The University of Toledo
University Completion Plan 2018-2020

The University of Toledo Completion Plan Updated – 2018

THE UNIVERSITY OF TOLEDO MISSION AND PROFILE

Mission

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 140-year-old 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 program 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 and learners, with education, teaching 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 over 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, 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.

Profile

The total enrollment at the University of Toledo for Fall 2017 was 20,579, including 16,194 undergraduates and 4,385 graduate students. UT serves a diverse yet distinct student population (chart below). At the undergraduate level, the University has a higher than state-average Black and Hispanic student population and exceeds the state average on PELL eligible students by ten percentage points.
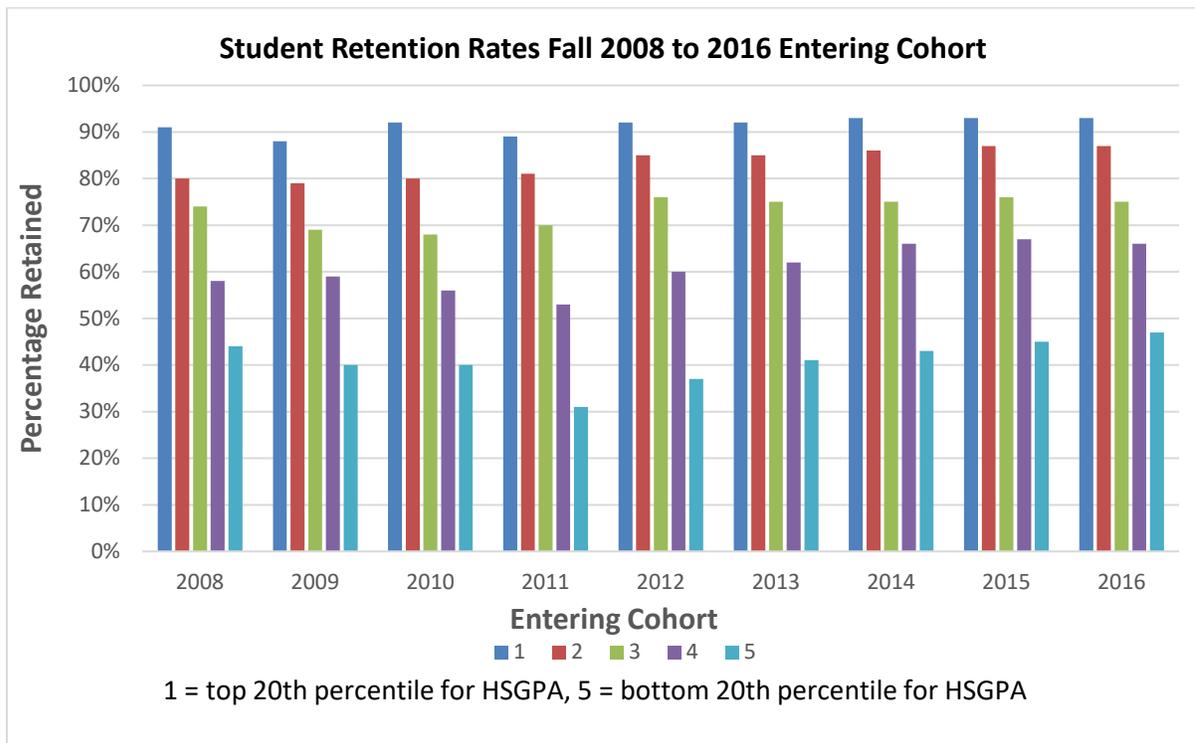
Campus Student Body Profile Entering Fall Term			
Student Body	**The University of Toledo 2017**	**The University of Toledo 2016**	**State of Ohio Universities 2016**
First Generation College	26.8%	29.5%	31.0%
PELL Eligible	39.9%	42.2%	29.7%
Race/Ethnicity			
American Indian/Alaskan Native	0.2%	0.1%	0.2%
Asian or Pacific Islander	2.0%	1.9%	2.9%
Black, Non-Hispanic	12.6%	13.1%	9.3%
Hispanic	6.6%	6.1%	4.2%
White, Non-Hispanic	67.2%	67.9%	74.4%
Two or More Races	4.2%	4.2%	4.2%
Non Resident Alien	2.1%	2.8%	3.3%
Race Unknown	4.3%	3.8%	1.5%

Source: The University of Toledo, Office of Institutional Research

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 approximately 80% of the students remediation free in English and 63% 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. The relatively broad range of academic characteristics of our entering cohorts presents challenges to increasing our students retention and graduation rates. We've made some positive strides in increasing the first-year retention rates of our students over the entire spectrum of academic preparedness and we look for this to continue and be reflected in increasing completion rates as well.

Student Retention Rates Fall 2008 to 2016 Entering Cohort

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

Source: The University of Toledo, Office of Institutional Research

Part-Time Enrollment

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

First Generation and Pell Eligiblity

The University of Toledo has a large population of first generation and Pell eligible students that face significant barriers to persistence and completion. Approximately 40% of the Fall 2017 first-time full-time (FTFT) students and 34.5% of the entire undergraduate population were Pell eligible and nearly 27% of our Fall 2017 FTFT population was first generation college students.

