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April 25, 2014  
Academic and Student Affairs

### RESOLUTION R2014-40

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, by no later than June 30, 2014, the Board of Trustees at each Ohio institution of higher education to adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, ORC 3345.81 states 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 adopts the attached Strategic Completion Plan for Miami University; and

BE IT FURTHER RESOLVED, that a copy of this plan be forwarded to the Chancellor of the Ohio Board of Regents; and

BE IT FURTHER RESOLVED, that this plan be reviewed and updated at least once every two years, and that a copy of the updated plan be provided to the Chancellor upon adoption.

*Approved by the Board of Trustees  
April 25, 2014*

T. O. Pickerill II  
Secretary to the Board of Trustees

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# MIAMI UNIVERSITY COMPLETION PLAN

*To Be Submitted to Chancellor of the University System of Ohio Board of Regents*

*June 30, 2014*

## UNIVERSITY MISSION

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

As of fall 2013, 15,460 undergraduates and 2,260 graduate students study on the Oxford campus. Regional campuses in Hamilton, Middletown, and West Chester enrolled a combined total of 5,513 students. 52% of Miami students are female, and 60% are residents of Ohio. 98% were born in 1994 or 1995.

Students of color make up 13.2 percent of the first-year class and 12.0 percent of the undergraduate student body (based on fall 2013 Oxford campus enrollment). The breakdown of this population is as follows:

- 2.9% Black or African-American
- 4.5% Hispanic/Latino
- 1.9% Asian, Native Hawaiian, or other Pacific Islander
- 3.8% identify themselves as multi-racial.

An additional 5.1% are international students with 86% of the international students identifying themselves as Asian. Ten percent are Pell Grant recipients; 41% have financial need, and 100% of freshmen with need received offers of financial aid.

Of the Oxford campus students, almost 40 percent of the freshmen graduated in the top 10% of their high school class. 59% entered Miami with college credit from AP, dual enrollment/PSEOP, and other programs, with the average credit received being 16 hours. The average ACT score of 27.6 (81% of the incoming freshmen admitted with the ACT). The first-year student retention for full time students is 90%. The four year graduation rate is 68%, and the six-year graduation rate is 81%.

While also focused on a liberal arts education, Miami’s regional campuses serve a different student population. Thirty percent of the students are part time, and 70% are full time. Thirteen percent of the students on the regional campuses are non-traditional students; 57% are female, and 43% are male. The majority of students on the regional campuses are place-bound, and none live on campus. The top feeder schools are area high schools as well as local community colleges. The regional campuses now feature a new academic division, called the College of Professional Studies & Applied Sciences (CPSAS) which offers several baccalaureate degrees, including computer and information technology, nursing, criminal justice, engineering technology, business technology, and integrative studies. New degrees in forensic science and community and regional development have been recently approved. The students on the regional campuses have a first-year student retention rate of 60% (for the 2012 cohort), and those pursuing bachelor’s degrees in the CPSAS (2007 cohort) have a six-year graduation rate of 25.3% for the Hamilton campus and 20.1% for the Middletown campus.

In the 2014 edition of *America's Best Colleges*, *U.S. News & World Report* ranks Miami third among the nation's top universities for its exceptionally strong commitment to undergraduate teaching. Miami is ranked 7th among "Best Colleges for Veterans." *The Fiske Guide to Colleges 2013* includes Miami in its list of the nation's "best and most interesting colleges and universities." According to the guide, "[Miami is] gaining national recognition as an excellent state university that has the true look and feel of a private, with a picture-perfect campus and high-caliber student body." *Forbes* ranked Miami 41st among public universities nationwide for return on investment in its list of America's Top Colleges for 2013. Post-graduate success and student satisfaction combine for 60% of the school's score. *Kiplinger's Personal Finance* listed Miami as one of the "100 Best Values in Public Colleges" for 2014, ranking Miami 54th nationally.

## BARRIERS TO PERSISTENCE AND COMPLETION

Although the academic profile and completion rate of Miami's Oxford campus students are very strong overall, our data show that, for new, full-time Oxford students who began in the fall of 2006, 2007 and 2008, the following factors are correlated to a higher risk for attrition: gender, first generation, and high financial need.

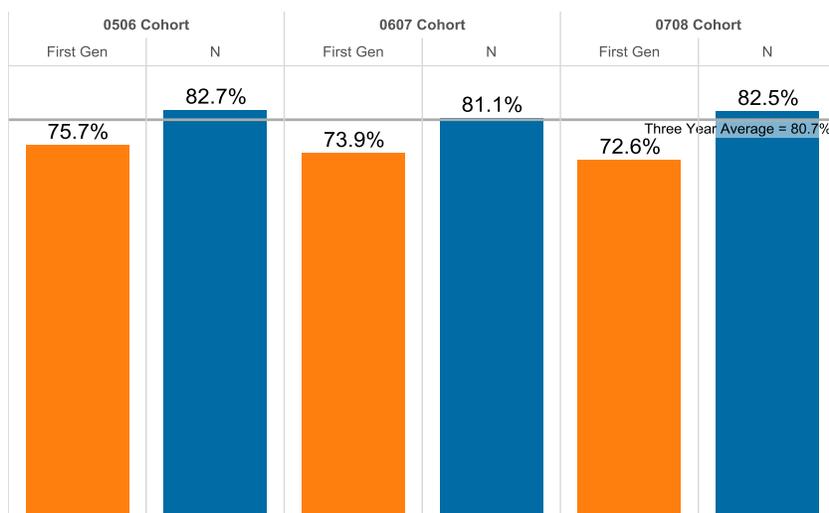
For gender, males have averaged a six-year graduation rate almost 5 percentage points lower than females for the three most recent years of data (Figure 1).

**Figure 1: Six-Year Graduation Rates by Gender**



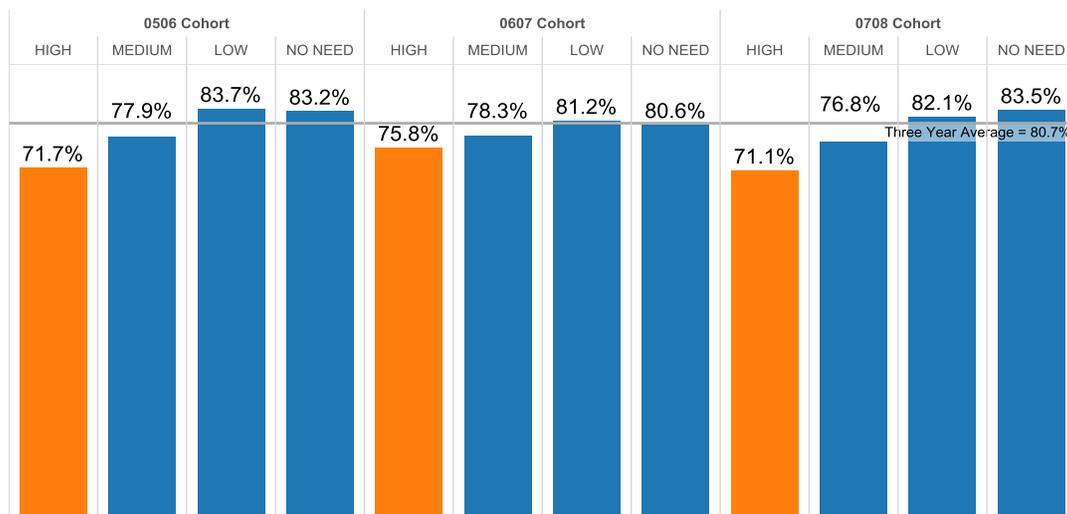
First-generation students also have a significantly lower graduation rate when compared to their peers. Their average is 8 percent points lower than other students over these three years of data (Figure 2).

**Figure 2: Six-Year Graduation Rates for First Generation Students**



Student financial need, as indicated by the Estimated Family Contribution, plays a role in predicting graduation rates. As would be expected, higher financial need correlates to lower graduation rates. Student in the “high” category show the greatest difference varying from the overall average by 8 percentage points (Figure 3).

**Figure 3: Six-year Graduation Rates based on Financial Need (EFC)**



Future data are likely to illustrate a new concern - a significant decrease in the six-year graduation rate of the international student population. The first-year to sophomore retention rate for international students is very strong (96.3% for the 2012 and 2013 cohort). However, the international students in the 2010 cohort left the University between their sophomore and junior year at a higher rate than domestic students, which then contributes to projected lower graduation rates. The Office of Institutional Research recently conducted a study of this challenge and identified a larger number of factors which may be contributing to the decline, including the fact that Miami is often not the first choice institution of matriculating international students and there is a general lack of engagement by these students with the Miami community.

