
MIAMI UNIVERSITY COMPLETION PLAN UPDATE

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

June 2018

UNIVERSITY MISSION

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

As of fall 2017, 17,147 undergraduates and 2,305 graduate students were studying on the Oxford campus. Regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 4,710 undergraduate students and 262 graduate students. 52.68% of Miami students are female, and 62% are residents of Ohio. Of the Oxford first-year class, 50% are female, 58% are residents of Ohio and 98% were born in 1998 or 1999.

Domestic students of color make up 16.8 percent of the first-year class and 13.4 percent of the undergraduate student body (based on fall 2017 Oxford campus enrollment). The breakdown of this population is as follows:

The breakdown of the Oxford undergraduate population is as follows:

- 3.2% Black or African-American
- 4.5% Hispanic/Latino
- 2.2% Asian, Native Hawaiian, or other Pacific Islander
- 3.3% identify themselves as multi-racial
- 0.2% American Indian or Alaska Native and Other

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

Eleven percent of Oxford first-year undergraduates are Pell Grant recipients; 43% have financial need, and 100% of first-year students with need received offers of financial aid.

Of the fall 2017 first-year Oxford campus students, 33 percent of the freshmen graduated in the top 10% of their high school class. Sixty percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with the average credit received being 17.5 hours. The average ACT score of the 2017 entering freshman class was 28.5 (85% of the incoming freshmen were admitted with the ACT).

The first-year student retention for full time students (2016 cohort) is 90.9%. The six-year graduation rate (2011 cohort) is 79.1%.

Miami University ranks 15th out of 37 "big" colleges (15,000 or more students) with the best four-year graduation rates by StartClass, an education research site. The list includes public and private universities and colleges. Miami's four-year graduation rate ranks 20th among U.S. public colleges and universities (excluding military academies) and first among publics in Ohio. Our overall six-year rate is 35th highest among public universities nationwide.

Miami has also received acclaim for having made great gains in decreasing the gap between graduation rates of white and African-American students in a report released March 2016. The Education Trust report, [“Rising Tide II: Do Black Students Benefit as Grad Rates Increase?”](#) ranks Miami in the top ten of its list of the “top-gaining four-year public institutions for black students” for closing the gap between black and white students by 10.7 percentage points. Graduation rates improved by 10.5 percentage points for African-American students at Miami from 2003-2013, while overall graduation improved by 0.4 percentage point. Miami’s graduation rates in 2013 were 81 percent for all students and 71 percent for black students. The Education Trust in its report used three-year averages to assess graduation rate change and lists Miami’s rates as 80.7 percent for all students and 68.6 percent for African-American students.

While also focused on a liberal arts education, Miami’s regional campuses serve a different student population. Thirty-six percent of the undergraduate students are part time, and 64% are full time. Twenty-one percent of the students on the regional campuses are non-traditional students (25 years or older); 53% are female, and 47% are male. Nearly 12% of the students on the regional campuses are CCP students. The majority of students on the regional campuses are place-bound, and none lives on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses house its own academic division, named the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees, including applied social research, commerce, communication studies, community arts, computer and information technology, criminal justice, engineering technology, English studies, forensic investigation, forensic science, integrative studies, liberal studies (degree completion program), nonprofit and community studies, nursing, and psychological sciences. A new degree in biological sciences is currently undergoing the approval process.

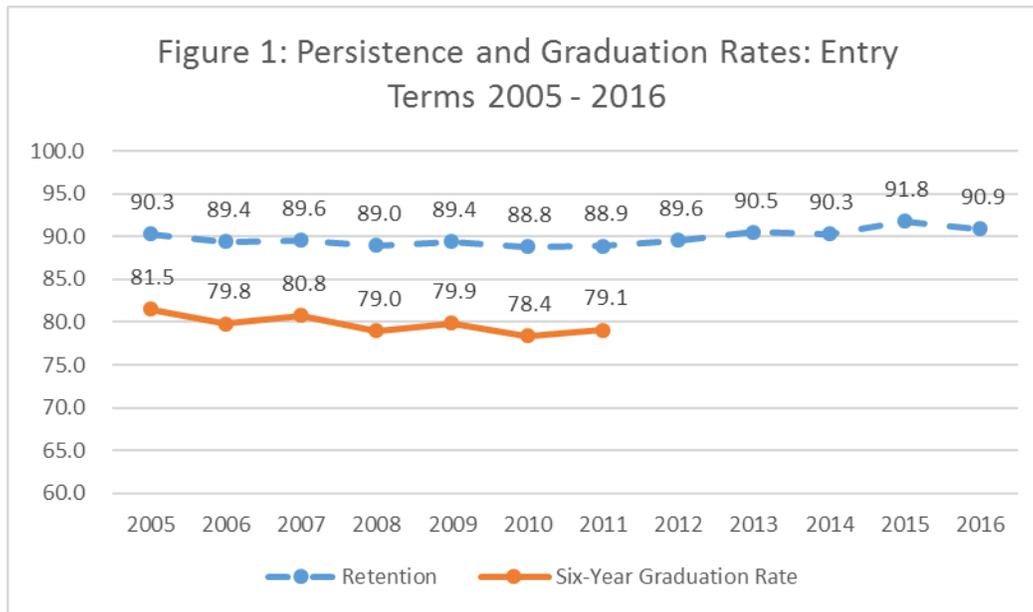
The students on the Hamilton campus (2016 cohort) have a first-year student retention rate of 63.6%, and students on the Middletown campus have a first-year student retention rate of 68.5% (for the 2016 cohort). Those pursuing bachelor’s degrees (2011 cohort) have a six-year graduation rate of 26.4% for the Hamilton campus and 25.4% for the Middletown campus.

BARRIERS TO PERSISTENCE AND COMPLETION

Although the academic profile and completion rate of Miami’s Oxford campus students remain very strong overall, our data show that there has been improvement in persistence and completion on the two regional campuses, while the Oxford campus rates have remained relatively steady. NB: In all figures, retention rates and graduation rates are presented as reported to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University.

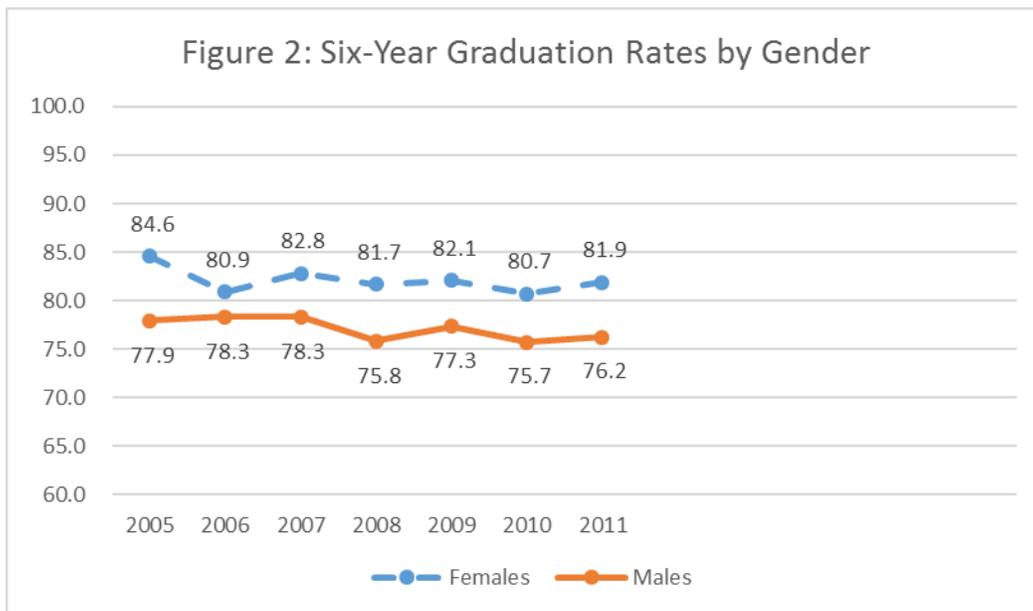
Retention and six-year graduation rates have fluctuated in narrow bands for several years (Figure 1).