PROGRESS TOWARDS COMPLETION GOALS (2016-2018)

GOAL 1 - Strengthen relationships with feeder high schools

- **Provide clear delineation of career pathways including specific curriculum, skills and competencies necessary for success in career of choice.** *UT has implemented a software tool, FOCUS 2, available to all students that is a self-paced, online career and education planning tool for college students that is designed to help them make decisions about future career goals and education plans. FOCUS 2 provides five self-assessments to help identify their top work interests, values, skills, personality type, and leisure time interests and explore occupations and major areas of study compatible with those personal attributes. Students use FOCUS 2 to help choose or change their major and also to verify their choice of a career field. Additionally, detailed Plans of Study with specific curricula are available in the university catalog for all academic programs at the University of Toledo.*

- **Promote College Credit Plus Program; enhance the selection of courses available through the CCP program, including face-to-face, hybrid, and distance learning formats.** *The University of Toledo Board of Trustees passed a resolution that specifies the requirements for CCP readiness while allowing the university some measure of discretion in the admission policy. The Judith Herb College of Education and the College of Natural Sciences and Mathematics have developed programming to help high school teachers complete the necessary 18 hrs of graduate credit in their subject area to be able to teach our UT CCP courses on-site in the high schools.*

  UT employs a full-time person to oversee Dual Credit and Early Outreach in our Office of Admissions. We are actively promoting the availability of College Credit Plus courses to high school and junior high school students and their parents. The enrollment in the program has been steadily increasing since the last progress report on the University Completion Plan.

Academic Year	CCP Enrollment
AY15-16	1513
AY16-17	1897
AY17-18	1981

- **Enhance student and family financial literacy by expanding programming into the secondary schools.** *UT has 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.*

- **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.** *This goal has not yet been fully implemented. Ad hoc communications between Undergraduate Admissions and our top feeder schools occur sporadically. The Associate Vice Provost for Student Success (a new position for AY2018-19) will work with the Director of Undergraduate Admissions to formalize this process for our key feeder high schools in the region.*

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

The success rate in AY13-14 for introductory mathematics courses was 57.9% and for introductory English courses was 75.2%. In AY17-18, these success rates increased to 65% for introductory mathematics and 79% for introductory English. This is an increase of 7.1% for mathematics and 3.8% for English. The goal was exceeded for Mathematics and fell slightly short for English. Co-remediation was introduced into the English Composition offerings for the first time in Spring 2018 (see 2.2 below). We anticipate that this addition will improve the success rate in Freshman Composition in the coming semesters.

- **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-year 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-year 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. We 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. A comparison of the first year retention rates for students that meet all three readiness scores (mathematics, English and Reading) compared to students that do not meet all three scores is shown below.

| | 1st Year Retention Rates | |
Cohort	Meet all three readiness standards	Do not meet all three readiness standards
F14 returning F15	85.6%	61.0%
F15 returning F16	85.3%	63.5%
F16 returning F17	83.9%	64.8%

- **Implement embedded remediation through paired classes in introductory English and Mathematics courses for students not college ready in those subjects.** *In Fall 2017, Math1180 "Reasoning with Mathematics", a pathway course for liberal arts majors, was offered with embedded co-remediation. The results were quite positive. Students who did not meet the readiness standard (ACT Math>=22) were placed in the co-remediated sections. The co-remediated sections had a success rate of 66.9% while the regular sections had a lower success rate of 63%. The English Department piloted co-remediated sections of English Composition in Spring2018, and the course results are still under review. The co-requisite sections of Mathematics and English will continue in the 2018-19 academic year.*

Goal 3 - Increase the number of associate/baccalaureate degrees awarded by 1% annually for the next two years. *The number of associate/baccalaureate degrees awarded has increased by more than 1% over the past two years.*

AY (F/Sp/Su)	Number of Degrees Awarded			
	Associate	Bachelor	Total	Annual % Increase
2015-16	76	2615	2691	baseline
2016-17	89	2755	2844	5.7%
2017-18*	93	2894	2987	5.0%

*Summer 2018 estimated as same as Summer 2017

- **Continue to monitor first to second year retention rates of first generation college students.** *The retention rate of our first-year first generation students has been increasing for the past four years.*

Academic Period	Retention rate for first year-first generation students
201340	46.52%
201440	47.08%
201540	48.37%
201640	53.86%

- **Monitor attempted versus earned hours of students in their first year.** *The average number of attempted hours for first year students has increased for the past three years. The average number of earned hours has also increased but the successful completion rate dipped in AY 2017-18. We will continue to monitor this metric and work to further improve on the successful completion rate through broad adoption of the Starfish system, tutoring, and enhanced Supplemental Instruction, increasing the success rate in courses that exhibit high DFW rates by working with deans, chairs and course instructors and introducing co-remediation in freshman composition and gateway mathematics courses. These efforts are all targeted at increasing the successful course completion rates by our students.*

FYFT Cohort	Average Credit Hours Attempted per Year	Average Credit Hours Earned Per Year	% Successful Completion	Avg Hrs/Sem Attempted	Avg Hrs/Sem Earned
Fall2013	29.0	25.7	88.6%	14.5	12.8
Fall2014	28.7	26.3	91.5%	14.4	13.1
Fall2015	29.1	26.8	92.1%	14.5	13.4
Fall2016	29.3	27.3	93.1%	14.6	13.6
Fall2017	31.4	27.6	87.7%	15.7	13.8

- **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.** *We continue to monitor students' progress through their success coaches and academic advisors. Our six-year graduation is on the increase and this is indicative of more students progressing towards their degrees successfully than in previous years.*

  - **Utilizing academic advisors and success coaches, promote students taking fifteen credit hours per term.** *As indicated by the increased attempted hours in section 3.1.1 above, the promotion of taking 15 credit hours per semester is having a positive impact on our students, with the average for first-time full-time students in AY2017-18 being 15.6 hrs/semester.*

  - **Increase the number of adults earning credit utilizing prior learning assessment by two percent per year for the next five years.** *The amount of credit earned among adult students primarily through prior learning assessment and to a lesser extent, through CLEP examinations increased from AY14-15 through AY16-17 and then decreased in AY2017-2018 (which will not be complete until the end of summer 2018). While this is an important activity to continue to promote and provide, the number of students affected by this activity in any given year is quite small. The University will however, continue to promote earning credit by adult students through this mechanism.*

Credit Earned Through Prior Learning Assessment		
Academic Year	Number of Students	Credit Hours
2014-15	22	110
2015-16	28	132
2016-17	28	139
2017-18*	16*	64*

∗   *Incomplete data as of May 9, 2018. Summer needs to be included*

- **Align 90% of entering freshman students schedule with the advising model for placement of incoming freshman students.** *In Fall 2017, 95% of the first-time full-time entering students participated in our Rocket Launch registration program (while Fall 2016 was 93%) where they were advised using the Advising Model created by Institutional Research in order to*

place them into General Education Courses that best suit the needs, abilities, and degree program requirements of the students. At the end of each academic year, Institutional Research updates the model prior to the summer Rocket Launch New Student Orientation Programs to produce General Education course recommendations based on students' ACT scores and high school GPA that would predict a high likelihood of success in the course. Decreasing DFW rates those courses would be an indication of the effectiveness the advising model.