Naturally, completion rates (associate or bachelor degree) at the open-access regional campuses are much lower than the Oxford campus rates, ranging from 22.6% to 28.1% over the three most recent years of data. The cohort sizes at those campuses are much smaller, so dissecting the rates by factors is more challenging. However, gender and race/ethnicity are also significant factors for the Hamilton and Middletown campuses. Completion rates for males range from 16.2% to 24.7% while female rates range between 26.1% and 31.5%. Domestic underrepresented student completion rates vary from 8.9% to 21.5% while majority students have completion rates between 24.2% and 28.9% over the same time period.

## CURRENT COMPLETION STRATEGIES

Miami's record of advancing college completion among its students is a result of a deep commitment to student success, a commitment which is reflected not only in the university mission statement but also in Miami's values statement:

*Miami University is a scholarly community whose members believe that a liberal education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.*

At a fundamental level, persistence is much more likely to follow when a student has a true sense of belonging. This issue of each individual finding his or her place -- and understanding his or her role -- within the broader Miami University community is the focus of Miami's values statement.

The mission and values statement have been reinforced by an array of strategies to promote student success. Some of the key strategies currently used are articulated below.

### COORDINATION

Two Oxford campus committees with oversight of student success and completion have been formed. The Oxford committees include representatives from across the University. A third committee charged with student success on the Regional campuses has also been formed to coordinate these efforts:

- **UNDERGRADUATE ACADEMIC ADVISING COUNCIL** was formed in 2008 by the Provost and Executive Vice President for Academic Affairs to oversee the mission of academic advising at Miami. This council has representation from all academic divisions, including CPSAS on the regional campuses.
- **UNIVERSITY RETENTION STEERING COMMITTEE** was formed in 2012 by the President to collect data related to retention and develop improvements in targeted areas. This committee focuses on Oxford campus retention.
- **REGIONAL STRATEGIC ENROLLMENT TEAM** is a coordinating committee focused on improving the recruitment and retention on the regional campuses. The team has representation from marketing, business services, admissions, student activities, counseling services, diversity and multicultural affairs, and academic affairs.

## ADMISSION & FINANCIAL AID

- **PRE-COLLEGE PROGRAMS:**
  - The Summer Scholars Program, a new initiative beginning in summer 2014, provides a rich, early college experience for academically-talented rising high school juniors and seniors from across the globe. Students engage in a community of learners for an intense, two-week summer program. It provide the opportunity for students to:
    - Participate in challenging, immersive academic modules centered on a specific topic or area of interest;
    - Learn alongside leading faculty and professional experts;
    - Reside in a "living-learning" community with other Summer Scholars participants and get a real preview of college life; and
    - Attend special workshops on topics such as the college admission process and financial assistance.
  - Bridges, a visit program geared towards high-achieving, diverse high school seniors who are interested in learning more about the educational opportunities available at Miami University. For 2013, Bridges hosted 461 high school students, mostly from Ohio, for an overnight campus visit, which represents a 26 percent increase over previous years. Of those participating, 45 percent now attend Miami.
- **COMPETITIVE ADMISSION:** Miami University is a selective public institution. Each year the number of first-year and transfer applications received greatly exceeds the number of spaces available. The number of undergraduate students that can be accommodated is limited by several factors, including the physical capacity of our residence halls and the number of faculty we employ. As such, we practice selective admission. The review process is comprehensive; we look at applicants holistically, and it is individualized, as admission staff members read and review the entire contents of every application. We consider many variables during the review process, but rather than evaluating these variables independently, we strive to see the interrelationships between them and to establish the context of a student's achievements and demonstrated potential up to this point in his or her life. As a result of being a selective institution, Miami's admission selection process is focused on recruiting, admitting, and enrolling students who are likely to succeed (i.e., retain and graduate).

The academic and contextual variables considered in our application review process include the following (listed in alphabetical order):

- Class rank (6-semester cumulative), if available
- Demonstrated leadership
- Employment status during high school
- Extra- and co-curricular involvement
- First-generation college student status
- Grade point average (cumulative g.p.a., grade trends)
- Legacy status (family members that have graduated from Miami)
- Letter(s) of recommendation
- Life experiences
- Obstacles overcome

- Potential contributions to diversity (breadth of experience, geography, ideology, lifestyle, race/ethnicity, world view)
  - Quality of high school (% of graduates going to 4-year colleges)
  - Significant extenuating circumstances
  - Socioeconomic status
  - Special abilities, talents, and achievements
  - Standardized test scores
  - Strength of high school curriculum (depth in each core academic area, honors or accelerated courses, AP/IB courses, PSEO)
  - Strong, ongoing commitment to social service and/or volunteer activities
  - Writing ability
- **INSTITUTIONAL AID:** Miami University strategically leverages institutional aid to meet enrollment and retention goals. In the fall of 2010, Miami implemented a scholarship program that significantly increased support for its students. The program recognized both merit and financial need and for the last several years about two-third of the incoming fall class has received some type of scholarship or grant from Miami University. In so doing, the institution has maintained its commitment to meeting financial need. In 2012-2013, 55% of Miami University scholarship dollars went to support students with financial need.
  - **MIAMI ACCESS INITIATIVE:** In the fall of 2007, Miami University implemented the Miami Access Initiative (MAI), a program that guarantees to meet tuition costs (after the application of all federal and state grants) for Ohio residents with family incomes of \$35,000 or less. In 2012, the median family income of all Oxford FAFSA filers was \$95,536. For MAI students, that median income was \$20,437. This compares to the federal poverty level for a family of 4 of \$23,050. Over 60% of Miami Access Initiative students are first generation college students and to date, over 1,500 Ohio students and families have benefited from the program.
  - **LOAN DEBT:** Miami University continues to carefully monitor student debt at graduation. For the last four years Miami's student loan indebtedness grew at 4.6% - the lowest among all IUC schools providing data. The growth is also lower than that of the average for all schools in the state of Ohio (6.7%). Our 2012 debt at graduation (\$27,817 with 55% borrowing) compares favorably to Ohio's average: \$29,037 with 69% borrowing.

#### EARLY PREPARATION & INTERVENTION

- **SUMMER ORIENTATION**, an intensive two-day experience, is offered to all incoming students on the Oxford campus. The goals include promoting caring, confidence, connection, curiosity and comfort. Orientation features group sessions on a variety of college success topics (e.g., health and wellness, personal development, involvement and activities) as well as Individualized advising by faculty to assist with decisions about degree, academic opportunities, and courses. Additionally, orientation is followed by outreach from the Parent's Office, an online module on avoiding alcohol risk and Title IX issues. On the regional campuses, all students participate in SOAR (Student Orientation, Advising & Registration) program which facilitates a seamless transition for incoming students to the regional campuses' academic support systems.
- **ONLINE ADVANCED PLACEMENT EXAMINATIONS** in math and foreign language are conducted each semester to ensure appropriate placement in courses. Students typically complete the examinations prior to Summer Orientation so that they can plan their schedule appropriately with their advisor.

- **WELCOME WEEK:** A week of programs and activities to acculturate first-year students to college life and the Miami experience.
- **RESIDENCE LIFE:** Each resident assistant and residence life staff meets with first-year students at least twice per semester to provide academic support, advisement and socio-emotional guidance.
- **EARLY ALERT SYSTEM** (Map-Works) was purchased and used by advisors of first-year, first-semester students to better ensure accurate identification of students who may be potentially at risk for attrition.
- **INTERVENTIONS** (counseling, academic coaching, enrichment courses) with first-year and sophomore students in academic peril (i.e., do not achieve at least a 2.00 cumulative grade point average) and students returning from academic suspension. See summaries below:

#### ***OXFORD CAMPUS INTERVENTIONS***

Year	Intervention Steps
First-year students	<ul style="list-style-type: none"> <li>• Hold is placed on the student's academic record the Friday before the beginning of the spring semester.</li> <li>• Student is asked to meet with advisor during the first two weeks of the spring semester. Advisor works with the student to make appropriate adjustments to his or her class schedule based on previous performance and encourages, when appropriate, the student to add EDT 110 (student success course) to the schedule. The hold start date is adjusted to the Friday of the third week of classes.</li> <li>• Student is asked to meet with a learning specialist in the Rinella Center beginning in the third week of the spring semester. Learning specialist assesses the student's learning difficulties, makes appropriate referrals, and works with the student to develop a plan for improvement. Hold is terminated.</li> </ul>
Sophomore students	<ul style="list-style-type: none"> <li>• Hold is placed on student's academic record on the Friday prior to the beginning of the fall semester.</li> <li>• Student is required to meet with an assigned intervention specialist. The specialist assesses the student's learning issues as well as other influences on the student's academic performance. The specialist makes appropriate referrals and works with the student to follow one of two intervention options:             <ol style="list-style-type: none"> <li>a) Enroll in EDT 110 (for students whose primary challenge relates to study skills); or</li> <li>b) Receive academic coaching (for students whose primary challenges relate to time management and organization).</li> </ol> </li> <li>• Students with exceptional circumstances are required to meet regularly with a learning specialist.</li> <li>• The academic hold is removed once the student meets with specialist.</li> </ul>

