defining and building a capacity for collecting, analyzing and using data and other information to identify student persistence and completion patterns; addressing the interrelationships among student persistence and completion; assessment of student learning; program review efforts; and enhancing faculty and staff expertise in achieving student learning and success goals. Overall our goal from participation in this academy is to better define student persistence and completion strategies that are best suited to UT, the programs available at UT, and our student populations.

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.

Last spring, we enrolled 25 students pursuing majors in the College of Languages, Literature, and Social Sciences, the College of Natural Sciences and Mathematics, and a handful from other colleges, including CoCA and Pharmacy. All 25 students who began the summer bridge program completed it. Of that 25, 24 enrolled and completed Fall 2015. Below is a summary of results from the first cohort of students:

- Students in the MESP earned a significantly higher fall GPA compared with students in a pair group (2.66 to 2.13), even though the pair group had an average ACT 0.2 higher and an average HS GPA 0.7 higher.
- Students in the MESP earned a significantly higher fall GPA compared with students with a similar demographic in the general population (2.66 to 1.77), although students in the match group had an average ACT of 0.3 lower and HS GPA of 0.11 lower—similar to the difference between the pair group and the MESP.
- MESP students, who took 8 credits in the summer, have an average accumulative GPA of 2.9, significantly higher than both groups.
- Retention for the MESP students and the pair group is identical; retention for the MESP students is significantly higher than the matching group (92 percent compared with 74 percent.)
- The numbers tell only part of the story. Eleven MESP students have completed 22 credits and maintained a GPA above 3.0. Two of them are on the President's list and two are on the Dean's list for fall term. Furthermore, almost every one of these students is engaged in student organizations, has a campus job, and some have already risen to leadership positions.

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

2014-2015 Undergraduate Policy Review

During the 2014-15 academic year Faculty Senate, Office of the Provost and our legal team will review all undergraduate policies. Working together they will seek input and feedback from all involved constituencies.

In Fall 2015, Faculty Senate was given responsibility of the initial review of Undergraduate Academic policies. This includes new policies as well as current policies that are scheduled for review. In AY2015-16, Faculty Senate considered the following policies: Instructor- and Student-initiated Withdrawals, Incompletes, Enrollment Status, Class Rank, Academic Standing, Academic Dishonesty, Academic Grievance, and Confidentiality of Student Records. Review of the first two has been completed. All of the others are currently under review and preliminary assessment shows most policies are acceptable as stated. Some need to be brought up to date because of changes in university policy and/or the use of technology.

WORKFORCE DEVELOPMENT PRIORITIES

The University of Toledo's Strategic Plan, *Directions 2011* addresses the University's strategic plan outreach and global engagement strategy in goal six; stating "We will be distinguished for our community outreach and global engagement. We will be a key driver in the revitalization of the region's economy and quality of life."

In the 2010 publication, *The Relevant University: Making Community and Economic Engagement Matter* by Dr. Jacobs and Eva Klein, a national higher education consultant, outlined a framework for outreach and engagement designed to carry the institution into the future. The document identifies the university's engagement mission to a diverse set of constituents in four areas—human capital, innovation system, health care and wellness, and quality of place.

Building upon the University's role in outreach and engagement, UT'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 spend a significant amount of time in clinical, internship, externships, co-op and directed practice. Students at the undergraduate and graduate level have opportunities to participate in research in laboratories, 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 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. Examples are summarized below:

- **Advanced Manufacturing**

UT supports this industry with majors in many areas but perhaps most closely aligned are UT's engineering and business programs that support world class manufacturing and through the college of engineering's co-op program that places students in manufacturing settings across Ohio.

- **Aerospace & Aviation**

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.

- **Agribusiness & Food Processing**

UT supports the agriculture and food industry by programs in biological sciences, environmental sciences, business, and engineering. UT is heavily engaged in the Northwest Ohio greenhouse industry and is working with growers on the introduction of new technology into the industry.