- **Increase General Education one thousand level course success by three percent over the 2013/2014 academic year.** *The success rate in freshman level general education courses has been steadily on the rise since AY13-14. We've realized about a 4.4% increase in success over the past four years, for an average increase of 1.1% per year. Our recent focus on reducing DFW rates should contribute to a continued increase in the future.*

1000 Level General Education Courses	
Academic Year	Success Rate
AY13-14	74.1%
AY14-15	76.7%
AY15-16	77.0%
AY16-17	77.7%
AY17-18	78.5%

- **Assign each new undergraduate student a success coach and an academic advisor.** *All students at the University are assigned a success coach and an advisor. The success coaches will be centralized in the Center for Success Coaching, led by the Assistant Provost for Student Success and Retention, while the academic advisors are located in the various colleges.*

  - **Develop critical milestones that when not met trigger intrusive advising.** *In first year courses, in Mathematics and English in particular, instructors are making effective use of the Starfish Alert system when students fall behind or do not succeed in meeting important course requirements. These alerts trigger intrusive advising by the students' success coaches to get them back on track. Additionally, the colleges continue to work 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.*

- **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.** *The University has implemented **u.achieve**, an online degree auditing tool that is available to students and advisors. The system is designed to help advisors evaluate a student's progress towards completion of requirements for a major/program by taking courses the student has taken and inserting them into the requirements for a degree. The system can be used to examine progress in a student's declared major or in any other major/program the University offers (this allows students to explore the effect of changing majors on their progress to degree). This system is kept current for all degree programs by the registrar's office.*

  - **Continue to develop additional 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 are offered. Many associate degree programs are available in the College of Business and Innovation, Department of Applied Organizational Technology.*

- **Publish three-year degree models for at least sixty percent of undergraduate majors.** *Sixty-three degree programs with three-year options (out of 110 total) are currently posted on the Provost's web page.*

- **Expand use of Graduation Planning System to include Community College partners utilizing faculty content experts matching program requirements to associate degree program requirements.** *The University continues to build the transfer rule inventory, adding thousands of additional transfer rules annually. We participate in the Ohio Transfer Pathways initiative and have submitted additional courses for TAG approval. Both of these support alignment between community colleges and University of Toledo course alignments. Transferology continues to be leveraged to provide information on transfer evaluations in addition to information on courses that fulfil general education requirements based on the Ohio Transfer Module and align via approved TAGS.*

- **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*

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

- **Expand career counseling for students not in professional schools.** *The Center for Experiential Learning and Career Services (CELCS) added three staff in the Spring 2018, two career consultants and one assistant director for career development. Their focus is career counseling and career development thereby expanding our capacity for career counseling for all UT students. The total number of student appointments in the Center has continued to increase between 2016 and 2018, doubling each year for the past two years.*

  All incoming freshman and transfer students are assigned a success coach that works 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, and can 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.

- **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.** *The Center for Experiential Learning and Career Services (CELCS) has an employer relations specialist that has been refocused to work exclusively with employers to create more experiential learning and employment opportunities. This individual works collaboratively with the colleges to share opportunities across the university. The CECLS is in the process of Implementing Handshake, an employer management software system, that allows online job postings that will include full-time and internship opportunities. Additional software platforms being used in the CECLS to help students identify opportunities are:*
    - *Student Opportunity Center – this platform focuses on experiential learning for non-STEMM as well as STEMM students.*
    - *Goin Global – helps students locate internships for international opportunities.*
    - *OhioMeansJobs - OhioMeansJobs is the premier employment site for Ohio-based companies. Students can use the job search engine to find and apply to internships and jobs located within the state.*

- **Engage regional employers with membership on academic program advisory boards to provide feedback thus enhancing the job readiness of our graduates.** *Many of the colleges and programs, particularly those with external accrediting bodies, have external advisory boards. One of the major purposes of those boards is to provide feedback and guidance regarding the job readiness of our graduates and the relevance of our curricula to employers of our students. Their help is immeasurable in keeping our graduates on the cutting-edge of what industry and employers are currently seeking.*

    The Center for Experiential Learning and Career Services in collaboration with the Office of the Provost, Registrar, Institutional Research, Information Technology and Alumni Relations continues to administer the university-wide 1st Destination Survey. Employment and employer data collected from the survey has been made available to students, faculty and administrators in order to increase awareness of existing experiential learning/employment opportunities.

COMPLETION GOALS FOR 2018-2020

During the 2016-17 academic year, the University developed a new five-year strategic plan: Path to Excellence: Strategic Plan 2017-2022. The University places a high priority on student success, so it is no coincidence that the first priority in our strategic plan is Student Success and Academic Excellence. It is important that the University Completion Plan be aligned and coordinated with our strategic plan moving forward. Therefore, our 2018-2020 Completion Goals are taken directly from our strategic plan.

The University of Toledo will establish a university-wide student success task force to implement high-impact and evidence-based strategies to enhance student retention and persistence across all units, including student life, academic advising, mental health and academic colleges. We will strengthen the bond between curricular and co-curricular programs to enhance the quality of the UT educational experience, especially through establishment of a First-Year Experience Program, follow-up Second-Year Experience Program and transfer programs to complement the first-year experience all with a goal of improving student success.