#### ***EARLY PREPARATION AND INTERVENTIONS ON THE REGIONAL CAMPUSES***

- **SOAR:** The Student Orientation, Advising, and Registration (SOAR) program familiarizes students with the academic requirements at Miami University as well as with the campus that the student will be attend. Students receive a campus tour, meet student leaders, become familiar with technology at Miami, confer with a faculty advisor from the student's academic division, and register for classes.
- **DEVELOPMENT COURSE SUCCESS:** Teams of faculty and staff are working to identify and implement strategies to improve success rates in developmental education courses in Math and English

- **E-MAIL ALERTS:** E-mail alerts are sent to the following groups of students: students on academic probation, students who have not registered for classes, students notifying them midterm grades are available, and congratulations to those in good academic standing
- **EARLY INTERVENTION:** Early in the semester a Learning Specialist emails faculty and staff with teaching responsibilities, inviting them to email names of students they see struggling, each student receives a phone call, in an attempt to have a personal conversation, informing them of campus resources, as well as discuss ways the student can help themselves.
- **DEVELOPMENTAL STUDENT SUPPORT:** An academic advisor is assigned to students who score low on their COMPASS entrance placement test, providing students with additional support and careful course selection.
- **PEER TUTORING:** The regionals campuses have an extensive peer tutoring system. Some of the tutoring is one on one, others have tutors embedded into the class.
- **CONNECT2COMPLETE:** A student advocate is placed in the 6-8 highest demand developmental education courses. The advocate helps the student through the "life" issues that sometimes prohibit completion. In addition, the student and advocate participate in a service experience that relates to the content.

### CURRICULUM & CO-CURRICULUM

- **OPTIONAL SUCCESS-ORIENTED COURSES--**EDT 110, Learning Strategies for Academic Success, which addresses study skills, including reading, writing, oral communication, as well as EDL 100, Career Development for the College Student, which assists with the process of clarifying career and/or academic goals--are offered each semester on all Miami campuses. Other transitional and success courses are offered for targeted populations of students (e.g., pre-medicine, engineering, pre-law).
- **TOP 25 PROJECT** is a curricular project designed to transform the 25 highest enrolled foundation courses to make them more inquiry-driven, focus on active learning, and place the student at the very center of the learning experience. The literature on retention shows that greater student engagement and faculty interaction is critical to student success.
- **STUDENT ACTIVITIES AND ORGANIZATIONS:** Miami offers students the opportunity to join over 400 student organizations. First year students are invited to a "Mega Fair" on a Saturday in the fall semester where they can learn about the diversity of opportunities.

### TOOLS

- **DEGREE AUDIT REPORT** displays the student's completed course work and current registration matched with degree requirements of the student's declared major(s) and minor(s); it identifies deficiencies and lists courses to satisfy specific requirements. The report assists the student and advisor in determining progress toward completion of program requirements and serves as a graduation check.
- **ADVISORTRAC** is a web-based application that advisors, students and administrators can use to record advising visits, schedule appointments, and access records.

### ACADEMIC SUPPORT

- **FIRST-YEAR ACADEMIC ADVISING IN THE RESIDENCE HALLS** is offered on the Oxford campus. Trained professional staff who live in the residence hall provide individual advising during the students' first semester at Miami. Students in highly specialized majors receive advisement by faculty within the academic divisions during the first semester. All students receive advisement from faculty following their first semester.

- **UNIVERSITY STUDIES PROGRAM** is a new intensive advising program for students who are undecided about their major. Advising is offered by faculty members specially trained to work with undecided students.
- **RINELLA LEARNING CENTER** which offers tutoring, supplemental instruction, academic coaching, and counseling at no charge to students. Special support is also offered to students with learning disabilities and other populations that are at higher risk for attrition.
- **SUPPORT SERVICES ON THE REGIONAL CAMPUSES** include mathematics labs, writing center, peer tutoring, academic coaching, and an English Language Center.
- **OFFICE OF CAREER SERVICES** which offers workshops, consultations, and career counseling to all students and faculty
- **HOWE WRITING CENTER** which offers consultations, workshops, and other programs to improve student writing and writing instruction
- **UNIVERSITY HONORS PROGRAM** which provides special curricular and co-curricular opportunities and academic support for selected high-ability students.
- **UNIVERSITY ACADEMIC SCHOLARS PROGRAM** offers unique programming for talented students to enhance their undergraduate experience across a variety of academic disciplines through exclusive experiential opportunities.

#### POLICIES & PROCEDURES

- **REQUIRED TWO-YEAR ON-CAMPUS RESIDENCY** with Living Learning Communities which include intentional co-curricular programming within the residence halls to promote learning and build a sense of community
- **MID-TERM GRADES** are given each semester for undergraduate students who have earned 16 or fewer college credits
- **COURSE REPEAT (GRADE FORGIVENESS) POLICY** to enable students to repeat a course in which they receive a low grade and have the lower grade dropped
- **PROCEDURES FOR DECLARING OR CHANGING A MAJOR** specify that students must go to their divisional dean's office and request a change/declaration of major form, fill in the information, and have the department chair sign it. When students return the form to their divisional office, the new information is updated on their academic record.

#### AREAS FOR IMPROVEMENT

- The academic advising system at Miami, which is overall effective, is decentralized. Currently, on the Oxford campus, most first-year students are advised by professional staff who live in their residence halls and are members of the Division of Student Affairs. After the first semester, these students are moved to a faculty advisor in Academic Affairs. Advisors within Student Affairs and Academic Affairs receive separate training which can sometimes result in differing advising approaches and some confusion for students. Similarly, on the regional campuses, some students are advised by professional staff, while others receive faculty advising. A more coordinated, university-wide approach to advising, including shared goals and philosophy of advising, could assist in improving college completion rates.
- Miami has made some important purchases of software and web-based applications in recent years (e.g., AdvisorTrac, Map-Works); however the use of these technologies by advisors has been uneven across the University. Moreover, none of the current technologies provides predictive modeling to identify at-risk students proactively before challenges arise.

- Our current approach to retention (particularly on the Oxford campus) tends to be reactive. We focus more energy on students who are already exhibiting signs of peril. Miami needs to institute a more proactive approach to identifying and intervening with at-risk students before problems ensue.
- The interventions that we currently conduct with at-risk students may not capture all students who are in need. For example, there is no intervention for students whose academic performance drops significantly from one semester to the next but whose overall GPA remains above 2.00. Similarly, no intervention happens for students who may have a cumulative GPA above 2.00 but who are performing poorly in the major. There is no intervention protocol for students who may have socio-emotional challenges that do not rise to the level of a mental health crisis.
- Moreover, there are no clear interventions or protocols of support for certain populations of students, such as international students or transfer students, who face unusual challenges to acclimate into the Miami community.

## COMPLETION GOALS & STRATEGIES FOR 2014-2016

Although Miami has traditionally featured a range of strategies, policies and practices designed to improve completion, until recently, we have lacked a unified, well-coordinated and strategic approach to enrollment management, including retention, persistence and completion.

As a major step in enacting a more broad-based approach, in fall 2013, Miami finalized its seven-year strategic plan, the “Miami 2020 Plan,” which focuses prominently on student success. The unifying goal of the plan is to “promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.” The plan includes a set of metrics by which our progress on meeting the goals and objectives will be measured. Because of the priority we place on student success, the first metric of the plan is: **“Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.”** Although the specific numbers for the regional campuses are different, the goal, to increase the graduation rate by 10%, is equally ambitious.

To achieve this ambitious metric, Miami must acknowledge that student success and persistence:

- require a University-wide effort that emphasizes collaboration from all divisions, departments, programs and University offices;
- constitute an on-going process involving continuous evaluation and assessment of efforts and initiatives impacting student success;
- are not determined by any one factor, but rather by a holistic approach in developing student retention initiatives; and
- are not goals in and of themselves, but the end result of a campus climate focused on student success.

To meet the completion metric in the Miami 2020 Plan and address the areas for improvement articulated above, Miami has identified the following set of new strategies, policies and practices which have recently been or will soon be implemented to improve completion.

### COORDINATION

- **REVISED COMMITTEES:** Revise the membership of the Retention Committee and the Undergraduate Academic Advising Council to better coordinate efforts.

