RESOLUTION TO ADOPT COMPLETION PLAN

RESOLUTION 2014 --

WHEREAS, Am. Sub. H. B. No. 59, adopted by the 130th General Assembly, requires that "not later than June 30, 2014, the board of trustees of each institution of higher education, shall adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, 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; and

WHEREAS, upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the Chancellor of the Ohio Board of Regents."

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees adopts the "Ohio University Completion Plan" attached hereto as Exhibit A and instructs the Secretary of the Board to provide a copy of the Plan to the Chancellor of the Ohio Board of Regents.

OHIO UNIVERSITY

Interoffice Communication

Date: February 27, 2014

To: The President and Board of Trustees

From: Pamela J. Benoit, Executive Vice President and Provost

Re: Ohio University Completion Plan

As first presented at the January 2014 Trustees meeting, by June 30, 2014, the Ohio University Board of Trustees must adopt a University Completion Plan designed to increase the number of degrees and/or certificates awarded. Once adopted the Plan is to be submitted to the Chancellor of the Ohio Board of Regents.

The Ohio University Completion Plan attached follows the template adopted by the provosts from the Inter-University Council. The Plan starts with the Ohio University mission and a student body profile. The subsequent sections of the Plan present:
- barriers to persistence and completion,
- completion goals for 2014-2016,
- current completion strategies,
- enhanced completion strategies, and
- workforce development priorities.

Two completion goals are identified which align with institutional goals and planning:
1. Increase the first-year retention rates and the graduation rate by 0.5% each year, and
2. Implement the OHIO Guarantee Program in Fall 2015.

A resolution is included to facilitate adoption by the Board of Trustees.

Ohio University Completion Plan

1. University Mission and Campus Student Body Profile

Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

Ohio University was established in 1804 by the State of Ohio and is the oldest university in the Northwest Territory. Ohio University is designated as a Research University by the Carnegie Foundation for the Advancement of Teaching. The main campus is located in the city of Athens in the Appalachian foothills. It is a classic residential campus that serves as the major educational institution in southeastern Ohio with over 21,000 students. Since the mid-1940s, the campus has expanded to include regional campuses in Chillicothe, Ironton, Lancaster, St. Clairsville, and Zanesville that collectively enroll about 10,000 students. In 1976 the College of Osteopathic medicine was established, and in Fall 2012 its enrollment was 513. There are nearly 5,700 students enrolled exclusively in eLearning courses. Of the grand total of 37,500 enrolled students, 87% are undergraduate students.

Seventy percent of all Ohio University students are in the age range of 18-24. Female students comprise 62% of undergraduates (51% on the Athens campus); 85% are white, non-Hispanic with nearly 5% black, non-Hispanic. The mean ACT score of first-year undergraduate students is 24, 16% of whom ranked in the top 10% of their high school class. In Fall 2012 there were 2,900 nonresident students and 1,700 international students.

Undergraduate student headcount on the Athens campus has increased by 3% since Fall 2006. Comparatively, the regional campuses' enrollments have increased 28% while eLearning has grown 1,125% over the same period. For the Fall Semester 2012 cohort, first-time entering students comprised 15%, transfer students comprised 13.5%, and returning students comprised 71.5%. Of the entering students the first-year retention rate on the Athens campus is 79% and on the regional campuses is 60% (not including eLearning). Ohio University awarded 7,645 degrees in 2011-2012 as shown below by type and campus:

Degrees Awarded by Campus: 2011-2012

	Associate's	Bachelor's	Master's	Doctoral	D.O.	Total
Athens Campus	115	5,465	1,187	133	113	7,013
Chillicothe	211	—	—	—	—	211
Eastern	15	—	—	—	—	15
Lancaster	101	—	—	—	—	101
Southern	190	—	—	—	—	190
Zanesville	115	—	—	—	—	115
Grand Total	747	5,465	1,187	133	113	7,645

For the Fall 2006 cohort of 4,084 Athens campus first-time, full-time degree students, 44% graduated in four years or less (16% took 5 years and 4% took six years) while 29% transferred out of the university, for a 93% graduation-and transfer-out rate. Appendix A shows a comprehensive list of undergraduate student demographics.

2. Barriers to Persistence and Completion

Ohio University has a local admissions policy for any student from Athens and the contiguous Appalachian counties, with 79% of the Athens campus students being Ohio residents. Approximately 20% of undergraduate students attending Ohio University are first generation, and these students have a lower retention rate compared to non-first generation students. Additionally, 26% are Pell Grant eligible.