Specifically, our updated completion goals, consistent with our new strategic plan are:

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

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

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

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

Goal 5: Reduce the number of undergraduate programs that require more than 120 credit hours to graduate, with a goal of 50% of our programs at or below 120 credit hours by 2022.

CURRENT COMPLETION AND RETENTION STRATEGIES

1. **Establish a university-wide Student Success Task Force**

   As part of the implementation of "Path to Excellence: Strategic Plan 2017-2022", UT established a university-wide Student Success Task Force in Fall 2017 to inventory student retention and success efforts on campus and at other universities, assess their effectiveness and recommend a set of best practices for implementation at UT. It is anticipated that this Task Force will help coordiante and implement student success and retention efforts on campus moving forward.

2. **Establish an ad-hoc Student Advising Task Force**

   The purpose of the ad-hoc Advising Task Force is to review and assess the advising efforts and practices on campus and make recommendations by the end of the 2017-18AY for improving advising systems across campus . Several positive outcomes already underway include a) creation of an advising website has begun; b) instituting an advisor training and professional development program; and c) expanded use of Starfish Early Alert across the institution.

3. **Increase the percentage of students completing gateway math and English courses in their first year.**

   UT is a participant in the Strong Start to Finish grant recently awarded to the Ohio Department of Higher Education ODHE). ODHE, working in partnership with the Inter-University Council and the Ohio Association of Community Colleges, was selected to receive a $2.1 million grant from Strong Start to Finish (SSTF) aimed at getting students on successful pathways to college completion while also addressing attainment gaps for historically underserved populations. As part of the application process, ODHE reached out to the presidents of 13 of Ohio's public universities and the state's 23 community colleges to determine their interest in participating in the grant opportunity. Schools that volunteered to participate agreed to develop institutional goals, including specific goals to reduce equity gaps; assemble a campus leadership team; outline the campus' initiatives related to Strong Start to Finish goals; and develop goals for increasing the percentage of students completing their gateway math and English courses and entering a program of study in their first year.

4. **Expand co-requisite instruction in gateway Math and English courses with the goal of moving to scale.**

   In the AY2017-2018, we introduced pilot versions of co-requisite remediated courses in mathematics (MATH1180 – Reasoning with Math) and English

(ENGL1010 College Writing I). The co-requisite remediated sections of MATH1180 had a success rate of 77% compared to 73% for the non-remediated sections. This result is encouraging for the pilot scale implementation. The pilot programs will be expanded in AY2018-19 with the intent of moving them to scale.

5. **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 four years ago, retention at the institution for first-time, full-time students has increased from under 68% to 74.5%.

6. **Starfish and Platinum Analytics**

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.

All of the Success Coaches, Student-Athlete Academic Staff, Learning Enhancement Center (tutoring), University College advisors and the Math and English Department faculty are utilizing the technology. All undergraduate students are also in Starfish. Success Coaches and advisors 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 and counseling services

In December 2017, the university hired a Student Success Systems Administrator. The main responsibilities of this role are to configure and expand the use of Starfish Retention Solutions and Platinum Analytics.

We have expanded the use of Starfish by creating the General Advisor role within Starfish in order to expand and configure other academic college advisors into the system moving forward. We created training guides and held numerous training sessions for advisors and faculty throughout the 2017-18AY. We have expanded Early Alert to include all College Credit Plus students, all student-athletes, and the College of Arts & Letters 1000/2000 level courses. We have improved the process of tracking registration efforts for continuing students which included enhancements to the documentation of attrition or non-registration of students across the university for recruit back efforts. We developed the Probation Student Intake Form for a pilot probation student project in three colleges in Spring 2018. We also participated in multiple round table discussions with peer institutions in order to learn national best practices.

In Spring 2017, we created a university training guide and trained users on how to use the Platinum Analytics program. A committee was established to review bottlenecked courses and to make necessary adjustments to the course schedule.

7. **Fifteen to Finish (Complete College America)**

UT initiated a 15 to finish campaign in AY2017-18. Through success coaches and advisors we have been emphsizing the benefits of taking 15 credit hours per semester. Students will graduate sooner, incur less debt, and enter the employment market earlier. We should begin to see the results of this campaign as we progress through the 2018-20 biennium covered by this Completion Plan.

8. **Decrease the Number of Credit Hours to Degree Completion**

We have been working to optimize our bachelor's degree programs and reduce them to 120 semester credit hours, while being mindful of external accreditation requirements. Our goal is to reduce 50% of our 110 programs to 120 credit hours by 2022. Graduation requirements of 120 credit hours in conjunction with the 15 to finish campaign should increase our four-year graduation rate moving forward.

9. **Center for Experiential Learning and Career Services**

Competition in the employment market is stiff. Hands-on experiential leaning opportunities give our students an edge in the job market and help them gain degree-related employment following graduation which is a key indicator of student success. More than 50% of our students graduate from programs with

mandatory experiential learning. Including those who participate in optional experiential learning opportunities, the number rises to nearly 65%. The Center for Experiential Learning and Career Services is committed to to connecting our students to meaningful learning experiences and to assist students with major and career exploration.

10. **Rocket Express**

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

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

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

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

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

12. Rocket Recovery Emergency Grant

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

13. 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.