- **SHARED MISSION & METRICS:** Develop a shared mission for student success & advisement, goals as well as specific metrics and outcomes to align practice and measure progress. Report annually on findings and the specific strategies to be implemented for improvement.
- **ONE-STOP ENROLLMENT CENTER:** Establish a one-stop center (virtual and physical space) to provide the services of the Bursar, Registrar, Student Financial Assistance, and advisement on a 24/7 basis.

#### EARLY PREPARATION AND INTERVENTION

- **ADVANCED ANALYTICS:** Purchase and launch Education Advisory Board's Student Success Collaborative which provides data analytics and predictive modeling to generate risk assessments for each Miami student; student success software platform to provide easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support.
- **CREATE AND IMPLEMENT AN EARLY WARNING SYSTEM FOR SOCIO-EMOTIONAL AND MENTAL HEALTH ISSUES** to identify students who may be at risk for non-academic reasons.
- **NEW INTERVENTIONS AND SUPPORT MECHANISMS:** Create interventions and support for targeted populations of students who may be at risk but who have not been captured well in our current systems. Currently plans are underway to implement the following:
  - supplemental instruction on speaking and writing for foundation level courses to provide additional support for non-native English speakers and less academically prepared students
  - supplemental funds for additional academic-related expenses (e.g., computer, books) and mentoring program for Miami ACCESS initiative students (students with high financial need)
  - professional advisor who specializes in transitional issues (transfer, relocation, stop-out) hired and assigned to one-stop center
- **CONTINUE TO IMPLEMENT THE "I AM MIAMI" CAMPAIGN & IMPLEMENT "STEP UP" CAMPAIGN** (which is a values statement that promotes personal and social responsibility and a sense of belonging) to encourage a greater sense of inclusion and compassion among students, staff, and faculty. The "Step Up" campaign focuses on helping students to take responsibility as a bystander of harmful behaviors.
- **INSTITUTE PROACTIVE INTERVENTIONS** at Summer Orientation, SOAR (regional campuses) and in the first semester of the first year, using data mined from EAB SSC, early alert system for socio-emotional issues, and mid-term grades for students who have earned up to 45 credit hours at Miami. Interventions include: encouraging students to enroll in a student success course, receive academic coaching, receive specialized tutoring, or participate in a peer mentoring program.
- **BETTER EDUCATE STUDENTS ON HEALTHY LIFESTYLE AND INFORMED DECISION-MAKING:** Hire a consultant from the American Institutes for research, hold a three-day campus and community site visit, and develop a plan for decreasing high-risk student behaviors, such as alcohol and drug use, eating disorders, and serious forms of misconduct.

#### ADVISING & ACADEMIC SUPPORT

- **NEW ADVISING STAFFING SYSTEM:** Assign full-time staff advisors to at-risk first-year students and faculty advisors to other first year and all upper-class students. Staff advisors will be located in or near the Enrollment Center; staff advisors have expertise in Global Miami Plan and University requirements, transitional issues, and resources for student success; each advisor has additional expertise in the curriculum of (and receives special training from) one or more academic divisions. This advisement will be supported by residence life staff who will provide additional socio-emotional and transitional guidance and mentoring.

- **IMPROVED ADVISOR TRAINING:** Comprehensive advisor training for all staff and faculty advisors and targeted academic support specialists with required and optional portions will be developed and implemented.
- **ENHANCED RECOGNITION:** Develop new advising excellence awards, and institute a “master advisor” designation which comes with modest professional development funds for those who complete all elements of the comprehensive advising training plan.

## CURRICULUM & INSTRUCTION

- **REVISION OF GENERAL EDUCATION (GLOBAL MIAMI PLAN)** – All courses will advance written communication and critical thinking outcomes; other 21st century outcomes (creative thinking, problem-solving, quantitative literacy, ethical reasoning, integrative learning, applied learning, intercultural understanding, information literacy) are promoted in various components of the plan; new FYE requirement; new experiential learning requirement; project-based capstone
- **TRANSITION COURSE:** A new First-Year Experience (FYE) course will be developed by each academic division and offered to students in their first semester. The course will provide an overview of liberal education, promote personal and social responsibility, and educate students about the advising and other support resources within their division, campus and University.
- **DEGREE COMPLETION PROGRAM:** A team of faculty is designing a new degree completion program, tentatively titled Applied Liberal Studies, which will be offered through Department of Integrative Studies, College of Professional Studies & Applied Sciences, on the regional campuses. This program will be aimed at students with more than 120 academic credits who have not graduated within six years. The program will be offered in a hybrid or online format.
- **UNIVERSITY ACADEMIC SCHOLARS PROGRAMS** were recently launched to provide enrichment and support for high-ability students pursuing particular areas of study (e.g., pre-law, global studies, environment). These programs allow Miami to attract and retain greater numbers of high-ability students beyond those enrolled in the University Honors Program.
- **ADDITIONAL DEGREE PROGRAMS FOR NONTRADITIONAL STUDENTS:** The College of Professional Studies & Applied Studies have proposed and are in the process of designing several new degree programs that are targeted at nontraditional and adult learners, including bachelor degrees in forensic sciences and civic and regional development.
- **WINTER TERM:** This year in 2014, Miami offered its first winter term. Among meeting other goals, the winter term is designed to assist students in meeting degree requirements in a more timely manner.
- **E-LEARNING INITIATIVE:** With the recent hiring of a new assistant provost for e-learning, Miami will be selectively developing new online degree programs and online/hybrid courses to enable greater flexibility and degree pathways for students.

## E-TOOLS

- **DEGREE PROGRESS AND GRADUATION MANAGEMENT SYSTEM:** Miami has recently purchased, u.Direct, a web application technology designed to enable students and advisors to explore multiple degree paths and identify a four-year schedule for success. This system also enables chairs and deans to plan course schedules well in advance and ensure that we offer the appropriate number and array of courses to meet student needs.
- **EAB STUDENT SUCCESS COLLABORATIVE:** See description of “Advanced Analytics” above.

- **INTERACTIVE DEGREE AUDIT REPORT:** We recently instituted an improved version of the DAR which will provide a more student-friendly means of understanding one's progress on meeting degree requirements

#### POLICIES AND PROCEDURES

- **REVISION OF MID-TERM GRADE POLICY:** Effective fall 2014, a revised policy will be enacted so that students who have earned 45 or fewer credits at Miami will receive mid-term grades (compared to the current policy which enables students with 16 or fewer credits earned at Miami or elsewhere to receive midterm grades). In addition, faculty will be strongly encouraged to supply midterm grades for all other students.
- **REDUCTION OF REQUIRED CREDIT HOURS FOR GRADUATION:** Miami is currently exploring ways of reducing the semester credit hour requirement for graduation from its current 128 credit hour requirement.
- **REDUCTION OF CREDIT HOUR REQUIREMENT FOR RELOCATION TO OXFORD CAMPUS:** Miami recently reduced the number of credits, from 20 to 16 credits, required for students to relocate from the regional campuses to the main Oxford campus. We hope that this change will result in greater number of students relocating to the Oxford campus to complete bachelor degrees offered only on the main campus.
- **ANNUAL CURRICULAR REVIEW AND ELIMINATION OF COURSES:** Departments and divisions will review and eliminate under-enrolled or outdated courses and degree programs annually through a more expedited process to enable a more accurate listing of courses and streamlining of curriculum.
- **MULTI-TERM COURSE SCHEDULING AND REGISTRATION:** Beginning in 2014, the University will be moving progressively toward a multi-term course scheduling and registration process to enable purposeful curricular planning and more accurate advisement.
- **REVISION OF THE POLICY FOR ACADEMIC INTEGRITY AND ADDITIONAL TRAINING FOR FACULTY:** To help students to better succeed, the current policy and procedures will be revised to include more opportunities for faculty to educate students about academic integrity.

#### TRANSFER & ARTICULATION

- **PARTNERSHIPS COORDINATION:** Miami recently formed an Academic Partnerships Committee to create consistent policy and processes, enable university-wide coordination of efforts, and ensure best practices in forging and sustaining partnerships with schools, colleges and universities across Ohio, the nation, and the world.
- **INTENSIVE PARTNERSHIPS WITH SELECTIVE COLLEGES & UNIVERSITIES:** Key partnerships and success plans are being developed with important feeder schools, such as Columbus State Community College and Sinclair Community College, to boost transfer populations and ease the transition into and out of Miami
- **COMPLIANCE WITH OHIO BOARD OF REGENTS COLLEGE COMPLETION INITIATIVES:** Miami is committed to full compliance with PLA with a Purpose as well as all TAGs, CTAGs, and OTM requirements to ensure smooth transfer and articulation with other universities in Ohio. We are also complying with the initiatives for Three-Year Degree Pathways and Credit When It's Due, to ensure quicker degree completion.
- **ENHANCED WEBSITE FOR TRANSFER AND RELOCATION STUDENTS** will be created to include:
  - **STEPS TO TRANSFER:** transfer admission application, how to send transcripts from previous colleges/high school, ACT scores, credit evaluation, and advising.
  - **STEPS TO RELOCATE:** what are the requirements (16 hrs. 2.00 GPA), application to relocate, mandatory advising with OXF advisor, health forms, and residency requirements.