Entering students without a declared major have been observed to have higher academic probation rates and lower retention rates in comparison to those with a declared major. Further, as previously noted, one-seventh of new students enrolling each year at Ohio University are transfer students, some of whom enter insufficiently prepared to meet Ohio University's academic expectations. In Fall 2012 nearly 28% of all Ohio University undergraduates took remedial classes, almost exclusively taught at the regional campuses.

Within the Office of the Vice President for Student Affairs an increasing demand for mental health services has been observed. Over a five-year period from 2008-2009 through 2012-2013 individual student appointments in the Counseling and Psychological Services have gone from just under 4,500 to nearly 6,800. Group therapy appointments have surpassed 3,000 sessions, and psychiatry needs have tripled to 2,700 appointments.

Additionally, within the 30% of Ohio University's undergraduate student population that are age 25 and over (mostly at the regional campuses and through eLearning), there are many family support and life/personal issues, including transportation, child care, work conflicts, housing, financial issues, substance abuse, and self-confidence.

3. Completion Goals for 2014 – 2016

Goal 1: Increase the first-year retention rate and the graduation rate by 0.5% each year.

The overall first-year retention rate in Fall 2012 for students on the Ohio University Athens campus was 78.8%. The greatest number of student who leave do so between the end of spring semester and the start of fall semester of the second year. The combined Ohio University regional campus retention rate in 2012 was 60%. The tables below show first-year retention rates for both the Athens and Regional campuses and Athens campus 4-year graduation rates. A key factor across all campuses was that the correlation of higher retention rates with higher high school performance metrics. In 2013, across all campuses, Ohio University granted 774 two-year degrees and 6,070 Bachelor's degree.

First-Year Student Retention by Campus							
Years	2005 to 2006	2006 to 2007	2007 to 2008	2008 to 2009	2009 to 2010	2010 to 2011	2011 to 2012
Athens	80%	78%	80%	82%	81%	80%	79%
Regional	55%	57%	55%	57%	55%	52%	60%

4-Year Graduation Rates on Athens Campus

Year	2002	2003	2004	2005	2006	2007	2008
Student Cohort	3,609	3,571	3,734	4,078	4,009	3,937	3,910
4-Year Rate	51%	48%	46%	44%	44%	48%	49%

Goal 2: Implement the OHIO Guarantee Program in Fall 2015.

In Fall Semester, Ohio University plans to implement the OHIO Guarantee Program, which is a cohort based, level-rate tuition, housing, dining, and fee model. It is designed to assure an Ohio University student of comprehensive rates while pursuing an undergraduate degree on the Athens campus. A student in the Ohio Guarantee will have 12 consecutive semesters starting with the fall or spring semester of enrollment at the level rate regardless of course load. Subsequent cohorts will have a new guarantee based upon legislative tuition caps and rolling Consumer Price Index (CPI) five-year average. Student financial aid holds value in the OHIO Guarantee and provides for predictability of college costs.

4. Completion Strategies:

a. Current Completion Strategies

The pathway to completion at Ohio University starts with recruitment and admissions. The "Path to Ohio" takes a newly admitted student through the steps leading to the start of the semester. Along the path are many excellent resources that cover all aspects of the student experience. Bobcat Student Orientation is designed for students and parents to learn how to take advantage of the resources and opportunities available during the transition into the Ohio University community. Welcome Week, which precedes the start of fall semester, concludes with a convocation where new students receive a message about how to achieve academic success on the path toward timely graduation.

A "Parents Guide to Ohio University" offers comprehensive advice and information for campus success, contact resources, and community information. Entering students are provided with a copy of "My OHIO University Experience," a guidebook to academic success from orientation to graduation that has been nationally recognized for its quality.

The University Catalog presents academic expectations and specifies degree requirements for each academic program. In certain disciplines, summer programs for incoming students are designed to prepare them for the rigors of academic programs. Academic advising is conducted by faculty and staff and is a central element of the educational experience.

Retention, persistence, course completion, and probation rates are reported annually to all campuses. However, the data show attrition most frequently occurs during the first-year. Thus a First Year Experience Council utilizes the data, reports, and studies to make regular improvements toward improving the first-year success. On the path to graduation, Ohio University employs numerous initiatives and strategies to aid students, many of which are highlighted below. There is a practice of ensuring students are progressing successfully.

Learning Communities

All students want to feel at home, get to know people easily, and do well academically. Starting in Fall 1999, learning communities have been offered to first-year students. By Fall 2013, 76% of first-year students were participating in a learning community that entails taking a set of courses together. Participants in a learning community develop a deeper understanding of the courses' subject matter while they build relationships and learn together outside of the classroom. A seminar course is the hub of the learning community. It is thematically based and is taught by the students' learning community instructor with a peer mentor serving as an assistant. Students who have participated in learning communities on average have higher retention rates, are more successful academically, and report higher levels of engagement than students not participating in such programs.