14. Peer Mentoring

Several peer mentoring programs are available for under-represented minority (URM) students to help reduce the performance gap between URM students and majority students. **Primos** is a program especially designed for first-year Latino students at UT. Primos priority is to help students ease into making the transition from high school to college by pairing them with trained peer mentors. Mentors coach and inform new students about University resources enabling them to become more successful than they already are. **Talented Aspiring Women Leaders (TAWL)** is a mentoring program designed for african-american female students. The purpose of TAWL is to enrich their academic journey on campus by providing meaningful connections with the University of Toledo and the greater local community. They are actively involved in academic/professional development workshops, community service, cultural awareness programming, and open dialogue forums dedicated to addressing student issues. **Brothers on the Rise** is a retention effort comprised of Black and Latino faculty, staff and students. It has a mission of improving the human condition of UT students through programs and activities that foster and encourage students' pursuit of academic and cultural excellence. Brothers on the Rise works collaboratively with the University and the community to address the low retention and graduation rates of African American and Latino male students. Their mission is realized through five interrelated objectives:

- Develop, foster, and encourage a "Culture of Academic Success" that focuses on specific habits and customs outside of the classroom and enhances the academic efforts of the students.

- Promote collaboration among existing university social programs and organizations, particularly those with a significant number of underrepresented students at UT.
- Foster and encourage peer and non-peer mentoring programs.
- Increase student understanding of financial aid, financial responsibility, and money management in the context of the university environment.
- Assemble data relevant to academic preparedness and achievement among students of color that are accepted, matriculate, and graduate at UT.

15. **Affordability Initiatives**

The University of Toledo is committed to making educAtion more affordable for our students. As part of this effort, we recently intrroduced the **Toledo Tuition Guarantee**. New undergraduate students who enroll at The University of Toledo beginning fall semester 2018 will be the first cohort to participate in the Toledo Tuition Guarantee plan, which establishes a fixed tuition rate for four years to provide price transparency and consistency for families, while also encouraging students to complete their bachelor's degree in four years. The UT Board of Trustees approved the program in December 2017 and established a fixed rate for undergraduate tuition, the general fee and select miscellaneous fees, such as for library information and career services. On-campus housing and meal plan rates also are guaranteed for four years, however residence hall space cannot be guaranteed beyond a student's second year because of the University's requirement that students live on campus for their first two years. The out-of-state surcharge is not included in the Toledo Tuition Guarantee. Graduate students also are not part of the guarantee program. Undergraduate students are guaranteed the fixed rate for four academic years, which includes eight consecutive fall and spring semesters, four summer semesters and any intersessions within that period. Students who take classes beyond their four-year guarantee period will pay the tuition rate set for a subsequent cohort. For students in programs that take longer than four years to complete because of required additional credit hours due to accreditation or licensing requirements or required internships or co-ops, they will be granted up to a one-year extension of their guaranteed cohort period. The list of applicable programs is being finalized. Students who complete their undergraduate degree within the guarantee period are eligible for a $500 scholarship toward continuing their education in a UT graduate program if they enroll within three semesters of graduating with their bachelor's degree.

UT continues to work on strategies to reduce textbook costs for our students. The University has adopted a new program that will automatically provide students with lower cost, digital course materials when they enroll in a number of specific courses. The **Inclusive Access Program**, is a model in which a fee

for the course materials is added to the tuition when students register for the course. This program provides students significant cost savings over bookstore retail prices and at the same time is a convenience to automatically connect them with the required materials so they have it on the first day of class and are ready to learn. UT piloted the Inclusive Access Textbook program in one math course across all sections, and based on comparisons to past years' data, this initiative saved students approximately $800,000 in courseware costs. Beginning in the fall of 2018, the Inclusive Access Textbook program will be expanded to fourteen high-enrollment courses in the College of Business and Innovation, and the College of Natural Sciences and Mathematics.

16. AcademicSupport Services

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 which has been proven to help increase student understanding of course material and raise course grades. SI is open to students enrolled in the course offering supplemental instruction and is available at no extra cost to the students. SI is targeted to select 1000 and 2000 level courses.

- **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.

- **<u>The Writing Center</u>**

  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.

- **<u>TRIO Student Support Services</u>**

  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.

ADDITIONAL OFFICES AND SERVICES THAT SUPPORT STUDENT SUCCESS AND COMPLETION

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 LGBTQA, 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-Athlete Academic Services

Student-Athlete 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

The Academic Enrichment Center (AEC) provides academic support services for students in the Health Science professional programs by facilitating student engagement and collaboration, fostering self directed learning, and providing resources which contribute to student academic success.

Student Disability Services

Student Disability Services removes barriers for students with disabilities at The University of Toledo by ensuring that appropriate accommodations are provided. SDS works directly in partnership with students, instructors, administrators, and staff to coordinate and provide accommodations for students with disabilities. They promote equal access for students and strive for full inclusion.

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.

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.

Office of Undergraduate Research

The Office of Undergraduate Research is a central resource for undergraduate research and scholarship at The University of Toledo. Their goal is to expand the research and scholarship possibilities to better serve the diverse undergraduate student population at UT. The office's three primary functions are helping students find opportunities, fund undergraduate research and creative activities, and assist students in featuring their work through organizing symposia and supporting travel grants.

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

Living Learning/Special Interest Communities

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

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 1020 SAT combined reading and math score and demonstrated potential for leadership exhibited through high school honors, activities, and community service.

Roy and Marcia Armes Engineering Leadership Institute (ELI)

The Roy and Marcia Armes 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, participate in seminars, team-building exercises and public speaking opportunities, and attend one or more national conferences. Student members of ELI 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 is 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 Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services.

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

Sexual Assault Education and Prevention Program

The mission of The University of Toledo's, Sexual Assault Prevention Education Programming, housed out of The Title IX Office is to create a campus community free of sexual misconduct, sexual harassment, and other forms of sexual and intimate partner violence, in which students, faculty, and staff enjoy equitable, non-violent relationships. We provide educational programming addressing the role that everyone can take in creating a violence-free UT. We are dedicated to ensuring that students, faculty, and staff are provided proper resources to engage in services with our collaborative partners including crisis intervention, medical services, mental health counseling, legal services, and academic accommodations.