- **STEPS FOR REGIONAL CAMPUS STUDENTS TO REGISTER FOR LIMITED OXFORD COURSES:** what are the requirements (16 hour and 2.00 GPA), permission to register form, advising with regional advisor, time ticket and health forms.
- **STUDENT AND ACADEMIC SERVICES CONTACTS AND RESOURCES BY CAMPUS:** advising, counseling, residence life, housing, registration, bursar, financial aid, student health services, divisional advisors with majors listed.
- **FAQs:** Develop a comprehensive list of frequently asked questions regarding, transfer, relocation and taking classes on other Miami University campuses.
- **OFFER “LIVE CHAT”/SKYPE DISTANCE ADVISING** option for asking a question and receiving an answer instantly at designated days/times. In addition, provide answers to emails left at miamioh.edu/transitions within 48 hours via email staffed by transitions professional staff member
- **SMOOTHER TRANSITION FOR TRANSFER STUDENTS:** Increase the number of articulation agreements with two-year colleges and universities, and increase the number of course matches with key feeder schools.

## WORKFORCE DEVELOPMENT PRIORITIES

Miami University has been ranked nationally when it comes to return on investment as measured by post-graduate success and student satisfaction. In 2012, SmartMoney.com ranked Miami 11<sup>th</sup> in the nation, and in 2013, Forbes ranked Miami 41<sup>st</sup> among public universities nationwide.

A recent study conducted by Miami’s Offices of Career Services and Institutional Research revealed that more than 91 percent of Miami University students who graduated August 2012-May 2013\* were employed or in graduate school by fall 2013. Miami was able to obtain 100 percent of alumni educational placement data and 56 percent of alumni career placement data through various sources, including calling more than 2,000 Oxford bachelor's degree-receiving graduates in order to achieve a collective picture of new alumni success.

Significant results from this study include:

- 75.2 percent of alumni were currently employed or had received a job offer while 3.4 percent were not employed. The remaining 21.4 percent of alumni indicated at graduation that they did not plan to seek immediate employment. By fall, 18.6 percent had enrolled in graduate or professional schools. Some students are working and studying, so some numbers overlap.
- 52.1 percent of alumni were working full time in their field of study (69.3 percent of those employed) while 15.4 percent were working full time outside their field of study, figures that reflect the stated goals of students in a survey preceding graduation: 56.5 percent planned to work full time in their field of study, 18.1 percent planned to work full time outside their field of study.
- 19.3 percent of alumni had previously worked for their current employer, most commonly as an intern or co-op student.

To ensure that we continue and build on this track record of success, Miami has undertaken several key initiatives:

## MIAMI 2020 PLAN

Launched this spring, Miami’s new strategic plan, “the Miami 2020 Plan,” is focused purposefully on advancing not only the success of our students but also on the development of the Ohio workforce. Below are some of the objectives and metrics embedded in the plan that relate to these key goals:

**OBJECTIVE: PREPARE STUDENTS FOR SUCCESS AT MIAMI AND BEYOND THROUGH A LIBERAL AND APPLIED EDUCATION EMPHASIZING INQUIRY-BASED EXPERIENTIAL LEARNING THAT INTEGRATES MANY DISCIPLINES.**

Metrics:

- Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%.
- Within one year after graduation, 90% of graduates (excluding those enrolled in graduate or professional school) will be employed.
- Upon graduation, 75% of students who apply to graduate or professional school will receive at least one offer of admission.
- Upon graduation, all Miami students will have participated in a research (40%) or a similar experiential learning activity (100%), e.g., fieldwork, field or clinical placement, service-learning, public or private sector engagement, performances, and other applied learning activities.
- 75% of Miami students will complete an internship before they graduate.
- 60% of degree programs can be completed in three years or less through curriculum revision and by using different pedagogical approaches and modes of delivery.

**OBJECTIVE: CREATE AN ENVIRONMENT WHERE OUR PEOPLE LIVE, LEARN, AND WORK COOPERATIVELY WITH THOSE OF WIDELY VARIED BACKGROUNDS, BELIEFS, ABILITIES, AND LIFESTYLES, MOVING BEYOND BOUNDARIES TO WELCOME, SEEK, AND UNDERSTAND DIVERSE PEOPLES AND PERSPECTIVES.**

Metrics:

- 75% of Miami students will report that they feel welcome and have had significant and meaningful interactions with diverse groups.
- All Miami students will have a curricular or co-curricular cultural learning experience (e.g., intensive community engagement, service-learning experience, intercultural or global learning requirement) by the time they graduate.

**OBJECTIVE: PARTNER WITH EDUCATIONAL AND OTHER PUBLIC-AND PRIVATE-SECTOR INSTITUTIONS TO CO-DESIGN ACADEMIC AND OUTREACH PROGRAMS THAT ENHANCE ACCESS TO AND SUPPORT OF QUALITY HIGHER EDUCATION.**

Metrics:

- Miami Oxford will double the number of transfer students to 500 students, and Miami regionals will increase by 15% the number of transfer students to 500 students.
- Miami will double the number of partnerships with high schools, community-based organizations, foundations, and other entities to expand the recruitment of talented, diverse college-bound students, e.g., through expansion of the Pathway to Oxford program, articulation agreements, dual enrollment/PSEO, tutoring or mentoring programs, bridge and summer programs.
- Increase by 25% the number of mutually beneficial educational, governmental, and corporate partnerships.

**OBJECTIVE: ADVANCE OHIO'S ECONOMIC DEVELOPMENT AND PROSPERITY BY PROVIDING TALENT AND EXPERTISE THAT HELP SHAPE POLICY AND IMPROVE QUALITY OF LIFE.**

Metric:

- By 2020, 65% of the Miami University community will be engaged in providing expertise and advancing the success of public and private entities.

All divisions, departments, programs and offices across all campuses of Miami University have developed specific strategies for meeting the objectives and metrics. Progress on these metrics will be reported annually to Miami's Board of Trustees.

## LEAP EMPLOYER-EDUCATOR COMPACT

Miami University is one of three universities in Ohio joining a new national initiative called the LEAP Employer-Educator Compact, which will showcase employer support for the goals and outcomes of a broad liberal education and to show how higher education is helping students connect college learning with work, citizenship and global challenges. The compact developed by the Association of American Colleges and Universities (AAC&U) and participating employers involves the two groups working together through 2014.

Miami President David Hodge is a member of a leadership group within AAC&U called the LEAP Presidents' Trust. Presidents' Trust members and employers who work with them are the initial signatories to this initiative. Miami's employer partners include PNC Bank, Columbia Gas of Ohio and Coyote Logistics.

Partners pledge to underscore the economic value of liberal education and to provide students with more hands-on learning opportunities to connect their campus learning with real-world contexts and problems.

Signers of the LEAP Employer-Educator Compact have committed to:

1. Helping Americans understand the rising demands of a global workplace and the need for every student to acquire liberal education outcomes;
2. Ensuring that all college students have access to experiences that help them develop the broad knowledge and intellectual skills needed for success;
3. Expanding and supporting new designs for hands-on learning, including such things as senior projects, undergraduate research and internships;
4. Advancing the dual mission for American higher education to prepare students both for successful careers and for civic responsibility;
5. Documenting progress in helping all students achieve key learning outcomes, including their ability to apply learning to complex problems.

## OHIO MEANS INTERNSHIPS & CO-OPS GRANT PROJECT

An Ohio Means Internships & Co-ops grant by Miami University was recently approved by the Ohio Board of Regents Chancellor for \$748,566. The grant as funded is designed to support key Ohio industries, including biohealth, energy, automotive, advanced manufacturing, polymers, aerospace & Aviation, food processing, financial services, information technology, and consumer products. The grant seeks to develop 118 new co-op and internship placements in Ohio and will fund initiatives on both the Oxford and regional campuses.

The Oxford campuses will focus on instituting a formalized, transcribed internship system to evaluate internships and fosters sustainable capacity in providing co-ops and internships. Below is a list of the Oxford campus initiatives that will be generated as an outgrowth of the grant:

- Scholarships and wage subsidies in the range of \$261,000 for 83 new Ohio internships sponsored by 18 different companies.
- A new Cincinnati Digital Innovation Center modeled on the AIMS center in San Francisco, with a similar focus on cross-disciplinary internships at local and regional technology companies.
- Employer development committees consisting of faculty and staff focused on developing internships for students in underserved majors, particularly in the humanities, social sciences and creative arts. Faculty members will receive stipends and specialized workshop training.