Academic Advancement Center

As previously mentioned, preparation for the rigors of academic programs is seen as crucial to academic success and timely graduation. University College houses the Academic Advancement Center which offers programs and services to help students meet the demands of their academic work. The Academic Advancement Center offers courses in computing skills, learning strategies, and reading skills. It is also the home of the Student Writing Center, Math Lab, Science Lab, and a computer learning lab. It coordinates all tutoring services for more than 200 courses and manages the Supplemental Instruction program, which provides peer-led class review for traditionally difficult courses. The student leaders attend the course and work closely with the course instructor toward mastery of the course content. Students who regularly attend Supplemental Instruction earn on average better grades.

Support Centers

Focused programs for several student population groups have been developed to meet particular needs related to adjustment and navigating the university setting. Among these programs are: Commuter Student Services, International Student and Faculty Services, Military and Veterans Programs, Student Accessibility Services, and the Student Resource and Consultation Committee. Other special student advocacy and support centers and programs include the: LGBT Center, the Office for Multicultural Student Access and Retention, and the Women's Center. For students with emotional and psychological issues, confidential services and treatment are available through Counseling and Psychological Services, Crisis Intervention Services, the Survivor Advocacy Program, and the Psychology and Social Work Clinic. In terms of medical care and students' well-being, Campus Care is available to all enrolled students.

Student Help Center

The Allen Student Help Center (centrally located on the Athens campus) works with students "who aren't sure where to go or whom to ask." Among the Allen Center programs are Choosing a Major, Improving Your Study Skills, Preparing for Course Registration & Understanding Your DARS (Degree Auditing Reporting System), Preparing for Your Sophomore Year, and Raising Your GPA & Resources for Academic Difficulty. The Allen Center also provides academic coaching to undergraduate students to improve their academic performance. Specialized programs such as Academic Progress e-Reports and MAP-Works® identify first-year students who may be at risk early in a semester and facilitate following up with directed intervention to help these students. Finally, all first-year students who are placed on academic probation must complete an Academic Success Workshop.

Career and Leadership Development

The Career and Leadership Development Center is available to all students throughout their time at Ohio University. It can help students select programs of study by matching their abilities, interests, and aspirations with specific majors and academic opportunities. The Center offers interest and skills assessments, leadership development, and career coaching. Center and online resources are used to explore major and career opportunities. The Center's workshops such as the 21st Century Leadership Series and the fOUndations program for first-year students helps students discover the leadership potential. The Center assists students

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with their post-graduation planning through its job search guidance, résumé preparation, and employer relations and annual career fairs.

Regional Campuses

The regional campuses have a common mission to provide access to a high-quality Ohio University education for students throughout southeastern Ohio. These students can begin their studies at a regional campus and later relocate to the Athens campus to complete their chosen degree, or they can complete an entire program of study at the regional campus, graduating with an Ohio University associate or bachelor degree. The campuses' open admissions policy allows Ohio high school graduates to be admitted. All students are commuters. The regional campuses have no residence halls.

On the regional campuses the Compass standardized placement exam scores are used with first-year student academic coursework. Supplemental Instruction, as described above, is provided on some campuses. Each regional campus has a student learning/success center and some operate advising centers. These centers operate in a similar manner to the Athens campus by providing academic advising, counselling services, instructional software and technology support, tutoring, etc.

eLearning

eLearning (online course instruction) uses tools such as SmarterMeasure to assess preparedness for this mode of instruction. Further, orientation for online/distance students is required and an enhanced program has been used with all students since Spring 2014 that includes training in the Blackboard learning management system.

b. Enhanced Completion Strategies

Academic Advising

Academic advising is an integral part of the university experience. The preface to the university's Faculty Advising and Referral Manual offers a wealth of information on the importance of the advising experience for students and on the elements of effective advising practice. Effective advising goes beyond the administrative function of course selection and major choice by also assisting in students' academic and professional development, as well as their awareness of the relationship of education and life beyond the university. The manual specifically claims that "advising with an active, engaged advisor correlates strongly with retention, overall student satisfaction, academic skill development, student personal growth and persistence to degree."

Ohio University's goal to increase retention rates, course completion rates, and graduation rates depends on providing effective advising. The university plans to direct additional resources toward advising, with a special focus on using additional professional advisors to assist students in their first two years on campus along with dedicating advisors to specific populations such as first generation students and transfer students who historically have had lower retention and graduation rates. This focused advising will be more intrusive so that students in these populations receive assistance and care before the onset of academic and adjustment difficulties. The university also intends to improve advising in students' third and fourth year by providing more educational opportunities for faculty advisors to learn newer approaches such as appreciative advising. Finally, the university also plans to promote the model of appreciative advising across all of its campuses and to offer regular educational opportunities for all advisors, including faculty advisors, to learn how to implement this model's key practice.