- **Automotive**

UT's College of Business and Innovation and its College of Engineering have a long history of providing talent to the automotive industry and its value chain. UT trains students on quality control methods, robotics, information technology, and materials that are needed for industry.

- **Biohealth**

UT's has strong programs in health and biology across its two campuses and has three colleges dedicated to preparing health professions across a range of occupations needed for the industry. Occupations include new physicians trained at the College of Medicine, pharmacists trained at the College of Pharmacy and Pharmaceutical Sciences, nurses trained from the College of Nursing, and a wide range of health professionals including physical therapists, occupational therapists and respiratory care professionals trained at the College of Health Sciences.

- **Energy**

One of UT's strengths is its program in the energy industry. UT is particularly strong in solar and renewable energy with programs in the College of Natural Sciences and Mathematics and the College of Engineering. In addition, UT supports the electric power and oil and gas industry with students who graduate with degrees in chemical and electrical engineering.

- **Financial Services**

UT's College of Business and Innovation supports the financial services industry across all of its academic programs, particularly those in finance and accounting. In addition, the College supports related industries such as insurance. The Department of Mathematics produces students trained in quantitative methods needed for both the financial services and insurance industries.

- **Information Services**

UT supports this key industry with programs in the College of Business and Innovation, the College of Engineering and other specialized programs such as GIS training from the Department of Geography and Planning. A particularly innovative program is the Bachelor of Science in Information Technology (BSIT), a unique program offered jointly by the College of Engineering and the College of Business and Innovation. The program features a hands-on education leading to careers in the management of the technology infrastructure of organizations of all types and sizes. The curriculum covers the operational support and administration of diverse computing systems and the integration of existing technologies, components and products.

- **Polymers & Chemicals**

UT supports this industry by training students in chemistry and chemical engineering. UT chemistry graduates learn how to synthesize and characterize materials and chemical engineering graduates are broadly trained to support the polymer and chemical industry.

Centers and Institutes

The University of Toledo is actively involved in the Northwest Ohio region's economic development efforts. Many centers and institutes have joined the economic development endeavors to help strengthen and grow the communities in and around Toledo.

- **The Center for Photovoltaics Innovation and Commercialization (PVIC)**

The Center for Photovoltaics Innovation and Commercialization 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 (PVIC) 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.

- **The Clean and Alternative Energy Incubator**

The Clean and Alternative Energy Incubator gives university spin-off businesses and alternative energy companies who want to collaborate with the university a place to nurture and grow into stable, expanding businesses that can enhance the business community of Northwest Ohio and the region.

- **The University of Toledo's Urban Affairs Center**

The Urban Affairs Center is an applied research unit of The University of Toledo within the Office of Research and a member of the Ohio Urban University Program. Their mission is to enhance the economic vitality and quality of life of Toledo and its metropolitan region. The University of Toledo's Urban Affairs Center, working collaboratively with Bowling Green State University's Center for Policy Analysis and Public Service, identified a number of technology clusters for Northwest Ohio that are the focus of a coordinated economic development program involving the Regional Growth Partnership, the Toledo-Lucas County Port Authority, the City of Toledo, and Lucas County.

- **I SEE Southern Africa**

The threefold mission of I SEE Southern Africa is to advance broad and applied knowledge on Southern African affairs; to produce future leaders and experts on Southern Africa for public, private, and nonprofit sector institutions in the United States and nations in Southern Africa; and to support sustainable economic activity between Northwest Ohio and Southern Africa. I SEE Southern Africa seeks to foster deep and multifaceted engagement between the two regions by serving large numbers of students from both regions, by collaborating on innovation around our complementary niched expertise and needs, and by pursuing and executing grants and contract work.

- **The Center for Family Business**

The Center for Family Business recognizes excellence in locally owned family businesses and encourages greater understanding, provides resources and support, and keeps family businesses informed. Programs are offered annually to provide information on family business topics of interest to members by employing nationally known speakers, case studies, family business owners and other experts to discuss business issues and challenges from their personal perspective or professional experience.