- Alumnus and Executive-in Residence programs linked to employer development committees. The programs will be designed to broaden both faculty and student access to current and potential internship employers.
- Development of a Miami-specific internship mobile app or microsite in partnership with InternMatch, a technology company that participates in the AIMS San Francisco Digital Innovation Center.
- Digital workbooks designed to assist faculty and students in career planning discussions, including internship search strategies. The workbooks will complement current career services content.
- Adoption of variable credit options for students completing internships.
- Two coordinator roles, one to support the internship program and another to support the Cincinnati Digital Innovation Center.

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

- Scholarships to co-op/intern students and wage subsidies to employers in the range of \$67,000 over a two-year period for 25 new local and regional co-op/internships.
- \$5,000 to facilitate a faculty learning community and mini-grant program for education and research as well as employer advisory boards
- \$3,000 to fund a speaker series for faculty and student learning and enhanced community employer involvement
- \$2,000 to create a new online tool for business evaluation of co-op and internship learning experiences
- \$1,500 for co-op and internship pre-work preparation workshop books
- \$53,000 to support half funding of a full-time regional job coordinator to develop new partnerships with local and regional employers and assist the director with employer site visits.

# Miami University

## Progress and Completion Report

March, 2014

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**Connection: Undergraduate Enrollment at Miami University  
Fall Term 2012**

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	4,841	100.0%	14,591	100.0%	626	100.0%	20,058	100.0%
Enrolled Part Time	212	4.4%	1,382	9.5%	146	23.3%	1,740	8.7%
Not Degree/Certificate Seeking	50	1.0%	37	0.3%	82	13.1%	169	0.8%
First Generation College	742	15.3%	2,570	17.6%	137	21.9%	3,449	17.2%
Pell Eligible	947	19.6%	3,584	24.6%	200	31.9%	4,731	23.6%
Took Remedial Courses	385	8.0%	1,617	11.1%	171	27.3%	2,173	10.8%
Female	2,505	51.7%	7,847	53.8%	311	49.7%	10,663	53.2%
Age 18-24	4,658	96.2%	12,770	87.5%	471	75.2%	17,899	89.2%
Age 25 and Older	164	3.4%	1,818	12.5%	153	24.4%	2,135	10.6%
<b>Race / Ethnicity</b>								
<i>American Indian or Alaskan Native</i>	8	0.2%	46	0.3%	3	0.5%	57	0.3%
<i>Asian or Pacific Islander</i>	80	1.7%	301	2.1%	12	1.9%	393	2.0%
<i>Black, non-Hispanic</i>	225	4.6%	833	5.7%	74	11.8%	1,132	5.6%
<i>Hispanic</i>	174	3.6%	394	2.7%	14	2.2%	582	2.9%
<i>White, non-Hispanic</i>	3,974	82.1%	11,939	81.8%	413	66.0%	16,326	81.4%
<i>Two or More Races</i>	163	3.4%	233	1.6%	17	2.7%	413	2.1%
<i>Nonresident Alien</i>	188	3.9%	586	4.0%	75	12.0%	849	4.2%
<i>Race Unknown</i>	29	0.6%	259	1.8%	18	2.9%	306	1.5%
Earned a Certificate/Degree Prior to Current Year	11	0.2%	461	3.2%	59	9.4%	531	2.6%

**Discipline Area Profile**

	Entering	Returning	Transfer	Total
Arts & Humanities	35.9%	20.1%	29.2%	24.2%
Business	13.5%	22.6%	3.2%	19.8%
Education	7.3%	10.6%	7.0%	9.7%
Engineering	9.5%	8.3%	11.3%	8.7%
Health	6.1%	6.2%	12.0%	6.3%
Law	0.0%	0.0%	0.0%	0.0%
Natural Science & Mathematics	11.9%	10.1%	9.4%	10.5%
Services	5.4%	6.5%	5.0%	6.2%
Social & Behavioral Sciences	10.4%	15.4%	10.1%	14.0%

Miami University Completion Plan  
 Progress: Fall 2007 Cohort of First-Time, Degree-Seeking Students

April 25, 2014

Miami University

Entering Students in Fall 2007	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain- ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall   Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall   Spring)	Transfer-red before Earning a Credential
Full-Time		12-14	15 +		24 +				48 +			90 to <120	120 +		
Total	4231	23.1%	76.9%	93.6%	81.4%	92.8%	4.6%	83.4%	72.7%	79.1%	2.8%	19.9%	49.9%	65.2%	2.4%
By Discipline Area															
Arts & Humanities	1463	24.6%	75.4%	94.3%	80.7%	92.5%	4.2%	82.6%	72.0%	77.8%	3.6%	20.8%	47.4%	64.2%	2.4%
Business	764	16.2%	83.8%	95.2%	88.4%	96.6%	3.7%	86.9%	80.5%	84.9%	1.4%	20.9%	56.5%	71.2%	2.0%
Education	387	29.2%	70.8%	92.8%	77.8%	92.5%	3.6%	84.8%	70.0%	77.5%	3.9%	11.9%	56.8%	68.5%	2.1%
Engineering	219	22.8%	77.2%	95.9%	84.5%	94.5%	5.0%	87.2%	77.2%	83.1%	1.8%	17.4%	57.5%	70.8%	2.3%
Health	199	48.7%	51.3%	89.4%	70.4%	88.4%	4.5%	74.4%	60.3%	69.8%	1.5%	16.1%	39.7%	53.8%	4.5%
Law	0														
Natural Science & Mathematics	550	15.3%	84.7%	94.4%	82.9%	92.7%	5.8%	85.1%	74.4%	81.5%	2.5%	17.3%	54.2%	69.3%	2.5%
Services	131	22.1%	77.9%	90.1%	79.4%	90.8%	6.1%	84.7%	70.2%	77.1%	4.6%	21.4%	49.6%	63.4%	0.8%
Social & Behavioral Sciences	447	21.0%	79.0%	91.9%	80.8%	91.9%	5.4%	81.2%	69.8%	77.4%	2.7%	28.9%	39.4%	56.6%	2.2%
By Other Characteristics															
First Generation College	649	45.1%	54.9%	88.3%	59.8%	82.7%	8.6%	71.6%	50.5%	65.0%	5.1%	16.3%	29.7%	47.8%	3.9%
Pell Eligible	576	44.1%	55.9%	90.5%	61.5%	80.9%	5.9%	72.9%	51.9%	66.8%	5.0%	16.8%	30.7%	46.2%	4.5%
Took Remedial Courses	339	75.2%	24.8%	80.8%	29.2%	67.3%	4.7%	57.2%	20.4%	47.2%	7.4%	14.2%	3.8%	22.7%	5.3%
Female	2270	21.8%	78.2%	93.7%	83.9%	94.3%	4.1%	83.7%	75.2%	79.6%	2.6%	19.5%	52.7%	66.6%	2.0%
Age 18-24	4161	22.3%	77.7%	93.8%	82.0%	93.2%	4.6%	83.8%	73.3%	79.4%	2.8%	20.0%	50.6%	65.8%	2.4%
Age 25 and Older	51	86.3%	13.7%	80.4%	35.3%	72.5%	0.0%	60.8%	25.5%	58.8%	3.9%	11.8%	3.9%	23.5%	2.0%
By Race/Ethnicity															
American Indian or Alaskan Native	29	10.3%	89.7%	93.1%	82.8%	86.2%	3.4%	69.0%	58.6%	62.1%	6.9%	20.7%	41.4%	62.1%	0.0%
Asian or Pacific Islander	124	18.5%	81.5%	96.0%	85.5%	96.0%	3.2%	91.1%	80.6%	89.5%	0.0%	27.4%	50.8%	74.2%	2.4%
Black, non-Hispanic	177	39.0%	61.0%	93.8%	57.6%	79.7%	4.5%	75.1%	51.4%	68.9%	4.5%	27.7%	22.0%	48.0%	1.1%
Hispanic	81	16.0%	84.0%	97.5%	84.0%	97.5%	1.2%	92.6%	81.5%	85.2%	1.2%	30.9%	44.4%	66.7%	6.2%
White, non-Hispanic	3650	22.5%	77.5%	93.6%	82.4%	93.4%	4.8%	83.8%	73.9%	79.6%	2.8%	19.0%	52.1%	66.4%	2.4%
Nonresident Alien	39	28.2%	71.8%	92.3%	87.2%	100.0%	0.0%	66.7%	61.5%	66.7%	0.0%	20.5%	35.9%	48.7%	0.0%
Race Unknown	131	26.7%	73.3%	89.3%	76.3%	89.3%	3.1%	78.6%	62.6%	71.0%	3.8%	22.1%	36.6%	51.1%	1.5%