Figure 1: Persistence and Graduation Rates: Entry Terms 2005 – 2016



In the previous report, several attributes were identified as correlated to a higher risk for attrition for new, full time Oxford students: gender, first generation, and high financial need. For gender, the gap between male six-year graduation rates and female rates persists, with females graduating at a higher rate than males (Figure 2). However the completion rates of both males and females modestly improved since the last report was submitted in 2016, although the retention rates remained relatively flat.

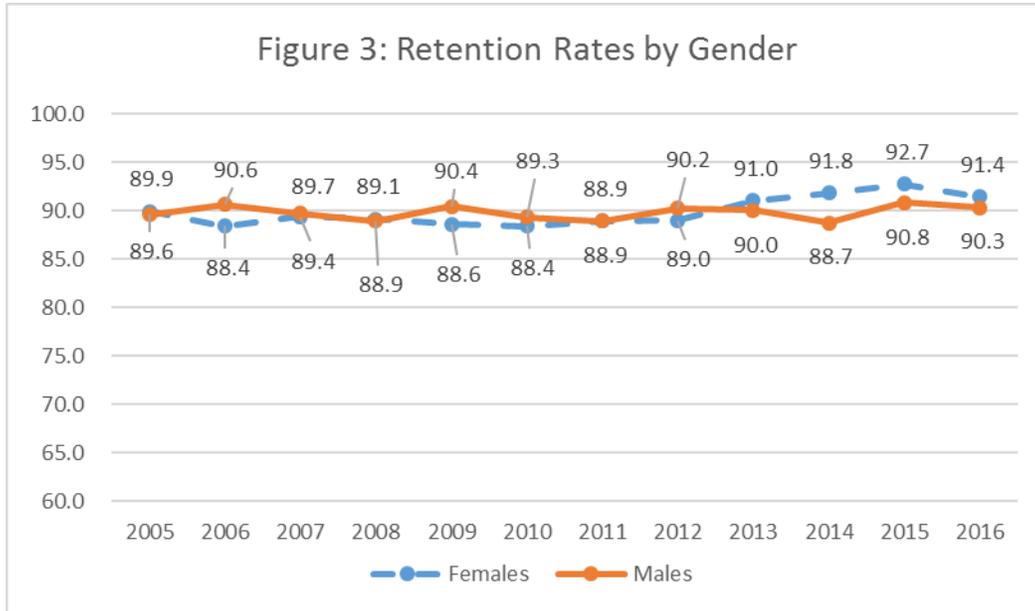
Figure 2: Six-Year Graduation Rates by Gender



Because the correlation between six-year graduation rates and retention rates is fairly strong for the period being considered and our retention rates have been increasing since 2012 (Figure 1), we anticipate graduation rates increasing modestly over

the next few years. While males have historically tended to have higher retention rates than females (Figure 3), for the past several years, retention rates for females has exceeded male rates (Figure 3). Interestingly, even when female students have lower retention rates, the graduation rate among females is consistently higher (Figure 2).

Figure 3: Retention Rates by Gender



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

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

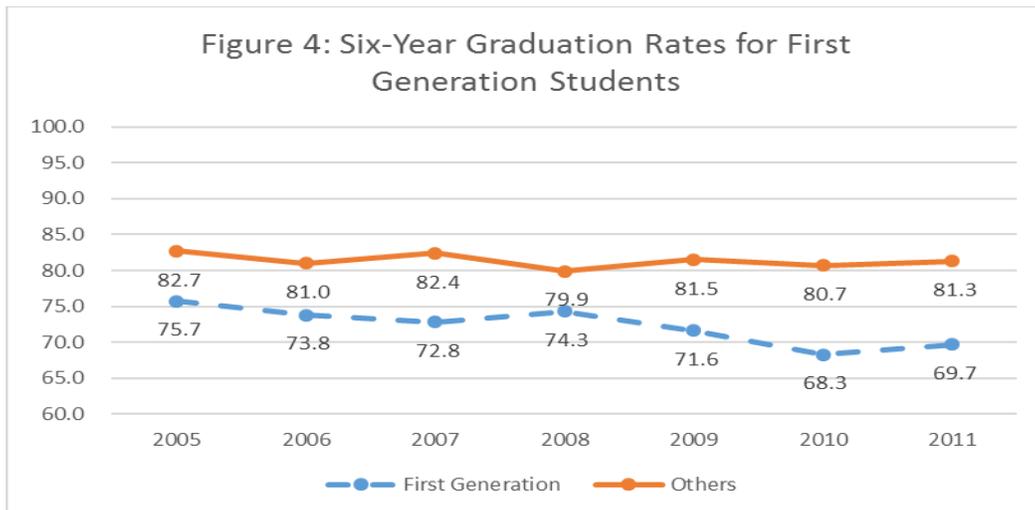
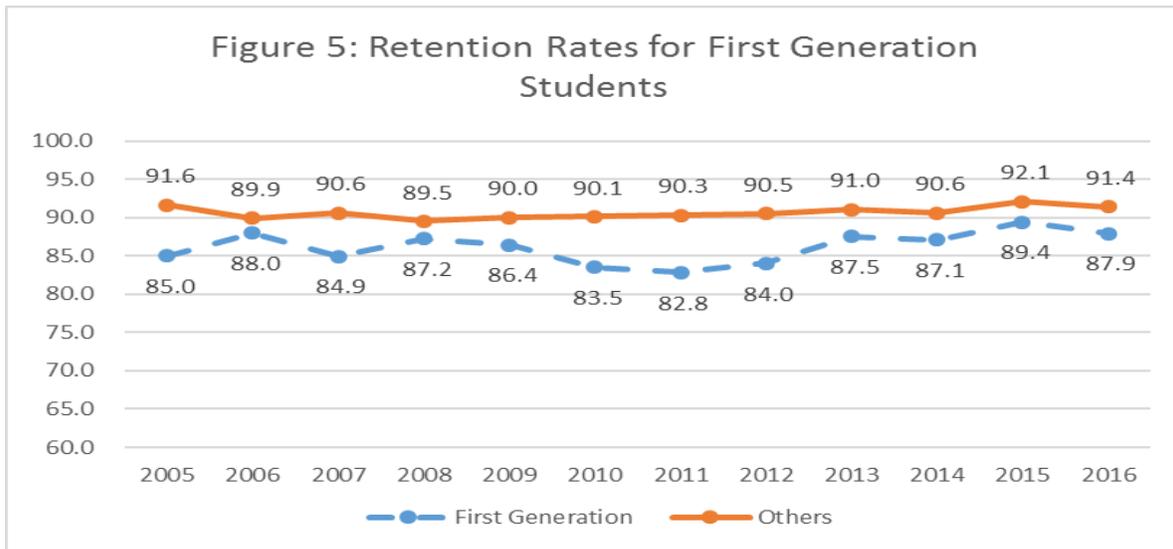