- **Intermodal Transportation Institute (ITI)**

Intermodal Transportation Institute works cooperatively with public and private sector partners in transportation, logistics, and supply chain management to increase economic opportunity and improve the quality of life.

- **The Global Business Development Institute (GBDI)**

The Global Business Development Institute is dedicated to strengthening the global competitiveness of firms in the Great Lakes region through educational programs, contract research, training services, management consulting, and timely publications. The GBDI is committed to advancing international programs at UT through faculty development, international business co-ops/internships, study-abroad programs, and a world-class curriculum.

- **Technology Transfer**

Technology Transfer is the office that facilitates industry collaboration by clarifying intellectual property concerns.

- **UT Polymer Institute**

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.

- **The Center for Geographic Information Sciences and Applied Geographics (GISAG)**

The Center for Geographic Information Sciences and Applied Geographics at the University of Toledo 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 sources of expertise to enhance student learning at all levels and across a wide range of academic disciplines. The GISAG Center will offer 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.

World-Class Manufacturing

The University of Toledo organized and led a workforce-training consortium to support Chrysler's workforce development plans through its World-Class Manufacturing initiative. World-Class Manufacturing (WCM) is a process, based on employee development and involvement that unites key cross-functional actions such as product development, material acquisition, lean manufacturing, and quality management to meet specified customer requirements. The Consortium was organized in the spring of 2012 and developed the process for training operators and team leaders to support the launch of the Cherokee and the continued success of the Wrangler. In addition to The University of Toledo, the Consortium includes Owens Community College, Terra State, Northwest State, Lourdes University, and Davis College. The Consortium trained more than 1,800 operators and 120 team leaders. The Consortium is putting together a plan to expand the training to suppliers of Chrysler to provide the highest quality workforce needed to meet demands of the new manufacturing workplace.

Northwest Ohio Greenhouse Cluster

Since 2001, The University of Toledo has been working to modernize and expand the Northwest Ohio Greenhouse Cluster. The cluster has approximately 66 greenhouses, is responsible for over 750 jobs, and has a local economic impact of nearly \$100 million. The greenhouses in the cluster comprise a mix of retailers and wholesalers, with the former selling directly to the final customer and the latter to big box stores such as Home Depot and Wal-Mart. In addition to the greenhouses, there are a small number of suppliers in the region (greenhouse buildings, chemicals, containers, etc.) as well as two major grower associations. The industry is dominated by the floriculture segment of the market, with an increasing amount of food grown under glass. Approximately 80 percent of the industry's output is sold in Ohio. UT, with support from the USDA's Agricultural Research Service and NIFA, formed an organization, Maumee Valley Growers, to promote the industry and facilitate the exchange of information among growers. In addition, the University brought new technology to use for the growers following the best practices of the Flanders greenhouse cluster in Belgium. This has resulted in growers investing in new greenhouse structures, using new lighting technology such as LED's and strobe lights, and using biocontrols. Some growers are now operating 12 months a year and selling a higher quality, branded product.

UT also works with 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

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.

- **Center for Experiential Learning & Career Services (CELCS)**

Center for Experiential Learning & 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. CELCS also provides service learning and community engagement opportunities.