Miami University Completion Plan  
 Progress: Fall 2007 Cohort of First-Time, Degree-Seeking Students

April 25, 2014

Miami University

Entering Students in Fall 2007	Number in Cohort	First Year Measures						Second Year Measures				Fourth Year Measures			
		First Term Credits Attempted		Fall to Spring Persist-ence	Cumulative 1st Year Credit Attain- ment	Completed 80% or More of Credits Attempted	Transfer-red before Earning a Credential	Fall to Fall Persist-ence	Cumulative 2nd Year Credit Attainment	Continuous Enrollment (Fall   Spring)	Transfer-red before Earning a Credential	Cumulative 4th Year Credit Attainment		Continuous Enrollment (Fall   Spring)	Transfer-red before Earning a Credential
Part-Time		< 6	6 +		12 +				24 +			45 to < 60	60 +		
Total	173	10.4%	89.6%	69.9%	34.7%	64.7%	5.2%	44.5%	28.9%	31.2%	3.5%	6.4%	17.3%	16.2%	2.9%
By Discipline Area															
Arts & Humanities	69	15.9%	84.1%	62.3%	31.9%	60.9%	4.3%	42.0%	29.0%	26.1%	5.8%	1.4%	17.4%	13.0%	2.9%
Business	21	0.0%	100.0%	90.5%	61.9%	90.5%	0.0%	71.4%	57.1%	57.1%	4.8%	9.5%	38.1%	19.0%	4.8%
Education	11	18.2%	81.8%	81.8%	27.3%	54.5%	9.1%	45.5%	27.3%	36.4%	0.0%	9.1%	18.2%	27.3%	0.0%
Engineering	8	12.5%	87.5%	62.5%	25.0%	62.5%	0.0%	25.0%	25.0%	25.0%	0.0%	0.0%	0.0%	12.5%	0.0%
Health	36	5.6%	94.4%	80.6%	44.4%	72.2%	5.6%	50.0%	30.6%	38.9%	2.8%	16.7%	19.4%	25.0%	5.6%
Law	0														
Natural Science & Mathematics	12	8.3%	91.7%	50.0%	16.7%	50.0%	8.3%	16.7%	8.3%	8.3%	0.0%	0.0%	8.3%	8.3%	0.0%
Services	3														
Social & Behavioral Sciences	9	0.0%	100.0%	55.6%	0.0%	22.2%	0.0%	44.4%	0.0%	22.2%	0.0%	11.1%	0.0%	11.1%	0.0%
By Other Characteristics															
First Generation College	74	6.8%	93.2%	62.2%	27.0%	58.1%	6.8%	37.8%	24.3%	29.7%	0.0%	6.8%	17.6%	13.5%	2.7%
Pell Eligible	75	5.3%	94.7%	77.3%	28.0%	56.0%	6.7%	45.3%	25.3%	30.7%	2.7%	5.3%	13.3%	16.0%	2.7%
Took Remedial Courses	79	6.3%	93.7%	70.9%	31.6%	50.6%	3.8%	40.5%	21.5%	25.3%	2.5%	7.6%	8.9%	11.4%	0.0%
Female	102	7.8%	92.2%	78.4%	40.2%	73.5%	5.9%	52.0%	34.3%	37.3%	2.9%	8.8%	18.6%	18.6%	2.9%
Age 18-24	111	9.9%	90.1%	64.9%	36.0%	61.3%	7.2%	41.4%	27.9%	27.0%	4.5%	5.4%	14.4%	13.5%	4.5%
Age 25 and Older	61	11.5%	88.5%	78.7%	32.8%	72.1%	1.6%	49.2%	31.1%	39.3%	1.6%	8.2%	23.0%	21.3%	0.0%
By Race/Ethnicity															
American Indian or Alaskan Native	2														
Asian or Pacific Islander	5														
Black, non-Hispanic	16	6.3%	93.8%	68.8%	25.0%	50.0%	0.0%	31.3%	25.0%	31.3%	6.3%	0.0%	12.5%	18.8%	0.0%
Hispanic	1														
White, non-Hispanic	146	10.3%	89.7%	69.2%	34.9%	65.1%	5.5%	45.9%	28.1%	30.8%	3.4%	6.2%	17.8%	17.1%	2.7%
Nonresident Alien	0														
Race Unknown	3														

## Completion Rates: Six-Year Outcomes for Fall 2007 Cohort of First-Time, Degree-Seeking Students at Miami University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes*						Year 6 Outcomes*					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
<b>Full-Time</b>																			
Total	4231	0.7%	0.8%	1.5%	32.2%	19.9%	52.2%	0.6%	0.8%	1.4%	38.3%	27.0%	65.3%	0.6%	0.6%	1.3%	39.4%	28.8%	68.3%
<b>By Discipline Area upon Entry</b>																			
Arts & Humanities	1463	0.8%	0.3%	1.2%	15.9%	35.2%	51.1%	0.6%	0.3%	1.0%	20.1%	43.8%	63.9%	0.7%	0.4%	1.1%	20.7%	45.7%	66.4%
Business	764	0.5%	1.0%	1.6%	49.7%	12.0%	61.8%	0.7%	0.4%	1.0%	55.4%	18.8%	74.2%	0.7%	0.0%	0.7%	55.6%	20.4%	76.0%
Education	387	0.5%	0.8%	1.3%	38.5%	8.3%	46.8%	0.5%	1.8%	2.3%	49.9%	13.2%	63.0%	0.5%	1.3%	1.8%	51.2%	16.0%	67.2%
Engineering	219	0.0%	1.4%	1.4%	42.5%	7.3%	49.8%	0.0%	1.4%	1.4%	57.5%	11.4%	68.9%	0.0%	0.9%	0.9%	60.3%	12.3%	72.6%
Health	199	4.0%	2.0%	6.0%	26.6%	13.1%	39.7%	3.5%	2.5%	6.0%	29.6%	23.1%	52.8%	3.5%	3.5%	7.0%	30.7%	24.6%	55.3%
Law	0																		
Natural Science & Mathematics	550	0.7%	0.7%	1.5%	36.2%	19.5%	55.6%	0.5%	0.5%	1.1%	40.9%	27.3%	68.2%	0.4%	0.5%	0.9%	42.5%	28.5%	71.1%
Services	131	0.8%	2.3%	3.1%	41.2%	11.5%	52.7%	0.8%	1.5%	2.3%	47.3%	16.0%	63.4%	0.8%	0.8%	1.5%	48.9%	19.8%	68.7%
Social & Behavioral Sciences	447	0.0%	0.9%	0.9%	45.6%	5.4%	51.0%	0.0%	0.9%	0.9%	53.5%	8.3%	61.7%	0.0%	0.7%	0.7%	56.4%	9.2%	65.5%
<b>By Other Characteristics</b>																			
First Generation College	649	2.0%	2.3%	4.3%	16.2%	10.5%	26.7%	2.0%	2.0%	4.0%	22.7%	17.6%	40.2%	1.8%	1.8%	3.7%	23.6%	20.6%	44.2%
Pell Eligible	576	2.1%	2.4%	4.5%	15.1%	12.7%	27.8%	1.9%	2.1%	4.0%	21.2%	20.1%	41.3%	1.7%	1.6%	3.3%	23.4%	23.1%	46.5%
Took Remedial Courses	339	2.9%	2.4%	5.3%	1.5%	0.3%	1.8%	1.5%	2.1%	3.5%	5.0%	5.9%	10.9%	1.5%	2.1%	3.5%	6.2%	10.3%	16.5%
Female	2270	0.7%	0.8%	1.5%	36.1%	21.9%	58.0%	0.7%	0.7%	1.5%	41.1%	27.8%	69.0%	0.7%	0.7%	1.4%	42.4%	29.0%	71.5%
Age 18-24	4161	0.6%	0.7%	1.4%	32.7%	20.2%	52.8%	0.5%	0.7%	1.2%	38.8%	27.3%	66.1%	0.5%	0.6%	1.1%	39.9%	29.1%	69.0%
Age 25 and Older	51	9.8%	5.9%	15.7%	0.0%	0.0%	0.0%	11.8%	5.9%	17.6%	3.9%	0.0%	3.9%	9.8%	3.9%	13.7%	7.8%	5.9%	13.7%
<b>By Race/Ethnicity</b>																			
American Indian or Alaskan Native	29	0.0%	0.0%	0.0%	24.1%	17.2%	41.4%	0.0%	0.0%	0.0%	27.6%	34.5%	62.1%	0.0%	0.0%	0.0%	27.6%	34.5%	62.1%
Asian or Pacific Islander	124	0.8%	0.0%	0.8%	37.9%	22.6%	60.5%	0.0%	0.0%	0.0%	45.2%	29.0%	74.2%	0.0%	0.8%	0.8%	48.4%	29.0%	77.4%
Black, non-Hispanic	177	0.6%	1.7%	2.3%	12.4%	7.3%	19.8%	0.6%	0.6%	1.1%	23.2%	18.1%	41.2%	1.1%	0.6%	1.7%	26.6%	20.9%	47.5%
Hispanic	81	1.2%	1.2%	2.5%	30.9%	19.8%	50.6%	0.0%	2.5%	2.5%	35.8%	33.3%	69.1%	0.0%	2.5%	2.5%	37.0%	34.6%	71.6%
White, non-Hispanic	3650	0.8%	0.8%	1.6%	33.3%	20.7%	54.0%	0.7%	0.8%	1.5%	39.2%	27.4%	66.7%	0.7%	0.6%	1.3%	40.2%	29.3%	69.5%
Nonresident Alien	39	0.0%	0.0%	0.0%	33.3%	7.7%	41.0%	0.0%	0.0%	0.0%	41.0%	12.8%	53.8%	0.0%	0.0%	0.0%	41.0%	15.4%	56.4%
Race Unknown	131	0.0%	0.0%	0.0%	26.0%	17.6%	43.5%	0.0%	0.0%	0.0%	29.8%	23.7%	53.4%	0.0%	0.8%	0.8%	30.5%	25.2%	55.7%