Figure 5: Retention Rates for First Generation Students



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

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

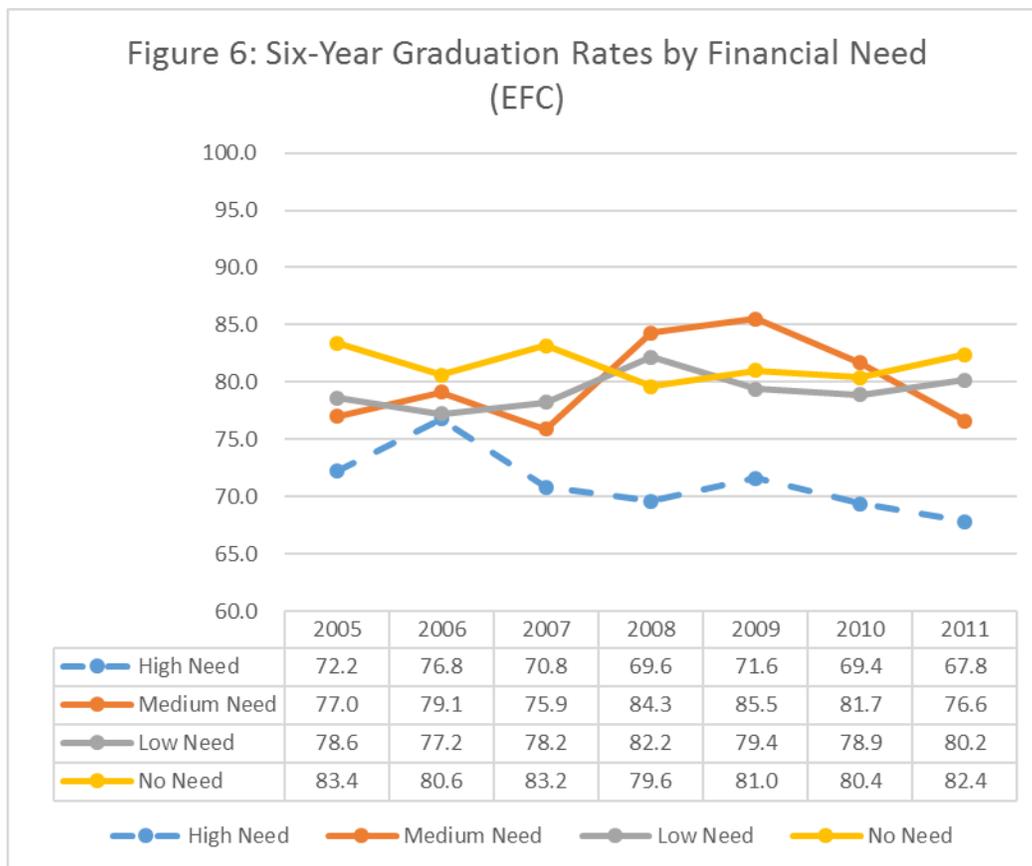
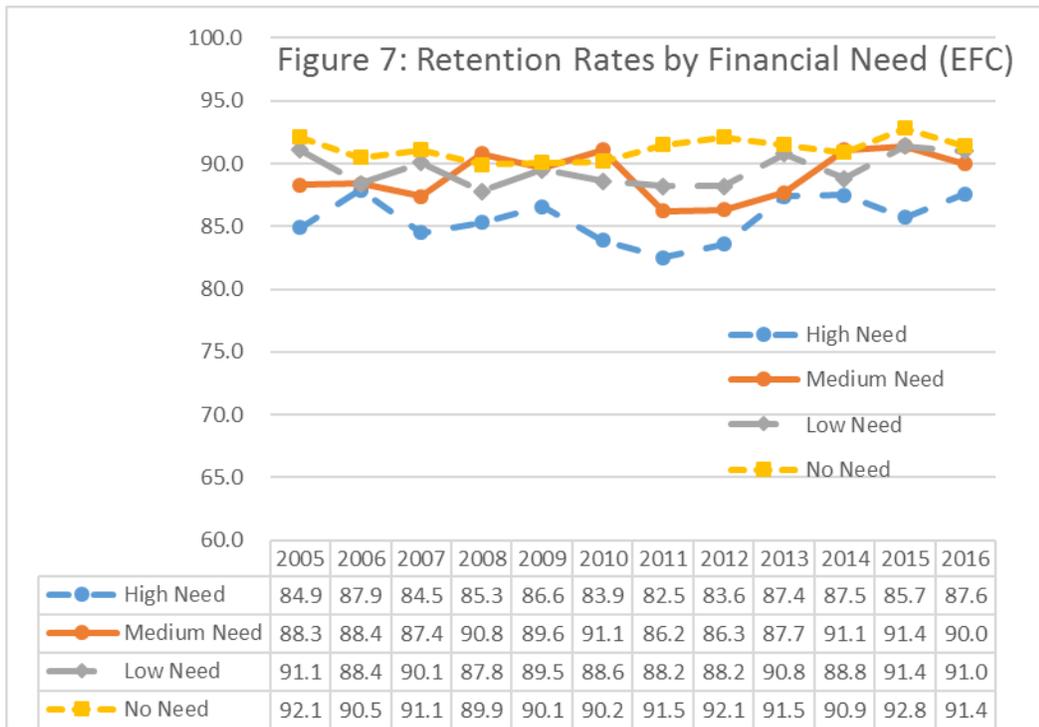
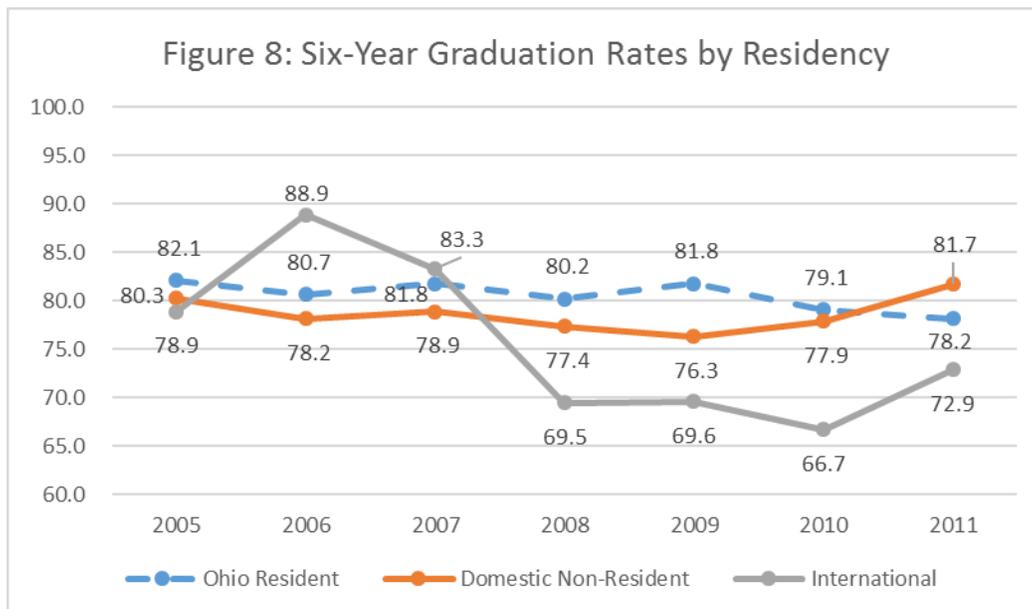


Figure 7: Retention Rates by Financial Need (EFC)



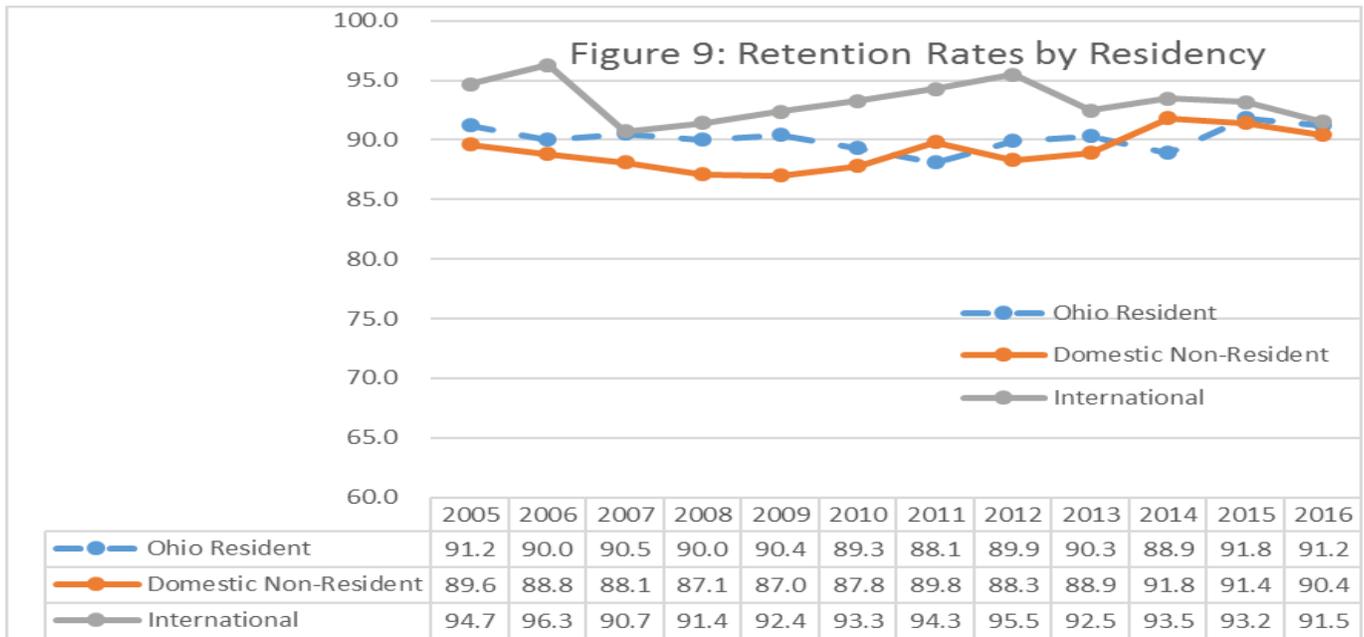
International student graduation rates were also noted in the 2016 report as a possible future concern. Although the number of international students in comparison to domestic students is small, their collective graduation rate is lower.