- **The Women in STEMM 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**

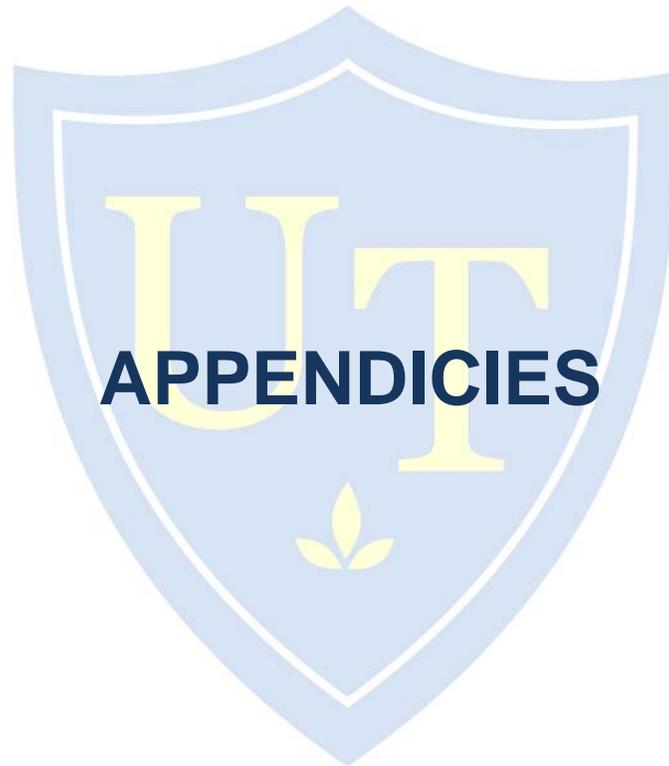
The Business Career Programs Office in the College of Business and Innovation (COBI) administers and coordinates internships and permanent placement for the COBI students. The program offers undergraduate and graduate students the opportunity to work in jobs directly related to their career fields while 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 percent of the COBI students will have participated in at least one internship prior to graduation. The College consistently has an 80 to 85 percent 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 15 years has had more than 12,654 student co-op placements with 1,484 employers at 2,200+ employer sites. Geographically, the placements have spanned 38 countries and 42 states, with 70 percent 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**

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.



Appendix A

Source: *The University of Toledo – Office of Board Affairs*

Approved by the UT Board of Trustees at their June 20, 2016 meeting.

THE UNIVERSITY OF TOLEDO BOARD OF TRUSTEES

RESOLUTION NO. 16-05-06

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, 2016, 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, ORC 3345.81 states that the plan shall be consistent with the mission and strategic priorities of the institution, include measureable 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 Strategic 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 Board of Regents; 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.