\* Year five and year six outcomes are cumulative

## Completion Rates: Six-Year Outcomes for Fall 2007 Cohort of First-Time, Degree-Seeking Students at Miami University

	Number in Cohort	Year 4 Outcomes						Year 5 Outcomes*						Year 6 Outcomes*					
		Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher			Associate Degree			Bachelor's Degree or Higher		
		Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total	Same Discipline Area	Different Discipline Area	Total
<b>Part-Time</b>																			
Total	173	5.2%	2.3%	7.5%	0.0%	0.6%	0.6%	7.5%	2.3%	9.8%	1.7%	1.7%	3.5%	7.5%	2.3%	9.8%	4.6%	1.7%	6.4%
<b>By Discipline Area upon Entry</b>																			
Arts & Humanities	69	2.9%	1.4%	4.3%	0.0%	1.4%	1.4%	2.9%	1.4%	4.3%	0.0%	4.3%	4.3%	2.9%	1.4%	4.3%	5.8%	4.3%	10.1%
Business	21	14.3%	4.8%	19.0%	0.0%	0.0%	0.0%	19.0%	4.8%	23.8%	9.5%	0.0%	9.5%	19.0%	4.8%	23.8%	9.5%	0.0%	9.5%
Education	11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	0.0%	9.1%	9.1%	0.0%	9.1%	9.1%	0.0%	9.1%	9.1%	0.0%	9.1%
Engineering	8	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Health	36	11.1%	2.8%	13.9%	0.0%	0.0%	0.0%	16.7%	2.8%	19.4%	0.0%	0.0%	0.0%	16.7%	2.8%	19.4%	0.0%	0.0%	0.0%
Law	0																		
Natural Science & Mathematics	12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	8.3%
Services	3																		
Social & Behavioral Sciences	9	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%
<b>By Other Characteristics</b>																			
First Generation College	74	5.4%	2.7%	8.1%	0.0%	0.0%	0.0%	8.1%	2.7%	10.8%	0.0%	1.4%	1.4%	8.1%	2.7%	10.8%	2.7%	1.4%	4.1%
Pell Eligible	75	1.3%	1.3%	2.7%	0.0%	0.0%	0.0%	5.3%	1.3%	6.7%	0.0%	0.0%	0.0%	6.7%	1.3%	8.0%	2.7%	0.0%	2.7%
Took Remedial Courses	79	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%	0.0%	2.5%	1.3%	0.0%	1.3%	3.8%	0.0%	3.8%	2.5%	0.0%	2.5%
Female	102	5.9%	2.0%	7.8%	0.0%	1.0%	1.0%	8.8%	2.0%	10.8%	1.0%	2.0%	2.9%	9.8%	2.0%	11.8%	2.9%	2.0%	4.9%
Age 18-24	111	2.7%	0.9%	3.6%	0.0%	0.9%	0.9%	3.6%	0.9%	4.5%	2.7%	2.7%	5.4%	3.6%	0.9%	4.5%	5.4%	2.7%	8.1%
Age 25 and Older	61	9.8%	4.9%	14.8%	0.0%	0.0%	0.0%	14.8%	4.9%	19.7%	0.0%	0.0%	0.0%	14.8%	4.9%	19.7%	3.3%	0.0%	3.3%
<b>By Race/Ethnicity</b>																			
American Indian or Alaskan	2																		
Asian or Pacific Islander	5																		
Black, non-Hispanic	16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	6.3%	0.0%	0.0%	0.0%
Hispanic	1																		
White, non-Hispanic	146	6.2%	2.1%	8.2%	0.0%	0.7%	0.7%	8.9%	2.1%	11.0%	2.1%	2.1%	4.1%	8.2%	2.1%	10.3%	5.5%	2.1%	7.5%
Nonresident Alien	0																		
Race Unknown	3																		

\* Year five and year six outcomes are cumulative

## Completion: Associate and Bachelor's Degrees Awarded in 2012-2013 at Miami University

	Associate Degree			Bachelor's Degree		
	Number Awarded	Average Credits Earned	Median Time to Completion (Years)	Number Awarded	Average Credits Earned	Median Time to Completion (Years)
<b>Native</b>						
Total	157	96.3	4.3	2,113	134.1	3.7
<b>By Discipline Area</b>						
Arts & Humanities	71	95.5	5.0	357	132.3	4.0
Business	33	83.8	4.3	433	129.8	3.7
Education	12	110.8	4.3	298	141.1	3.7
Engineering	10	123.8	4.0	134	140.6	4.3
Health	0			92	141.8	3.7
Law	0			-		
Natural Science & Mathematics	10	111.0	5.3	225	135.9	3.7
Services	17	89.5	3.3	145	132.7	4.0
Social & Behavioral Sciences	4			429	130.8	3.7
<b>By Other Characteristics</b>						
First Generation College	79	93.7	4.3	342	139.2	4.3
Pell Eligible	101	98.4	4.7	551	137.4	4.3
Took Remedial Courses	59	99.1	4.7	96	144.3	5.8
Female	90	94.9	4.7	1,172	134.2	3.7
<b>By Race / Ethnicity</b>						
American Indian or Alaskan Native	1			13	136.8	4.3
Asian or Pacific Islander	1			63	133.3	3.7
Black, non-Hispanic	13	99.3	5.0	100	137.1	4.3
Hispanic	2			55	135.5	3.7
White, non-Hispanic	135	95.8	4.3	1,788	133.8	3.7
Two or More Races	1			-		
Nonresident Alien	0			41	128.9	4.0
Race Unknown	4			53	141.5	4.3

## Completion: Associate and Bachelor's Degrees Awarded in 2012-2013 at Miami University

	Associate Degree			Bachelor's Degree		
	Number Awarded	Average Credits Earned	Median Time to Completion (Years)	Number Awarded	Average Credits Earned	Median Time to Completion (Years)
<b>Transfer</b>						
Total	58	81.6	3.7	1,609	118.4	3.7
<b>By Discipline Area</b>						
Arts & Humanities	24	73.4	4.5	240	113.2	3.7
Business	9	68.3	2.3	466	119.6	3.7
Education	2			149	132.3	3.7
Engineering	10	116.2	4.2	136	109.5	3.7
Health	0			71	123.3	3.7
Law	0			-		
Natural Science & Mathematics	6	76.5	4.3	125	123.9	3.7
Services	5			100	117.3	3.7
Social & Behavioral Sciences	2			322	115.1	3.7
<b>By Other Characteristics</b>						
First Generation College	27	75.6	4.3	210	114.0	3.7
Pell Eligible	38	82.5	4.3	346	116.6	3.7
Took Remedial Courses	30	79.5	4.3	76	109.2	3.7
Female	26	78.7	4.2	913	119.8	3.7
<b>By Race / Ethnicity</b>						
American Indian or Alaskan Native	0			6	115.5	3.7
Asian or Pacific Islander	1			46	122.5	3.7
Black, non-Hispanic	9	73.1	4.3	68	122.5	4.0
Hispanic	4			39	119.0	3.7
White, non-Hispanic	42	82.0	3.7	1,309	118.4	3.7
Two or More Races	1			3		
Nonresident Alien	0			92	118.2	3.7
Race Unknown	1			46	111.0	3.7