Figure 8: Six-Year Graduation Rates by Residency



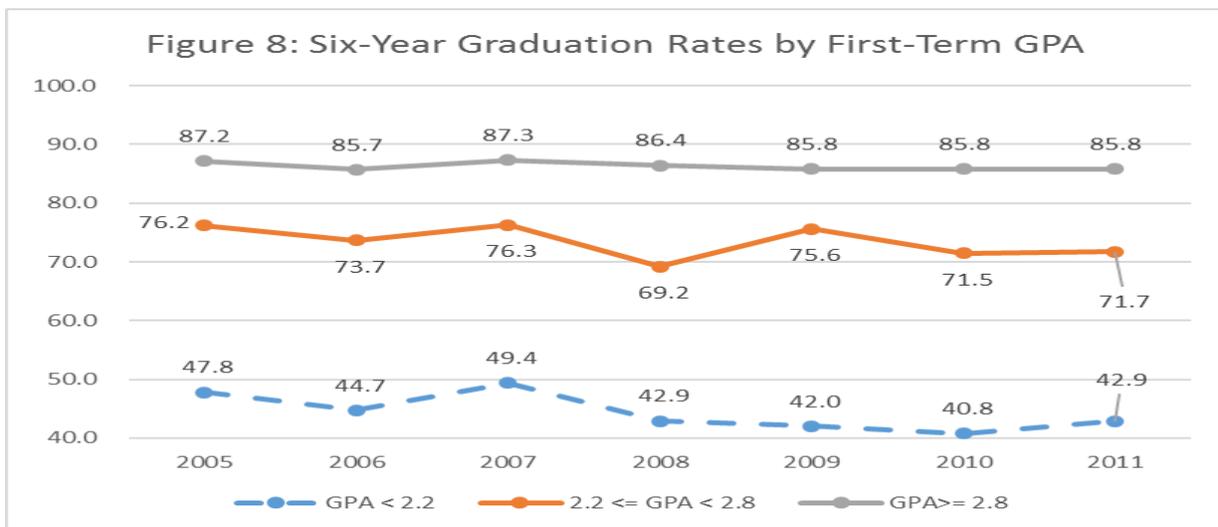
Retention rates of international students have not been a good predictor of the six-year graduation rate. In fact, retention for international students continues to exceed domestic students.

Figure 9: Retention Rates by Residency



Since the completion of the 2016 report, Miami has conducted further research on persistence and graduation factors, via Education Advisory Board’s Student Success Collaborative as well as analytics provided by Civitas Learning. One factor that has emerged as a significant variable for retention is first term Grade Point Average (GPA, Figure 10). In fact, first term GPA is the most powerful predictor of retention for incoming cohorts. Miami has identified two important cut-points affecting student retention. Students with a first-term GPA below 2.2 have six-year graduation rates below 50% (Figure 10), and students with GPAs of at least 2.2 but less than 2.8 have a statistically significantly lower six-year graduation rates than those whose first term GPA is at least 2.8 (Figure 10). Miami has had intervention practices for students with first term GPAs below 2.0 for a long time, and now, with these more recent data, Miami has initiated new, proactive intervention practices to outreach to students whose first term GPA was between 2.00 and 2.20, in addition to other ‘at risk’ student populations.

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



GOALS

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

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

Metric	Progress
Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.” The regional campuses will increase the graduation rate by 10%, is equally ambitious.	For the 2011 cohort, Miami’s four-year graduation rate is 68.3% and the six-year graduation rate is 79.1%. The six-year graduation rate for Hamilton campus is 26.4% and 25.4% for Middletown campus, with a goal of 30.0% for both campuses.
Within one year after graduation, 100% of graduates (excluding those enrolled in graduate or professional school) will be employed.	91.0% of Oxford bachelor’s graduates and 93.4% of College of Liberal Arts and Applied Science bachelor’s graduates were employed after graduation.
Upon graduation, 80% of Oxford students who apply to graduate or professional school will receive at least one offer of admission.	Among 2015-16 graduates, 68% of Oxford graduates who intended to enroll in graduate/professional school were enrolled in school by fall 2015.
Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.	Among 2015-16 graduates, 89% of Oxford graduates and 77% of regional graduates had either participated in research or participated in a similar experiential learning activity.
70 of Miami students will complete an internship before they graduate.	70.2% of Oxford undergraduates completed an internship, practicum, or student teaching before graduating.
60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.	As of fall 2017, 66% of degree programs can be completed in three years or less.
75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.	On the Oxford campus, 77% report an average or high sense of belonging on campus and 97% had discussions with people of a different background. On the regional campuses, 55% reported an average or high sense of belonging and 98% had discussions with people of a different background.
All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time of graduation.	As the result of the Global Miami Plan’s global learning requirement, all undergraduate students have had a curricular or co-curricular cultural learning experience by the time of graduation.

Metric	Progress
Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.	In fall 2017, there were 203 transfer students on the Oxford campus and 346 on the regional campuses (an increase of 10% since 2016).

COMPLETION STRATEGIES

UPDATE ON 2016-2018 STRATEGIES

Theme	Strategy	Description	Progress Made Since 2016
Advising	Enhanced advisor development and recognition	Increase the percentage of advisors who have completed the required and optional portions of the advisor professional development program (six modules).	Over 70% of faculty and staff advisors have completed the first four required modules of the program.
	Data-driven academic advising	Institute the use of Education Advisory Board’s Student Success Collaborative (a predictive analytics tool to aid retention) by advisors across all academic divisions and campuses.	The Student Success Collaborative was launched in 2017. All academic advisors and academic support staff are provided training and have access to the system.
Student Support	Enhanced student financial assistance	Institute a four-year guaranteed tuition, Miami Tuition Promise; increase need-based scholarships for undergraduate Ohio students.	The Miami Tuition Promise was implemented in 2016-2017.
	Assessment of existing programs designed to promote student success	<p>Purchase and launch Civitas, a strategic analytics framework, to assess existing retention initiatives.</p> <p>Conduct in-house student satisfaction survey. Make improvements based upon findings.</p>	<p>Civitas was implemented in 2017; early studies have focused on students who are most academically at risk.</p> <p>A transition Survey for first semester students was launched in 2016 and held each year thereafter. Findings are reviewed by the Student Success Committee, and new strategies for improvement are developed annually based upon data. At the conclusion of the survey, students are given the option to provide their name. Those that do so and also exhibit risk factors are contacted by a</p>

			Student Affairs staff member and referred to appropriate sources of support.
	First-generation college student support	Design and launch an optional learning community for incoming, first generation students, which includes peer mentoring, success course, and faculty mentoring.	" Miami Firsts " program--which provides students with a community of peers, peer and faculty mentoring and programming--was begun in 2016-2017.
	International student support	Develop and begin implementing a comprehensive strategic plan for supporting international students.	Working group was constituted and created a report of recommendations in 2016-2017.
	Military student support	Enhance proactive student support services; review and revise policies for military students as needed; create course matches for relevant Military Transfer Assurance Guides, and explore portfolio credit for experiential learning.	Active military duty policy was reviewed and revised to provide more support for students who are called on active duty; all possible Military Transfer Assurance Guide matches have been submitted and approved. A portfolio opportunity for prior learning assessment is being developed.
	Diverse domestic student support	Enhance and extend the "Bridges" program (for high ability high school students who are underrepresented and/or committed to diversity) to include social events, success coaching, and intentional engagement with the Miami community once they matriculate to Miami.	Bridges Scholars are now invited to participate in a Pre-Semester program in August to enhance their transition to college and workshops and activities throughout their time at Miami to build community and equip them for success during college and for life following college.
Policies & Procedures	Scholastic regulation review	Conduct a holistic review of all scholastic regulation policies and procedures (warning, probation, suspension and dismissal), revise as needed, and create improvements in support for students in academic peril as needed.	The following policies were revised to promote student success: Reenrollment (Fresh Start), Transfer Credit, Terminal Residency Requirement, Grade Forgiveness (Course Repeat), Textbook Selection, Preferred Name, and Academic Integrity.