Joan A. Stasa, Board of Trustees Secretary

Appendix B

Source: Ohio Department of Job and Family Services



Buckeye Top Fifty: 2008-2018 Ohio's High-Wage Occupations in Demand

2008 Employment	Total Annual Openings	Projected Employment Change 2008-2018	Projected Percent Change	Average Annual Earnings	Education	Knowledge
Business Cluster						
83,800	3,644	10,050	12.0%	\$32,355	Moderate-Term On-The-Job Training	Customer & Personal Service, Clerical, English Language
45,900	1,359	7,330	16.0%	\$2,837	Bachelor's Degree	Economics & Accounting, English Language, Mathematics
8,780	438	2,000	22.8%	\$97,837	Bachelor's Degree	English Language, Customer & Personal Service, Administration & Management
10,170	411	1,850	18.2%	\$61,152	Bachelor's Degree	Mathematics, Engineering & Technology, English Language
9,160	411	1,710	18.6%	\$53,477	Bachelor's Degree	Education & Training, English Language, Customer & Personal Service
7,650	276	1,760	23.0%	\$51,480	Bachelor's Degree	English Language, Customer & Personal Service, Administration & Management
6,800	276	1,130	16.4%	\$32,458	Bachelor's Degree	Communications & Media, English Language, Sales & Marketing
8,080	289	1,830	22.6%	\$33,502	Long-Term On-The-Job Training	English Language, Law & Government, Customer & Personal Service
6,270	230	970	13.3%	\$73,195	Bachelor's Degree	Economics & Accounting, English Language, Mathematics
6,570	192	1,170	17.6%	\$44,200	Associate Degree	Personal & Human Resources, English Language, Administration & Management
4,380	184	710	16.4%	\$54,080	Bachelor's Degree	English Language, Law & Government, Clerical
5,620	175	840	14.9%	\$45,213	Postsecondary Vocational Award	Sales & Marketing, Customer & Personal Service, English Language
4,910	159	1,060	21.6%	\$88,891	Bachelor's Degree	Customer & Personal Service, Sales & Marketing, Economics & Accounting
Construction & Transportation						
75,860	2,271	8,130	12.0%	\$38,187	Short-Term On-The-Job Training	Transportation, Public Safety & Security, English Language
28,050	552	3,640	13.0%	\$33,400	Moderate-Term On-The-Job Training	Building & Construction, Design, Mathematics
11,430	458	2,740	24.0%	\$48,280	Postsecondary Vocational Award	Mechanical, Customer & Personal Service, Mathematics
2,160	101	510	23.6%	\$35,870	Moderate-Term On-The-Job Training	Transportation, Customer & Personal Service, English Language
Community & Social Service						
6,400	288	1,270	19.8%	\$45,510	Bachelor's Degree	Psychology, Therapy & Counseling, Sociology & Anthropology
4,480	212	870	17.4%	\$37,128	Master's Degree	Therapy & Counseling, Psychology, Customer & Personal Service
4,110	180	970	23.6%	\$47,659	Master's Degree	Psychology, Therapy & Counseling, Customer & Personal Service
Education						
7,280	303	1,910	26.2%	\$42,453	Work Experience in a Related Occupation	Education & Training, Customer & Personal Service, English Language
6,380	244	1,040	16.3%	\$51,638	Master's Degree	Education & Training, English Language, Psychology
Health Care						
118,680	4,175	21,020	17.7%	\$59,738	Associate Degree	Medicine & Dentistry, Customer & Personal Service, Psychology
41,370	2,027	7,220	17.4%	\$39,915	Postsecondary Vocational Award	Medicine & Dentistry, Customer & Personal Service, Psychology
27,900	974	4,800	17.1%	\$18,461	First Professional Degree	Medicine & Dentistry, Biology, English Language
9,570	438	2,510	25.2%	\$32,333	Moderate-Term On-The-Job Training	Medicine & Dentistry, Customer & Personal Service, English Language
11,720	419	1,580	13.6%	\$102,357	First Professional Degree	Chemistry, Medicine & Dentistry, English Language
12,610	406	1,660	13.2%	\$83,117	Bachelor's or Higher, plus Work Experience	Administration & Management, Customer & Personal Service, English Language
7,100	323	1,790	25.1%	\$62,026	Associate Degree	Medicine & Dentistry, Customer & Personal Service, English Language
7,650	271	1,790	23.4%	\$75,338	Master's Degree	Medicine & Dentistry, Therapy & Counseling, Customer & Personal Service
4,800	220	1,510	31.5%	\$51,188	Associate Degree	Customer & Personal Service, Therapy & Counseling, Medicine & Dentistry
5,310	182	880	16.6%	\$50,003	Associate Degree	Customer & Personal Service, Medicine & Dentistry, Education & Training
5,080	170	770	15.1%	\$77,230	Master's Degree	English Language, Therapy & Counseling, Education & Training
4,270	164	880	20.1%	\$74,588	Master's Degree	Therapy & Counseling, Psychology, Education & Training
3,440	158	710	20.6%	\$38,867	Postsecondary Vocational Award	Medicine & Dentistry, Customer & Personal Service, English Language
2,430	108	730	30.0%	\$51,293	Associate Degree	Psychology, Education & Training, English Language
1,910	98	640	33.8%	\$63,666	Master's Degree	Medicine & Dentistry, Biology, Psychology
2,070	92	580	27.1%	\$61,594	First Professional Degree	Biology, Customer & Personal Service, Medicine & Dentistry
870	60	310	35.6%	\$42,860	Bachelor's Degree	Medicine & Dentistry, Therapy & Counseling, Customer & Personal Service
Information Technology, Engineering & Science						
22,080	858	2,870	13.0%	\$41,746	Associate Degree	Computers & Electronics, Customer & Personal Service, English Language
21,170	818	6,670	31.1%	\$31,474	Bachelor's Degree	Computers & Electronics, Mathematics, English Language
11,790	721	5,090	43.2%	\$71,510	Bachelor's Degree	Computers & Electronics, Telecommunications, English Language
15,140	676	2,630	13.7%	\$77,834	Bachelor's Degree	Computers & Electronics, English Language, Customer & Personal Service
15,910	668	2,340	14.7%	\$62,917	Bachelor's Degree	Computers & Electronics, English Language, Mathematics
10,170	334	2,480	24.4%	\$53,138	Bachelor's Degree	Computers & Electronics, Engineering & Technology, English Language
9,760	282	1,230	12.6%	\$111,821	Bachelor's or Higher, plus Work Experience	Computers & Electronics, Administration & Management, Customer & Personal Service
6,800	238	1,110	15.9%	\$73,070	Bachelor's Degree	Engineering & Technology, Design, Building & Construction
4,940	138	710	17.6%	\$69,388	Bachelor's Degree	Computers & Electronics, Customer & Personal Service, English Language
1,780	87	510	28.7%	\$68,619	Doctoral Degree	Biology, English Language, Mathematics
360	29	220	61.1%	\$79,206	Bachelor's Degree	Biology, Mathematics, Engineering, Technology