Alcohol, Tobacco and Other Drug Prevention Program (ATOD)

The University of Toledo is committed to a safe environment for all students, faculty, and staff by promoting and maintaining a work and academic environment that is free from illegal use and misuse of alcohol and drug abuse, in accordance with all federal, state, and local laws as well as the Federal Drug Free Schools and Campus Safety Regulations.

The Alcohol, Tobacco and Other Drug (ATOD) Prevention Program's mission is to work collaboratively to create an environment which fosters campus wide health promotion and academic success by coordinating multidisciplinary prevention and treatment efforts around the areas of substance abuse.

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 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.

Exploratory Studies

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

Transition Program

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

PROGRAMS FOR FIRST YEAR STUDENTS

New Student Orientation

o 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.

o Rocket Transition is a one-day mandatory orientation program for transfer students and their families. Admitted transfer student 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 towards 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 over 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

Math Camp is 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 re take 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.

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.

Summer Scholars Early-Arrival Program

In the summer of 2017, UT piloted an early-arrival summer bridge program in University College called the "Summer Scholars" program with approximately 40 incoming freshmen students (both residential and commuter students) who participated in an eight-day program before the start of fall semester classes (August 16-23, 2017). The program focuses on helping students make the transition from high school to college, and includes major and career exploration, community building, and college "survival" skills. National research shows that first-year student retention increases by up to 10 percent for students who participate in early-arrival summer programs. At UT, the overall retention rate for students who participated in the summer 2017 pilot program had a fall- to-spring retention rate of 95 percent, while the general population of students showed an overall retention rate of 83 percent. In addition, students who participated in the Summer Scholars program showed an average GPA in fall 2017 of 2.29 compared to the average GPA of the general student population of 1.71 for fall 2017. In the summer of 2018, an additional five colleges at UT will work collaboratively to expand the Summer Scholars early-arrival program and offer the program to incoming students in the following colleges: the College of Arts and Letters, the College of Engineering, the College of Health and Human Services, the College of Natural Sciences and Mathematics, the Judith Herb College of Education, and University College. Although there will be joint sessions and shared programs, each college will also work with their cohort of students to offer sessions and activities that are specific to their majors. Our aspirational goal for the summer of 2018 is to enroll a total of 180 students in the six colleges that are participating in the Summer Scholars program.

WORKFORCE DEVELOPMENT PRIORITIES

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

The University of Toledo is committed to community outreach and global engagement and to being a key driver in the revitalization of the region's economy and quality of life. UT has established an Office of Workforce Development to help meet these goals. The The Office of Workforce Development advances the mission and vision of the University by working collaboratively with UT Colleges and departments to engage with business and industry leaders towards a shared goal of building the regional workforce now and in the future. Under the leadership of University College, and guided by an Advisory Board, the Office of Workforce Development helps to coordinate workforce and economic development initiatives. The University, its faculty, and staff are actively engaged in a diverse array of workforce development activities with major businesses, governmental agencies, and educational non-profits reflective of the University's commitment to its role of community outreach and engagement.

Building upon the University's role in outreach and engagement, 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. More than 50% of our graduates participate in mandatory experiential learning activities. If we include optional experiential learning opportunities, more than 64% of our graduates participate.

 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 (advanced manufacturing, aerospace and aviation, automotive, biohealth, energy & chemicals, financial services, food & agribusiness, information technology, and logistics & distribution) and garner positions that are on the list of *Buckeye Top Fifty* high wage occupations in Ohio.

Given the breadth of The University of Toledo's academic offerings, it is no surprise that the University supports the development of a high-quality workforce for all of the state's nine key industries. Some 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 & Chemicals**

  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. UT supports the chemicals 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 energy and chemical industry.

- **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 Technology**

  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. Our Bachelor of Science in Information Technology (BSIT), in the College of Engineering 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.

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 Wright Center for Photovoltaics Innovation and Commercialization**

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

- **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.

- **The Family Business Center**

  The Family Busines Center 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.

- **Center for Continuous Improvement**

  The Center for Continuous Improvement serves as the multi-disciplinary outreach and engagement linchpin between the UT College of Business and Innovation and the business community of Northwest Ohio. In fulfilling this role, the Center for Continuous Improvement seeks to leverage the College's

teaching/learning capabilities and research expertise to address issues that adversely impact the business climate and economic development of the region and serves as a resource for enhancing the global competitiveness of individual organizations.

- **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.

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

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

Training Toledo's Future Workforce

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

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

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

Connecting Students with Employers

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 over a 90% placement rate upon graduation.

- **College of Engineering Career Development Center**

  The College of Engineering adopted a mandatory co-op strategy for all incoming engineering cohorts starting fall 1997 and over the past 19 years has had more than 19,000 student co-op placements with over 2,400 employer sites. Geographically, the placements have spanned 42 countries and 44 states, with 70 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.

APPENDICIES
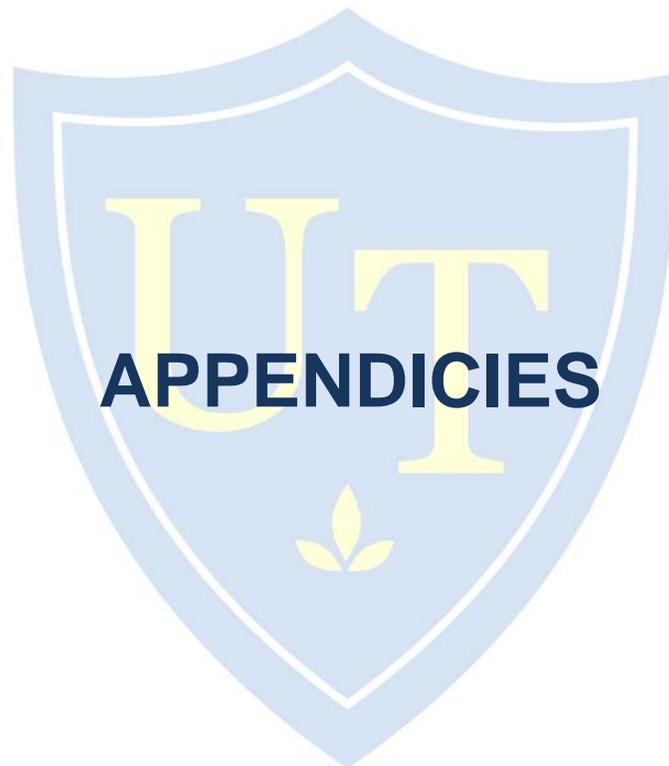
Appendix A

Source: The University of Toledo – Office of Board Affairs

THE UNIVERSITY OF TOLEDO BOARD OF TRUSTEES

RESOLUTION NO. 18-06-16

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, 2018, 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 University Completion Plan for The University of Toledo; and