Academic Support

Ohio University, as noted above, has many programs and practices in place designed to advance student success, including newer ones such as, Academic Progress e-Reports, MAP-Works® and SmarterMeasure. Evaluation of these initiatives indicates that they should be expanded across more student populations and all sectors of campus, with one example being the plan to expand MAP-Works® in academic year 2014-2015 to include all first-year students on the Athens campus and select groups on the regional campuses. Also, the university has already begun to explore additional mid-course/mid-term correction initiatives in first-year courses recognized as traditionally difficult, such as, biology. The first experiment with these initiatives, conducted by the College of Arts and Sciences and the College of Health Sciences and Professions, proved to be effective, and the university will continue this effort through the next academic year. The university is reviewing policies related to awarding credit for prior learning (e.g., experiential learning and military experience and courses) in light of recent recommendations from the Ohio Board of Regents.

Ohio University is also committed to expanding student success programs and practices that have proved to be effective, including learning communities, first-year seminars, specialized advising for specific populations, tutoring, Supplemental Instruction, and career counseling. The university also has recognized the increasing demand for mental health services and plans to devote additional resources to addressing this essential need.

Another new initiative focuses on increasing students' levels of engagement on campus and within the broader community region in ways that align and integrate curricular learning and co-curricular learning. Also, the colleges have begun incorporating more career-related courses, such as the "Career Development for the Liberal Arts" in the College of Arts and Sciences. Finally, the university intends to require all new students without a declared major to develop academic completion plans based on the model that proved to be effective during the transition from quarters to semesters. The requirement will be phased in over three years and will start in Fall 2014 with all undecided students in the University College, which typically represents 25% of each new class of undergraduates. With this robust and ever evolving array of student support services and initiatives in place, along with the new Ohio Guarantee program that will incentivize timely graduation, Ohio University is confident that it will be able to improve the academic success of its students by increasing their retention rates, course completion rates, and graduation rates.

5.   Workforce Development Priorities

Ohio University is the largest institution of higher education in south/southeastern Ohio. It is also one of the largest regional employers with over 4,700 full-time and part time employees, including over 1,050 full-time faculty. Ohio University's total economic impact on the state in 2012 was $1.5 billion and is estimated to support 14,300 jobs in Ohio. In Athens County, 53% of total economic output is derived from the university and university-related spending.

Ohio University offers degrees ranging from associate to doctorate, as well the only doctor of osteopathic medicine in Ohio. Academic programs distributed across 11 colleges and schools award more than 100 degrees. The university extends to five regional campuses, two regional centers, and partners with 13 Ohio community colleges. Nearly three-fifths of Ohio University's worldwide alumni reside in the state of Ohio. Ohio University is developing the talent to meet local, regional, state, and national economic needs by preparing a future workforce with the knowledge and skills necessary to succeed in the global marketplace.

Ohio University significantly contributes to the state and region through: talent and workforce development; research, scholarship, and creative activity, innovation and entrepreneurship; healthcare and wellness; and environment, infrastructure, and sustainability. Some brief examples are cited in the following sections.

Talent and Workforce Development

Experiential learning through internships, practicums, service learning, and volunteerism totaled over 1.4 million hours in 2011-2012 with a value of $25.8 million. Working in collaboration with 135 school districts and educational institutions Ohio University is addressing students' skill gaps through opportunities to further their education and through providing teacher training for Appalachian Ohio.

In 2010 Ohio University established three Centers of Excellence that were created as economic drivers intended to generate public and private investment, attract elite talent, and develop an entrepreneurial environment designed to retain top college graduates. The three centers are: The Scripps College of Communication (Ohio's largest and most prestigious such college); Energy and the Environment; and Health and Wellness: From Translational Research to Best Practices for Rural/Underserved Populations. These centers were established in key industrial areas where future job growth was expected: advanced energy, biomedicine and health care; agriculture, food production and bio-products, advanced transportation and aerospace, advanced materials and sensors, and cultural and societal transformation. Each center has achieved significant progress.

Ohio University operates TechGROWTH Ohio, a venture development organization that serves 20 counties. TechGROWTH is funded by Ohio's Third Frontier and since its founding in 2007 has worked with more than 500 companies and has generated over $140 million in economic measures.