What are the Buckeye Top Fifty?

- The Buckeye Top Fifty are high-wage occupations in Ohio that are in demand by employers and are projected to stay in demand.
- The Top Fifty pay average annual earnings of more than \$59,600.
- Within each occupational cluster, occupations are ranked by the total expected annual openings.

Why do I care?

When considering a career, examine the number of current job openings, projected growth for the career, average wages and educational requirements. It is important to note that almost all of these high-wage jobs require postsecondary education and training.



For more information...

Visit Ohio Labor Market information on the web at <http://Ohio.LMI.com> or contact us at 1-888-296-7541 or 1-614-762-9494. To locate jobs in high-wage occupations, go to <http://OhioMeans.jobs.com>.

John R. Kasich, Governor
State of Ohio

Michael B. Colbert, Director
Ohio Department of Job and Family Services
Office of Workforce Development
Bureau of Labor Market Information

Ohio Department of Job and Family Services

Source: Jobs are based on growth factors in Ohio's 2008 to 2018 Occupational Projections. Included occupations were ranked in the top 200 projected new jobs and top 200 in percentage growth with average annual earnings of at least \$31,834 per year. Average annual earnings are from the May 2008 Occupational Employment Statistics survey in Ohio. Teacher earnings are typically for 95% month-year. Listings in each group are ranked by total annual openings. Total annual openings are the sum of projected new job growth annually plus the estimated net replacement needs, generally due to retirements.

Appendix C

Buckeye Top Fifty UT Analysis		
Buckeye Fifty	Program	UT College
Accountants and Auditors	Accounting	College of Business and Innovation
Public Relations Specialists	Communications/Marketing	College of Business and Innovation
Computer Software Engineers, Applications	Computer Network Specialist	College of Business and Innovation
Financial Analysts	Finance	College of Business and Innovation
Real Estate Sales Agents	Finance (minor in Real Estate)	College of Business and Innovation
Personal Financial Advisors	Finance or Financial Services	College of Business and Innovation
Employment, Recruitment & Placement Specialists	Human Resource Management	College of Business and Innovation
Compensation, Benefits & Job Analysis Specialists	Human Resource Management	College of Business and Innovation
Network Systems & Data Communication Analysts	Information Systems	College of Business and Innovation
Computer Systems Analysts	Information Systems	College of Business and Innovation
Network and Computer Systems Administrators	Information Systems	College of Business and Innovation
Computer and Information Systems Managers	Information Systems	College of Business and Innovation
Database Administrators	Information Systems	College of Business and Innovation
Market Research Analysts	Marketing	College of Business and Innovation
Training and Development Specialists	Organizational Leadership and Management Human Resource Management	College of Business and Innovation
Public Relations Specialists	Communications Marketing	College of Communication and the Arts
Cost Estimators	Construction Engineering Technology	College of Engineering
Network Systems & Data Communication Analysts	Information Technology	College of Engineering
Computer Systems Analysts	Information Technology	College of Engineering
Network and Computer Systems Administrators	Information Technology	College of Engineering
Computer Software Engineers, Systems Software	Information Technology	College of Engineering
Computer and Information Systems Managers	Information Technology	College of Engineering
Database Administrators	Information Technology	College of Engineering
Biomedical Engineers	Biomedical Engineering	College of Engineering
Civil Engineers	Civil Engineering	College of Engineering
Athletic Trainers	Athletic Training Program	College of Health Sciences
Medical and Health Services Managers	Health Care Administration	College of Health Sciences
Occupational Therapists	Occupational Therapy	College of Health Sciences
Physical Therapists	Physical Therapy	College of Health Sciences