	Priority registration	Review and revise priority registration policy to create greater course availability for students who need it.	Priority registration was revised in 2-16-2017 so that students with disabilities and military students have priority over other groups.
	Degree requirements	Reduce the credit hour requirement for graduation with a bachelor's and associate degree.	The credit hour requirement for graduation with a bachelor's degree was reduced from 128 to 124 credits, and the requirement for associate degree was reduced from 64 to 62 credits in 2016-2017.
Curriculum & Instruction	Transition courses	Continue to enhance assessment of UNV 101 and other key introductory courses, and use data to improve course design, instruction and student success.	Annual assessment reports focusing on UNV 101 and other transition courses have been developed for past three years; multiple assessment measures (course evaluations, GPA/retention rates, surveys) are deployed, data collected, and improvement strategies developed and implemented each year.

2018-2020 Strategies

Theme	Strategy	Description
Academic Interventions & Early Alert	Support for at-risk populations of students	Pilot a student outreach plan for students who are predicted by the Civitas Learning System to be most at risk for attrition. Assess the impact of the Miami Firsts program and revise for improvement.
Advising	Advisor support and training	Continue to review training modules annually.
Affordability	No or Low Cost Textbooks	Design and implement a multi-pronged approach (e.g., grants, programming, recognition, communication strategies) to lowering the cost of textbooks in high enrollment courses.
Articulation & Transfer	One-Year Option	Revise the Associates of Technical Study degree program to align with the One-Year Option areas of concentration.
	Partnerships	Increase academic partnership agreements with two- and four-year institutions in Ohio and beyond, and strengthen our collaborations within the southwest Ohio region.
	Transfer Assurance Guides, Career Technical Assurance Guides, Military Assurance Guides, Ohio Transfer Module	Achieve a 95% compliance rate at all times on all TAG, CTAG, MTAG and OTM requirements.

Career Development	Customized career services	Enhance and expand career advising, internships, job shadowing, and company mentorships; continue to increase the number and quality of Ohio internships, through expanded industry partnerships and networks.
Curriculum & Course Scheduling	Meta-Majors	Design and implement a plan for meta-majors (academic interest & career pathways) on the Oxford and Regional campuses that include degree plan mapping, customized transition (UNV 101) course, targeted advisement and career development for students who have not declared a major.
	Increased Course Availability	Launch an online waitlisting system for courses. Implement the PAVER scheduling system to ensure course offerings are evenly distributed across all weekdays.
	High Quality General Education	Implement a comprehensive assessment plan (with direct and indirect measures) for the Global Miami Plan with the goal of improving quality and students' lifelong professional and personal success.
	e-Learning	Strategically develop online programs that are aligned with workforce needs and enrollment trends.
Diversity & Inclusion	Welcoming Climate	Analyze results from a climate survey of faculty, staff and students, and develop a strategic approach to addressing concerns.
	Academic Support for International Students	Launch a new language and writing center for English Language Learners. Enhance and focus the pre-orientation and orientation experiences to better support timely registration and advising, provide pre-transition resources electronically, and connections to the campus community. Coordinate and re-develop transition courses to more effectively extend the orientation experience, meet the student needs, and utilize expertise found in academic divisions. Embed mentoring programs strategically throughout the university organizational structure. Launch a City of Oxford task force to bring together Miami and Oxford in an effort to be a more globally focused welcoming community. Increase professional development opportunities for faculty and staff on inclusive classrooms and offices.

WORKFORCE DEVELOPMENT PRIORITIES

Miami University has a longstanding national reputation for producing outstanding graduates who because successful personally and professionally. In the 2017 edition of *Colleges That Pay You Back: The 200 Schools That Give You the Most Bang for Your Tuition Buck*, published by *The Princeton Review*, Miami was recognized for academics, affordability/financial

aid, and getting "graduates out the door to satisfying and rewarding careers." Not only does Miami rank among top tier publics nationally for graduate salary potential, according to Payscale.com and Forbes magazine (2017), but it also ranks 33rd in the world for the number of millionaire alumni it produces according to EliteTraveler.com (2016).

In 2016, Miami made Money magazine's Top 10 list for CEOs of Fortune 500 companies. Miami is the only school in the top 10 with two female Fortune 500 CEOs to its credit.

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

- 57.8% of Miami undergraduate applicants were **accepted into medical school** from 2013-16, compared to 43.3% nationally.
- 96% of senior Miami applicants were **accepted to law school** from 2014-16, compared to an 86% national average for the same period.

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

Data show that the career development programming leads not only to interest in our students among top employers in the region and nation but also to graduates who land successful jobs. In 2016-2017, more than 1,700 employers recruited Miami students and placed 6,479 internship and job postings on the university's electronic job board. Over 250 employers conducted more than 4,550 on-campus interviews with more than 1,900 students.

A 2017 study conducted by Miami's Office of Institutional Research, which tracked 2015-16 alumni career and educational placement, found the following:

Among 2015-16 alumni:

- 96.3% of Oxford bachelor's graduates were employed or enrolled in school as of fall 2016.
- 94.8% of regional campus bachelor's graduates were employed or enrolled.
- 98.0% of master's degree recipients and 98.0% of doctoral degree recipients were employed or enrolled.

The study relied on a variety of methods to identify alumni placement rates, including online surveys, phone calls, and National Student Clearinghouse records, resulting in a 79.5% graduate knowledge rate for Oxford and a 66.5% rate for the regional campuses.

Among Oxford bachelor's graduates, significant results from this study include:

- Among alumni who were not enrolled in graduate or professional school, 91.0% were currently employed, including 1.5% who were self-employed or running their own business. Among the 9.0% of alumni who were not employed, 3.9% were looking for a job, 3.4% were not currently looking for a job, and 1.6% had an unknown job-seeking status.
- 63.6% of alumni were working full-time, 5.6% were working part-time, and 22.3% had an unknown full time/part time status.
- 31.8% of employed alumni worked for their current employer previously, most commonly as an intern or co-op student (21.0%).
- 88.9% of employed alumni were working in a position that required a bachelor's degree or higher.
- The majority of employed alumni reported an annual (vs. hourly) salary, with a median annual salary range of \$50,000 - \$59,999. Among all employed alumni, 16.1% earn from \$40,000 - \$49,999 per year, 23.9% earn from \$50,000 - \$59,999 per year, and 13.6% earn from \$60,000 - \$69,999 per year.

Finally, Miami offers and has developed academic programs that prepare students for some of the most highly demanded jobs in the region and nation. Among Ohio public universities, Miami graduates the highest percentage and the second highest number of undergraduate students in biological sciences, physical sciences, and mathematics. The public health major was recently revamped to serve students interested in a broad array of career paths, and the Farmer School of Business enjoys a national reputation for its academic programs, including finance, accountancy, marketing, management and information systems & analytics. The College of Engineering & Computing which offers a range of engineering and computer-related majors (including a new major in bioengineering) has been experiencing record enrollments in the past few years, and the Miami University Regionals has launched a range of applied and professional degree programs in the past five years, including commerce, computer and information technology, engineering technology, forensic science, and nursing.

CONCLUSION

Student success is integral to the mission and operation of Miami University. The 2018 *U.S. News & World Report* ranks Miami University the top public university in the nation for an "unusually strong commitment to undergraduate teaching." Miami occupies the No. 5 spot overall—in good company with Princeton, Dartmouth, Brown, and Rice universities. Miami has ranked in the top five on this short, elite list of universities for the past eight years.

Kiplinger's *Personal Finance* magazine listed Miami as one the "100 Best Values in Public Colleges" for 2018, ranking Miami 50th among in-state best values nationwide for public universities and 36th for public university best values for out-of-state students. Miami has appeared on the list since it was first published in 1998.