BE IT FURTHER RESOLVED,

that a copy of this updated plan be forwarded to the Chancellor of the Ohio 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.

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

Occupation	2008 Employment	Total Annual Openings	Projected Employment Change 2008–2018	Projected Percent Change	Average Annual Earnings	Education	Knowledge
Business Cluster							
Customer Service Representatives	83,800	3,644	10,060	12.0%	$32,365	Moderate-Term On-The-Job Training	Customer & Personal Service; Clerical; English Language
Accountants and Auditors	45,900	1,509	7,330	16.0%	$62,837	Bachelor's Degree	Economics & Accounting; English Language; Mathematics
Market Research Analysts	8,780	436	2,000	22.8%	$62,837	Bachelor's Degree	English Language; Customer & Personal Service; Administration & Management
Cost Estimators	10,170	411	1,850	18.2%	$61,152	Bachelor's Degree	Mathematics; Engineering & Technology; English Language
Training and Development Specialists	9,180	411	1,710	18.6%	$53,477	Bachelor's Degree	Education & Training; English Language; Customer & Personal Service
Employment, Recruitment & Placement Specialists	7,450	370	1,760	23.6%	$51,480	Bachelor's Degree	English Language; Customer & Personal Service; Administration & Management
Public Relations Specialists	6,900	276	1,130	16.4%	$52,458	Bachelor's Degree	Communications & Media; English Language; Sales & Marketing
Compliance Officers, except Agri, Construction, Health, etc.	8,080	269	1,830	22.6%	$53,602	Long-Term On-The-Job Training	English Language; Law & Government; Customer & Personal Service
Financial Analysts	7,310	230	970	13.3%	$73,195	Bachelor's Degree	Economics & Accounting; English Language; Mathematics
Paralegals and Legal Assistants	6,570	192	1,170	17.8%	$44,200	Associate Degree	English Language; Law & Government; Clerical
Compensation, Benefits & Job Analysis Specialists	4,330	184	710	16.4%	$54,060	Bachelor's Degree	Personnel & Human Resources; English Language; Administration & Management
Real Estate Sales Agents	5,620	176	840	14.9%	$49,213	Postsecondary Vocational Award	Sales & Marketing; Customer & Personal Service; English Language
Personal Financial Advisors	4,910	159	1,060	21.6%	$86,691	Bachelor's Degree	Customer & Personal Service; Sales & Marketing; Economics & Accounting
Construction & Transportation							
Truck Drivers, Heavy and Tractor-Trailer	75,880	2,271	9,130	12.0%	$39,187	Short-Term On-The-Job Training	Transportation; Public Safety & Security; English Language
Construction Laborers	28,050	552	3,640	13.0%	$38,480	Moderate-Term On-The-Job Training	Building & Construction; Design; Mathematics
Heating, AC, & Refrigeration Mechanics/Installers	11,430	458	2,740	24.0%	$46,080	Postsecondary Vocational Award	Mechanical; Customer & Personal Service; Mathematics
Cargo and Freight Agents	2,160	101	510	23.6%	$36,670	Moderate-Term On-The-Job Training	Transportation; Customer & Personal Service; English Language
Community & Social Service							
Medical and Public Health Social Workers	6,400	288	1,270	19.8%	$43,510	Bachelor's Degree	Psychology; Therapy & Counseling; Sociology & Anthropology
Mental Health & Substance Abuse Social Workers	4,590	212	870	17.4%	$37,128	Master's Degree	Therapy & Counseling; Psychology; Customer & Personal Service
Mental Health Counselors	4,110	180	970	23.6%	$43,659	Master's Degree	Psychology; Therapy & Counseling; Customer & Personal Service
Education							
Self-Enrichment Education Teachers	7,280	303	1,910	26.2%	$42,453	Work Experience in a Related Occupation	Education & Training; Customer & Personal Service; English Language
Instructional Coordinators	6,380	244	1,040	16.3%	$61,838	Master's Degree	Education & Training; English Language; Psychology
Health Care							
Registered Nurses	118,660	4,175	21,020	17.7%	$59,738	Associate Degree	Medicine & Dentistry; Customer & Personal Service; Psychology
Licensed Practical & Licensed Vocational Nurses	41,570	2,022	7,220	17.4%	$39,915	Postsecondary Vocational Award	Medicine & Dentistry; Customer & Personal Service; Psychology
Physicians & Surgeons	27,990	974	4,800	17.1%	$185,491	First Professional Degree	Medicine & Dentistry; Biology; English Language
Dental Assistants	9,070	438	2,510	25.2%	$32,323	Moderate-Term On-The-Job Training	Medicine & Dentistry; Customer & Personal Service; English Language
Pharmacists	11,720	419	1,590	13.6%	$102,357	First Professional Degree	Chemistry; Medicine & Dentistry; English Language
Medical and Health Services Managers	12,610	406	1,660	13.2%	$83,117	Bachelor's or Higher, plus Work Experience	Administration & Management; Customer & Personal Service; English Language
Dental Hygienists	7,100	323	1,780	25.1%	$62,026	Associate Degree	Medicine & Dentistry; Customer & Personal Service; English Language
Physical Therapists	7,650	271	1,790	23.4%	$75,338	Master's Degree	Medicine & Dentistry; Therapy & Counseling; Customer & Personal Service
Physical Therapist Assistants	4,800	220	1,510	31.5%	$51,199	Associate Degree	Customer & Personal Service; Therapy & Counseling; Medicine & Dentistry
Respiratory Therapists	5,310	182	850	16.0%	$50,003	Associate Degree	Customer & Personal Service; Medicine & Dentistry; Education & Training
Speech-Language Pathologists	5,090	170	770	15.1%	$77,230	Master's Degree	English Language; Therapy & Counseling; Education & Training
Occupational Therapists	4,270	164	860	20.1%	$74,568	Master's Degree	Therapy & Counseling; Psychology; Education & Training
Surgical Technologists	3,440	158	710	20.6%	$38,667	Postsecondary Vocational Award	Medicine & Dentistry; Customer & Personal Service; English Language
Occupational Therapist Assistants	2,430	108	730	30.0%	$51,253	Associate Degree	Psychology; Education & Training; English Language
Physician Assistants	1,910	99	640	33.5%	$83,896	Master's Degree	Medicine & Dentistry; Biology; Psychology
Veterinarians	2,070	92	560	27.1%	$90,584	First Professional Degree	Biology; Customer & Personal Service; Medicine & Dentistry
Athletic Trainers	870	60	310	35.6%	$42,860	Bachelor's Degree	Medicine & Dentistry; Therapy & Counseling; Customer & Personal Service
Information Technology, Engineering & Science							
Computer Support Specialists	22,090	899	2,870	13.0%	$41,746	Associate Degree	Computers & Electronics; Customer & Personal Service; English Language
Computer Software Engineers, Applications	21,470	848	6,670	31.1%	$81,474	Bachelor's Degree	Computers & Electronics; Mathematics; English Language
Network Systems & Data Communication Analysts	11,790	721	5,090	43.2%	$71,510	Bachelor's Degree	Computers & Electronics; Telecommunications; English Language
Computer Systems Analysts	19,140	676	2,630	13.7%	$77,634	Bachelor's Degree	Computers & Electronics; English Language; Customer & Personal Service
Network and Computer Systems Administrators	15,910	499	2,340	14.7%	$62,317	Bachelor's Degree	Computers & Electronics; English Language; Mathematics
Computer Software Engineers, Systems Software	10,170	334	2,480	24.4%	$83,138	Bachelor's Degree	Computers & Electronics; Engineering & Technology; English Language
Computer and Information Systems Managers	9,760	282	1,230	12.6%	$111,821	Bachelor's or Higher, plus Work Experience	Computers & Electronics; Administration & Management; Customer & Personal Service
Civil Engineers	6,980	229	1,110	15.9%	$73,070	Bachelor's Degree	Engineering & Technology; Design; Building & Construction
Database Administrators	4,040	138	710	17.6%	$69,399	Bachelor's Degree	Computers & Electronics; Customer & Personal Service; English Language
Medical Scientists, except Epidemiologists	1,780	87	510	28.7%	$68,619	Doctoral Degree	Biology; English Language; Mathematics
Biomedical Engineers	360	28	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.