Research, Scholarship, and Creative Activity

Ohio University's Institute for Corrosion and Multiphase Technology is the largest of its kind in the world and works in collaboration with a consortium of oil and chemical companies to develop ways to reduce corrosion of pipelines. The Avionics Engineering Center is the only facility of its kind in the United States specializing in research, development, and evaluation of electronic navigation, communication and surveillance systems. Also, The Institute for Nuclear and Particle Physics hosts the largest and highest-energy particle accelerator in the state. Ohio University received over $30 million in external research funding in FY2012.

According to *U. S. News and World Report*, the Ceramics program in the College of Fine Arts ranks fifth among all United States programs, representing one example of a robust community for artists, musicians, and theater. The Kennedy Museum of Art is the only major collecting art institution in southeast Ohio.

Innovation and Entrepreneurship

The Center for Entrepreneurship is a partnership of the College of Business, the Voinovich School of Leadership and Public Affairs, and all of Ohio University's colleges and campuses. The Center coordinates the Certificate in Entrepreneurship.

Since its founding in 1983, Ohio University's Innovation Center has incubated over 100 companies. The sale of Diagnostic Hybrids, a company that graduated from the Innovation Center, generated $35 million for Ohio University in 2010. The Technology Transfer Office has issued 110 patents and processed nearly 300 patent applications.

In 2011 according to the Association of University Technology Managers, Ohio University ranked first in the state for licensing revenue generated from research discoveries and ranked fourth in the United States for percent return on investment in research expenditures.

Healthcare and Wellness

One of Ohio University's goals is to educate and train the necessary workforce to ensure accessibility of quality healthcare services and promotion of healthy lifestyles, especially in the Appalachian region. Fifty-eight percent of Ohio University medical student graduates are practicing in Ohio and make up 12% of all

physicians in rural communities. 31,900 patients were served through the Heritage College of Osteopathic Medicine community health programs in 2011-2012. The College of Health Sciences and Professions is home to the largest nursing school in the state.

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Completion Plan Acknowledgments

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Appendix A: Undergraduate Enrollment at Ohio University (All Campuses) in Fall Term 2012

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	4,480	100.0%	21,476	100.0%	4,058	100.0%	30,014	100.0%
Enrolled Part Time	184	4.1%	5,502	25.6%	1,529	37.7%	7,215	24.0%
Not Degree/Certificate Seeking	25	0.6%	140	0.7%	125	3.1%	290	1.0%
First Generation College	111	2.5%	5,459	25.4%	593	14.6%	6,163	20.5%
Pell Eligible	130	2.9%	6,901	32.1%	732	18.0%	7,763	25.9%
Took Remedial Courses	1,077	24.0%	6,027	28.1%	1,177	29.0%	8,281	27.6%
Female	2,332	52.1%	13,210	61.5%	2,909	71.7%	18,451	61.5%
Age 18-24	4,240	94.6%	14,664	68.3%	1,969	48.5%	20,873	69.5%
Age 25 and Older	221	4.9%	6,806	31.7%	2,080	51.3%	9,107	30.3%
Race / Ethnicity								
American Indian or Alaskan Native	7	0.2%	55	0.3%	6	0.1%	68	0.2%
Asian or Pacific Islander	42	0.9%	179	0.8%	39	1.0%	260	0.9%
Black, non-Hispanic	191	4.3%	956	4.5%	241	5.9%	1,388	4.6%
Hispanic	111	2.5%	385	1.8%	95	2.3%	591	2.0%
White, non-Hispanic	3,763	84.0%	18,373	85.6%	3,390	83.5%	25,526	85.0%
Two or More Races	174	3.9%	381	1.8%	117	2.9%	672	2.2%
Nonresident Alien	158	3.5%	744	3.5%	89	2.2%	991	3.3%
Race Unknown	34	0.8%	403	1.9%	81	2.0%	518	1.7%
Earned a Certificate/Degree Prior to Current Year	0	0.0%	2,846	13.3%	961	23.7%	3,807	12.7%

Discipline Area Profile: Undergraduate Students at Ohio University in Fall Term 2012

	Entering	Returning	Transfer	Total
Arts & Humanities	46.1%	21.5%	22.2%	25.3%
Business	7.9%	9.6%	4.1%	8.6%
Education	6.6%	8.1%	4.1%	7.4%
Engineering	6.5%	5.1%	3.1%	5.0%
Health	9.4%	30.9%	50.4%	30.3%
Natural Science & Mathematics	8.9%	7.0%	6.7%	7.2%
Services	5.6%	5.1%	3.9%	5.0%
Social & Behavioral Sciences	8.5%	12.5%	5.4%	10.9%
Trades and Repair Technicians	0.5%	0.2%	0.2%	0.3%