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

Miami University

Progress and Completion Report

Prepared March, 2018

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Connection: Undergraduate Enrollment at Miami University
Fall Term 2016

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	5,342	100.0%	15,403	100.0%	290	100.0%	21,035	100.0%
Enrolled Part Time	201	3.8%	1,304	8.5%	113	39.0%	1,618	7.7%
Not Degree/Certificate Seeking	375	7.0%	64	0.4%	4	1.4%	443	2.1%
First Generation College	550	10.3%	1,691	11.0%	89	30.7%	2,330	11.1%
Pell Eligible	770	14.4%	2,380	15.5%	125	43.1%	3,275	15.6%
Took Remedial Courses	243	4.5%	1,010	6.6%	124	42.8%	1,377	6.5%
Female	2,756	51.6%	7,831	50.8%	136	46.9%	10,723	51.0%
Age 18-24	5,219	97.7%	14,137	91.8%	189	65.2%	19,545	92.9%
Age 25 and Older	90	1.7%	1,265	8.2%	101	34.8%	1,456	6.9%
Race / Ethnicity								
<i>American Indian or Alaskan Native</i>	15	0.3%	31	0.2%	1	0.3%	47	0.2%
<i>Asian or Pacific Islander</i>	107	2.0%	332	2.2%	7	2.4%	446	2.1%
<i>Black, non-Hispanic</i>	223	4.2%	623	4.0%	23	7.9%	869	4.1%
<i>Hispanic</i>	224	4.2%	579	3.8%	9	3.1%	812	3.9%
<i>White, non-Hispanic</i>	3,842	71.9%	11,447	74.3%	232	80.0%	15,521	73.8%
<i>Two or More Races</i>	207	3.9%	442	2.9%	13	4.5%	662	3.1%
<i>Nonresident Alien</i>	693	13.0%	1,814	11.8%	0	0.0%	2,507	11.9%
<i>Race Unknown</i>	31	0.6%	135	0.9%	5	1.7%	171	0.8%
Earned a Certificate/Degree Prior to Current Year	8	0.1%	420	2.7%	90	31.0%	518	2.5%

Discipline Area Profile

	Entering	Returning	Transfer	Total
Arts & Humanities	35.9%	19.7%	21.0%	23.9%
Business	14.1%	22.0%	7.9%	19.8%
Education	5.8%	7.2%	6.6%	6.8%
Engineering	8.4%	10.7%	25.5%	10.3%
Health	4.3%	5.5%	10.0%	5.3%
Law	#N/A	#N/A	#N/A	#N/A
Natural Science & Mathematics	14.2%	12.3%	10.7%	12.8%
Services	5.7%	6.9%	6.6%	6.6%
Social & Behavioral Sciences	11.6%	15.6%	11.7%	14.5%

* In order to ensure student confidentiality, data are suppressed when there are fewer than 10 students.

**Progress: Fall 2011 Cohort of First-Time, Degree-Seeking Students
Miami University**

Entering Students in Fall 2011	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain- ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential
		12-14	15 +									24 +	48 +		
Total	4567	24.7%	75.3%	93.7%	79.3%	91.4%	5.2%	80.7%	69.8%	74.8%	3.1%	22.2%	43.9%	57.0%	2.1%
By Discipline Area															
Arts & Humanities	1528	27.8%	72.2%	92.5%	75.7%	89.1%	6.0%	77.0%	65.8%	71.1%	3.2%	22.7%	40.6%	53.9%	1.8%
Business	941	17.1%	82.9%	95.9%	87.2%	96.2%	4.0%	86.8%	76.9%	80.4%	2.9%	26.5%	48.0%	64.3%	0.9%
Education	363	29.5%	70.5%	94.8%	79.6%	93.9%	3.6%	84.0%	73.8%	79.3%	3.3%	11.8%	56.2%	64.2%	1.7%
Engineering	383	20.6%	79.4%	94.0%	79.9%	91.1%	4.4%	81.7%	70.5%	76.8%	2.6%	18.8%	45.2%	54.0%	3.7%
Health	239	46.4%	53.6%	90.8%	69.9%	85.8%	5.4%	71.5%	57.7%	65.7%	4.2%	18.0%	33.9%	50.6%	4.6%
Law	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Natural Science & Mathematics	478	20.1%	79.9%	94.1%	80.8%	91.6%	6.5%	82.2%	71.8%	77.6%	3.1%	18.4%	48.5%	60.9%	1.5%
Services	186	30.1%	69.9%	91.4%	76.3%	88.7%	5.4%	76.9%	66.7%	70.4%	3.8%	19.9%	36.6%	50.0%	4.3%
Social & Behavioral Sciences	449	20.9%	79.1%	94.0%	79.3%	91.1%	5.6%	81.5%	70.4%	74.2%	2.9%	29.8%	38.8%	51.0%	3.1%
By Other Characteristics															
First Generation College	776	47.8%	52.2%	88.1%	55.2%	78.0%	8.8%	63.3%	44.3%	54.5%	6.2%	16.5%	24.0%	38.0%	3.0%
Pell Eligible	968	49.3%	50.7%	87.7%	53.5%	74.9%	8.1%	62.7%	43.6%	54.4%	5.3%	16.7%	23.5%	38.5%	3.5%
Took Remedial Courses	372	74.5%	25.5%	79.8%	24.5%	59.9%	7.8%	45.4%	15.3%	35.5%	5.4%	8.9%	3.0%	15.9%	3.5%
Female	2386	24.6%	75.4%	94.5%	81.7%	92.7%	5.4%	81.8%	72.7%	76.4%	3.2%	21.1%	48.0%	58.5%	1.9%
Age 18-24	4443	23.3%	76.7%	93.9%	80.6%	92.2%	5.2%	81.3%	71.1%	75.6%	3.1%	22.5%	44.9%	57.8%	2.1%
Age 25 and Older	106	84.0%	16.0%	82.1%	22.6%	55.7%	5.7%	53.8%	15.1%	43.4%	4.7%	9.4%	1.9%	20.8%	1.9%
By Race/Ethnicity															
American Indian or Alaskan Native	13	30.8%	69.2%	100.0%	76.9%	92.3%	7.7%	84.6%	69.2%	84.6%	7.7%	23.1%	53.8%	69.2%	7.7%
Asian or Pacific Islander	51	21.6%	78.4%	98.0%	80.4%	90.2%	5.9%	82.4%	68.6%	72.5%	3.9%	17.6%	49.0%	52.9%	3.9%
Black, non-Hispanic	214	45.8%	54.2%	89.3%	50.0%	73.8%	11.2%	62.6%	45.3%	56.1%	4.7%	15.4%	26.2%	40.2%	7.0%
Hispanic	163	27.6%	72.4%	94.5%	76.1%	91.4%	6.1%	79.1%	63.8%	70.6%	4.3%	21.5%	39.9%	53.4%	1.8%
White, non-Hispanic	3833	24.1%	75.9%	93.5%	80.9%	92.3%	5.0%	81.5%	71.3%	76.0%	3.0%	22.3%	45.3%	58.4%	1.9%
Nonresident Alien	140	7.9%	92.1%	99.3%	83.6%	94.3%	0.0%	85.0%	70.7%	74.3%	0.0%	30.0%	37.1%	48.6%	0.0%
Race Unknown	33	39.4%	60.6%	90.9%	60.6%	84.8%	3.0%	72.7%	57.6%	69.7%	15.2%	15.2%	27.3%	36.4%	0.0%

* In order to ensure student confidentiality, data are suppressed when there are fewer than 10 students.