Job opportunities in high-wage jobs require education and training.

For more information...

Visit Ohio Labor Market Information on the web at http://OhioLMI.com or contact us at 1-888-296-7541 or 1-614-752-9494. To locate jobs in high-wage occupations, go to http://OhioMeansJobs.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

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

Fall 2017 University Student Profile

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	3,220	19.90%	11,935	73.90%	1,000	6.20%	16,155	100%
Enrolled Part Time	63	2.00%	2,839	23.80%	222	22.20%	3,124	19.30%
Not Degree/Certificate Seeking	2	0.10%	1,060	8.90%	19	1.90%	1,081	6.70%
Financial Need – Pell Eligible	1,285	39.90%	3,822	32.00%	468	46.80%	5,575	34.50%
Remedial Education Needs	1,135	35.20%	3,216	26.90%	202	20.20%	4,553	28.20%
Female	1,604	49.80%	5,869	49.20%	476	47.60%	7,949	49.20%
Male	1,616	50.20%	6,065	50.80%	524	52.40%	8,205	50.80%
Age 18-24	2,955	91.80%	9,157	76.70%	709	70.90%	12,821	79.40%
Age 25 and Older	33	1.00%	1,614	13.50%	261	26.10%	1,908	11.80%
Ohio Resident	2,461	76.40%	9,173	76.90%	666	66.60%	12,300	76.10%
High School-to-College Factors								
Average High School GPA	3.39		3.41		2.98		3.39	
Average ACT or SAT	22.9		23.3		20.8		23.1	
Race / Ethnicity								
American Indian / Alaskan Nativ	5	0.20%	14	0.10%	3	0.30%	22	0.10%
Asian	64	1.70%	261	2.20%	21	2.10%	346	2.20%
African American /Black	405	13.30%	1232	10.30%	145	14.20%	1,782	11.10%
Hispanic	214	5.00%	594	5.00%	36	3.50%	844	5.30%
International	68	3.70%	769	6.40%	139	13.60%	976	6.10%
Native Hawaiian or other Pacific Islander	2	0.10%	8	0.10%	0	0.00%	10	0.10%
Multi-racial	158	3.90%	357	3.00%	32	3.10%	547	3.40%
White	2,165	67.40%	8,277	69.40%	576	56.50%	11,018	68.60%
Race/ethnicity not reported	139	4.70%	423	3.50%	48	4.70%	610	3.80%

THE UNIVERSITY OF TOLEDO BOARD OF TRUSTEES

RESOLUTION NO. 18-06-16

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, 2018, 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 University Completion Plan for The University of Toledo; and

BE IT FURTHER RESOLVED,

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

BE IT FINALLY RESOLVED,

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