Respiratory Therapists	Respiratory Care	College of Health Sciences
Speech-Language Pathologists	Speech Language Pathology	College of Health Sciences
Market Research Analysts	Economics	College of Language Literature and Social Sciences
Mental Health Counselors	Psychology	College of Language Literature and Social Sciences
Physicians & Surgeons	Doctor of Medicine	College of Medicine and Life Sciences
Physician Assistants	Physician Assistant Program	College of Medicine and Life Sciences
Medical Scientists, except Epidemiologists	Biology	College of Natural Science and Mathematics
Registered Nurses	Undergraduate Nursing	College of Nursing
Pharmacists	Pharmacy Doctorate	College of Pharmacy and Pharmaceutical Sciences
Mental Health Counselors	Counselor Education	College of Social Justice and Human Service
Paralegals and Legal Assistants	Paralegal	College of Social Justice and Human Service
Mental Health & Substance Abuse Social Workers	Counselor Education Social Work	College of Social Justice and Human Service
Medical and Public Health Social Workers	Social Work	College of Social Justice and Human Service
Instructional Coordinators	Curriculum and Instruction	Judith Herb College of Education

Appendix D

Fall 2015 University Student Profile

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	3,348	20.8%	11,701	72.8%	1,019	6.3%	16,068	100%
Enrolled Part Time	85	2.5%	3,004	25.7%	264	25.9%	3,353	20.9%
Not Degree/Certificate Seeking	6	0.2%	1,026	8.8%	44	4.3%	1,076	6.7%
Financial Need - Pell Eligible	1,392	41.6%	5,057	43.2%	480	47.1%	6,929	43.1%
Remedial Education Needs	1,360	40.6%	3,177	27.2%	147	14.4%	4,684	29.2%
Female	1,638	48.9%	5,652	48.3%	489	48.0%	7,779	48.4%
Male	1,709	51.0%	6,031	51.5%	539	52.9%	8,279	51.5%
Age 18-24	3,067	91.6%	8,817	75.4%	672	65.9%	12,556	78.1%
Age 25 and Older	33	1.0%	1,732	14.8%	302	29.6%	2,067	12.9%
Ohio Resident	2,469	73.7%	9,162	78.3%	667	65.5%	12,298	76.5%
High School-to-College Factors								
Average High School GPA	3.32		3.36		3.02		3.34	
Average ACT or SAT	22.7		23.0		21.51		22.9	
Race / Ethnicity								
<i>American Indian / Alaskan Native</i>	6	0.2%	28	0.2%	3	0.3%	37	0.2%
<i>Asian</i>	56	1.7%	288	2.5%	21	2.1%	365	2.3%
<i>African American /Black</i>	444	13.3%	1361	11.6%	116	11.4%	1,921	12.0%
<i>Hispanic</i>	168	5.0%	539	4.6%	61	6.0%	768	4.8%
<i>International</i>	124	3.7%	718	6.1%	141	13.8%	983	6.1%
<i>Native Hawaiian or other Pacific Islander</i>	3	0.1%	9	0.1%	0	0.0%	12	0.1%
<i>Multi-racial</i>	131	3.9%	329	2.8%	22	2.2%	482	3.0%
<i>White</i>	2,258	67.4%	8103	69.3%	623	61.1%	10,984	68.4%
<i>Race/ethnicity not reported</i>	158	4.7%	326	2.8%	32	3.1%	516	3.2%