**Progress: Fall 2011 Cohort of First-Time, Degree-Seeking Students
Miami University**

Entering Students in Fall 2011	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain- ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall Spring)	Transfer-red before Earning a Credential
Part-Time		< 6	6 +		12 +				24 +			45 to < 60	60 +		
Total	217	9.7%	90.3%	54.4%	28.6%	43.8%	2.8%	33.2%	20.7%	26.7%	3.2%	4.1%	10.6%	10.1%	4.6%
By Discipline Area															
Arts & Humanities	99	13.1%	86.9%	50.5%	19.2%	39.4%	3.0%	28.3%	15.2%	21.2%	2.0%	3.0%	6.1%	10.1%	4.0%
Business	15	6.7%	93.3%	66.7%	33.3%	33.3%	0.0%	40.0%	26.7%	40.0%	0.0%	0.0%	20.0%	6.7%	13.3%
Education	5	0.0%	100.0%	100.0%	80.0%	100.0%	0.0%	100.0%	40.0%	100.0%	0.0%	40.0%	0.0%	20.0%	0.0%
Engineering	14	0.0%	100.0%	71.4%	57.1%	50.0%	7.1%	35.7%	21.4%	28.6%	0.0%	7.1%	14.3%	7.1%	14.3%
Health	25	8.0%	92.0%	64.0%	40.0%	52.0%	4.0%	48.0%	24.0%	28.0%	12.0%	0.0%	12.0%	8.0%	0.0%
Law	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Natural Science & Mathematics	20	10.0%	90.0%	35.0%	30.0%	40.0%	0.0%	30.0%	25.0%	25.0%	5.0%	0.0%	15.0%	10.0%	0.0%
Services	16	6.3%	93.8%	56.3%	25.0%	37.5%	6.3%	25.0%	25.0%	25.0%	6.3%	12.5%	6.3%	6.3%	6.3%
Social & Behavioral Sciences	23	8.7%	91.3%	47.8%	26.1%	52.2%	0.0%	26.1%	26.1%	26.1%	0.0%	4.3%	21.7%	17.4%	4.3%
By Other Characteristics															
First Generation College	126	10.3%	89.7%	50.8%	23.0%	33.3%	2.4%	28.6%	18.3%	23.0%	4.8%	4.8%	7.9%	7.9%	5.6%
Pell Eligible	147	9.5%	90.5%	51.0%	23.8%	34.0%	1.4%	27.9%	17.0%	21.1%	2.0%	4.8%	6.8%	7.5%	5.4%
Took Remedial Courses	116	8.6%	91.4%	56.0%	24.1%	39.7%	2.6%	31.9%	17.2%	24.1%	1.7%	4.3%	7.8%	6.9%	5.2%
Female	124	8.9%	91.1%	56.5%	30.6%	47.6%	0.8%	36.3%	24.2%	28.2%	3.2%	5.6%	12.1%	11.3%	4.8%
Age 18-24	162	9.9%	90.1%	51.2%	28.4%	43.2%	3.7%	32.1%	19.8%	24.1%	3.7%	1.9%	11.7%	8.6%	5.6%
Age 25 and Older	55	9.1%	90.9%	63.6%	29.1%	45.5%	0.0%	36.4%	23.6%	34.5%	1.8%	10.9%	7.3%	14.5%	1.8%
By Race/Ethnicity															
American Indian or Alaskan Native	1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian or Pacific Islander	2	0.0%	100.0%	100.0%	0.0%	50.0%	0.0%	100.0%	50.0%	100.0%	0.0%	0.0%	50.0%	50.0%	50.0%
Black, non-Hispanic	35	11.4%	88.6%	65.7%	25.7%	45.7%	2.9%	34.3%	20.0%	22.9%	2.9%	8.6%	5.7%	8.6%	5.7%
Hispanic	5	0.0%	100.0%	40.0%	20.0%	20.0%	0.0%	20.0%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White, non-Hispanic	166	10.2%	89.8%	53.0%	30.7%	45.2%	2.4%	33.7%	21.1%	27.7%	3.6%	3.6%	11.4%	10.2%	4.2%
Nonresident Alien	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Race Unknown	4	0.0%	100.0%	50.0%	25.0%	25.0%	0.0%	25.0%	25.0%	25.0%	0.0%	0.0%	25.0%	25.0%	0.0%

* In order to ensure student confidentiality, data are suppressed when there are fewer than 10 students.

Completion Rates: Six-Year Outcomes for Fall 2011 Cohort of First-Time, Degree-Seeking Students at Miami University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes						Year 6 Outcomes					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
Full-Time																			
Total	4567	0.4%	0.3%	0.6%	32.5%	17.1%	49.5%	0.4%	0.3%	0.8%	38.2%	23.7%	61.9%	0.5%	0.3%	0.7%	39.1%	25.0%	64.1%
By Discipline Area upon Entry																			
Arts & Humanities	1528	0.3%	0.1%	0.4%	14.8%	32.1%	46.9%	0.3%	0.1%	0.4%	17.7%	41.5%	59.2%	0.3%	0.1%	0.5%	18.8%	43.1%	61.8%
Business	941	0.4%	0.2%	0.6%	50.9%	9.0%	59.9%	0.5%	0.2%	0.7%	55.6%	15.4%	71.0%	0.6%	0.2%	0.9%	55.9%	15.9%	71.8%
Education	363	0.8%	0.6%	1.4%	44.9%	5.5%	50.4%	1.1%	0.8%	1.9%	54.3%	9.1%	63.4%	1.1%	0.6%	1.7%	54.3%	11.3%	65.6%
Engineering	383	0.3%	0.0%	0.3%	31.9%	6.5%	38.4%	0.5%	0.0%	0.5%	47.3%	11.2%	58.5%	0.5%	0.0%	0.5%	49.3%	12.3%	61.6%
Health	239	0.0%	0.4%	0.4%	20.1%	13.4%	33.5%	0.0%	1.3%	1.3%	25.9%	21.8%	47.7%	0.0%	0.4%	0.4%	28.0%	23.8%	51.9%
Law	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Natural Science & Mathematics	478	0.6%	0.2%	0.8%	34.9%	15.7%	50.6%	0.8%	0.2%	1.0%	40.2%	21.8%	61.9%	0.8%	0.2%	1.0%	40.8%	23.4%	64.2%
Services	186	0.5%	1.1%	1.6%	40.9%	4.8%	45.7%	0.5%	1.1%	1.6%	46.2%	7.5%	53.8%	0.5%	0.5%	1.1%	47.3%	8.6%	55.9%
Social & Behavioral Sciences	449	0.0%	0.7%	0.7%	44.8%	9.8%	54.6%	0.0%	0.4%	0.4%	51.9%	12.7%	64.6%	0.0%	0.7%	0.7%	53.0%	13.6%	66.6%
By Other Characteristics																			
First Generation College	776	0.9%	0.9%	1.8%	15.1%	8.0%	23.1%	1.4%	1.2%	2.6%	20.9%	13.5%	34.4%	1.5%	0.8%	2.3%	22.3%	15.7%	38.0%
Pell Eligible	968	0.5%	0.7%	1.2%	15.3%	8.6%	23.9%	0.8%	0.9%	1.8%	20.6%	14.2%	34.7%	1.0%	0.6%	1.7%	21.3%	16.1%	37.4%
Took Remedial Courses	372	1.1%	1.3%	2.4%	0.3%	0.3%	0.5%	1.9%	1.9%	3.8%	3.0%	5.4%	8.3%	1.9%	1.3%	3.2%	3.8%	7.8%	11.6%
Female	2386	0.3%	0.4%	0.8%	36.9%	18.9%	55.8%	0.4%	0.5%	0.9%	41.9%	24.4%	66.3%	0.4%	0.3%	0.8%	42.4%	25.8%	68.2%
Age 18-24	4443	0.3%	0.2%	0.6%	33.3%	17.4%	50.7%	0.4%	0.3%	0.7%	39.1%	24.1%	63.3%	0.4%	0.2%	0.6%	40.0%	25.4%	65.5%
Age 25 and Older	106	0.9%	2.8%	3.8%	0.9%	0.9%	1.9%	2.8%	2.8%	5.7%	2.8%	3.8%	6.6%	3.8%	1.9%	5.7%	3.8%	5.7%	9.4%
By Race/Ethnicity																			
American Indian or Alaskan Native	13	0.0%	0.0%	0.0%	30.8%	0.0%	30.8%	0.0%	0.0%	0.0%	46.2%	23.1%	69.2%	0.0%	0.0%	0.0%	46.2%	23.1%	69.2%
Asian or Pacific Islander	51	0.0%	0.0%	0.0%	39.2%	15.7%	54.9%	0.0%	0.0%	0.0%	45.1%	19.6%	64.7%	0.0%	0.0%	0.0%	45.1%	23.5%	68.6%
Black, non-Hispanic	214	0.0%	0.5%	0.5%	11.7%	10.3%	22.0%	0.9%	0.9%	1.9%	16.8%	17.3%	34.1%	1.4%	0.5%	1.9%	17.3%	21.0%	38.3%
Hispanic	163	0.0%	0.0%	0.0%	30.1%	12.9%	42.9%	0.0%	1.2%	1.2%	36.2%	17.2%	53.4%	0.0%	0.6%	0.6%	38.0%	20.2%	58.3%
White, non-Hispanic	3833	0.4%	0.3%	0.7%	33.9%	18.2%	52.1%	0.4%	0.3%	0.7%	39.5%	24.6%	64.2%	0.5%	0.3%	0.7%	40.4%	25.7%	66.1%
Nonresident Alien	140	0.0%	0.7%	0.7%	28.6%	6.4%	35.0%	0.0%	0.0%	0.0%	37.1%	19.3%	56.4%	0.0%	0.0%	0.0%	38.6%	21.4%	60.0%
Race Unknown	33	0.0%	0.0%	0.0%	15.2%	6.1%	21.2%	0.0%	0.0%	0.0%	24.2%	9.1%	33.3%	0.0%	0.0%	0.0%	24.2%	9.1%	33.3%

* In order to ensure student confidentiality, data are suppressed when there are fewer than 10 students.

NOTE: Year 5 6 outcomes are cumulative

Completion Rates: Six-Year Outcomes for Fall 2011 Cohort of First-Time, Degree-Seeking Students at Miami University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes						Year 6 Outcomes					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
Part-Time																			
Total	217	0.5%	0.0%	0.5%	1.8%	0.5%	2.3%	0.9%	0.0%	0.9%	3.2%	1.4%	4.6%	1.4%	0.5%	1.8%	4.6%	2.8%	7.4%
By Discipline Area upon Entry																			
Arts & Humanities	99	0.0%	0.0%	0.0%	1.0%	1.0%	2.0%	0.0%	0.0%	0.0%	2.0%	2.0%	4.0%	1.0%	0.0%	1.0%	3.0%	2.0%	5.1%
Business	15	6.7%	0.0%	6.7%	6.7%	0.0%	6.7%	6.7%	0.0%	6.7%	6.7%	0.0%	6.7%	6.7%	0.0%	6.7%	6.7%	6.7%	13.3%
Education	5	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%	0.0%	0.0%	0.0%
Engineering	14	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	0.0%	7.1%	0.0%	7.1%	7.1%	7.1%	0.0%	7.1%
Health	25	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%	0.0%	4.0%	0.0%	0.0%	0.0%	4.0%	4.0%	8.0%
Law	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Natural Science & Mathematics	20	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	0.0%	5.0%
Services	16	0.0%	0.0%	0.0%	6.3%	0.0%	6.3%	0.0%	0.0%	0.0%	6.3%	0.0%	6.3%	0.0%	0.0%	0.0%	6.3%	0.0%	6.3%
Social & Behavioral Sciences	23	0.0%	0.0%	0.0%	4.3%	0.0%	4.3%	0.0%	0.0%	0.0%	4.3%	4.3%	8.7%	0.0%	0.0%	0.0%	8.7%	8.7%	17.4%
By Other Characteristics																			
First Generation College	126	0.8%	0.0%	0.8%	0.8%	0.0%	0.8%	1.6%	0.0%	1.6%	2.4%	0.8%	3.2%	1.6%	0.0%	1.6%	3.2%	2.4%	5.6%
Pell Eligible	147	0.7%	0.0%	0.7%	1.4%	0.0%	1.4%	1.4%	0.0%	1.4%	2.7%	1.4%	4.1%	1.4%	0.0%	1.4%	2.7%	2.0%	4.8%
Took Remedial Courses	116	0.9%	0.0%	0.9%	0.0%	0.0%	0.0%	0.9%	0.0%	0.9%	0.0%	0.0%	0.0%	0.9%	0.9%	1.7%	0.9%	2.6%	3.4%
Female	124	0.8%	0.0%	0.8%	1.6%	0.0%	1.6%	1.6%	0.0%	1.6%	2.4%	1.6%	4.0%	1.6%	0.0%	1.6%	4.0%	4.0%	8.1%
Age 18-24	162	0.0%	0.0%	0.0%	2.5%	0.6%	3.1%	0.0%	0.0%	0.0%	4.3%	1.9%	6.2%	0.6%	0.6%	1.2%	6.2%	3.1%	9.3%
Age 25 and Older	55	1.8%	0.0%	1.8%	0.0%	0.0%	0.0%	3.6%	0.0%	3.6%	0.0%	0.0%	0.0%	3.6%	0.0%	3.6%	0.0%	1.8%	1.8%
By Race/Ethnicity																			
American Indian or Alaskan Native	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian or Pacific Islander	2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Black, non-Hispanic	35	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	2.9%	0.0%	0.0%	0.0%	0.0%	2.9%	2.9%
Hispanic	5	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White, non-Hispanic	166	0.6%	0.0%	0.6%	2.4%	0.6%	3.0%	1.2%	0.0%	1.2%	4.2%	1.2%	5.4%	1.8%	0.6%	2.4%	6.0%	1.8%	7.8%
Nonresident Alien	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Race Unknown	4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%

* In order to ensure student confidentiality, data are suppressed when there are fewer than 10 students.

NOTE: Year 5 6 outcomes are cumulative

Completion: Associate and Bachelor's Degrees Awarded in 2016-2017 at Miami University

	Associate Degree			Bachelor's Degree		
	Number Awarded	Average Credits Earned	Median Time to Completion (Years)	Number Awarded	Average Credits Earned	Median Time to Completion (Years)
Native						
Total	148	98.1	4.7	2,806	131.0	3.7
By Discipline Area						
Arts & Humanities	88	96.9	4.7	467	131.2	3.7
Business	24	85.5	5.3	665	125.7	3.7
Education	10	90.7	3.8	232	140.4	3.7
Engineering	16	122.3	4.3	257	138.7	3.7
Health	0	0.0	0.0	161	134.0	3.7
Law	0	0.0	0.0	-	0.0	0.0
Natural Science & Mathematics	8	111.9	4.2	330	132.0	3.7
Services	2	91.0	3.2	226	131.2	3.7
Social & Behavioral Sciences	0	0.0	0.0	468	127.8	3.7
By Other Characteristics						
First Generation College	57	94.8	4.7	287	135.2	4.3
Pell Eligible	100	97.8	5.0	546	134.9	4.3
Took Remedial Courses	43	93.4	5.0	93	137.1	5.7
Female	84	90.4	4.7	1,464	131.5	3.7
By Race / Ethnicity						
American Indian or Alaskan Native	0	0.0	0.0	5	133.3	4.0
Asian or Pacific Islander	0	0.0	0.0	47	137.2	3.7
Black, non-Hispanic	14	95.7	5.8	103	133.3	4.0
Hispanic	4	72.3	4.7	104	129.0	3.7
White, non-Hispanic	120	98.8	4.5	2,272	130.9	3.7
Two or More Races	3	127.0	4.7	89	130.4	3.7
Nonresident Alien	0	0.0	0.0	173	130.6	3.7
Race Unknown	7	94.1	5.0	13	138.0	5.3
Transfer						
Total	66	80.1	3.5	1,509	117.0	3.7
By Discipline Area						
Arts & Humanities	40	76.0	3.7	245	114.4	3.7
Business	4	77.3	3.7	374	118.0	3.7
Education	4	93.5	3.2	103	128.4	3.7
Engineering	13	90.2	3.3	158	119.1	3.7
Health	0	0.0	0.0	94	114.8	3.7
Law	0	0.0	0.0	-	0.0	0.0
Natural Science & Mathematics	4	83.9	4.5	174	118.6	3.7
Services	1	53.0	3.3	94	117.6	3.7
Social & Behavioral Sciences	0	0.0	0.0	267	111.8	3.7
By Other Characteristics						
First Generation College	33	74.4	3.7	162	109.8	3.7
Pell Eligible	42	78.9	3.5	307	109.2	3.7
Took Remedial Courses	21	70.0	3.7	91	98.9	3.7
Female	29	72.3	3.3	904	118.1	3.7
By Race / Ethnicity						
American Indian or Alaskan Native	0	0.0	0.0	3	101.0	3.7
Asian or Pacific Islander	1	55.0	2.0	30	114.0	3.7
Black, non-Hispanic	7	64.7	2.3	55	113.1	4.0
Hispanic	0	0.0	0.0	54	117.4	3.7
White, non-Hispanic	55	83.2	3.7	1,185	117.1	3.7
Two or More Races	1	49.0	2.3	53	121.7	3.7
Nonresident Alien	0	0.0	0.0	117	118.3	3.7
Race Unknown	2	77.0	9.3	12	95.7	3.5

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