MIAMI UNIVERSITY
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May 17, 2024
Academic and Student Affairs

RESOLUTION R2024-39

WHEREAS, Ohio Revised Code 3345.81 Strategic Completion Plan, states:

"Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education.

The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption."

THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby accepts the attached Completion Plan Update Report, and directs the Provost and Executive Vice President to submit the document to the Ohio Department of Higher Education.

Approved by the Board of Trustees

May 17, 2024

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

Miami University Completion Plan Update

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

May, 2024

University Mission

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

Student Profile

During Fall 2023, 16,478 undergraduates and 2,140 graduate students were studying on the Oxford campus. Regional campuses in Hamilton and Middletown enrolled a combined total of 3,558 undergraduate students. Across all campuses and levels, 54.0% of Miami students were female and 66.8% were residents of Ohio.

Oxford Campus

Of total 16,478 Fall 2023 Oxford undergraduate students, 13.9% were domestic Students of Color. Among first-time, full-time undergraduate students at the Oxford campus, 51.7% were female; 63.1% were residents of Ohio; 98.8% were born in 2004 or 2005. Race and ethnicity breakdown for Oxford is listed below:

Fall 2023 First-time, Full-time Students at Oxford by Race/Ethnicity

- 0.2% American Indian or Alaska Native and Other
- 2.8% Asian, Native Hawaiian, or other Pacific Islander
- 3.1% Black or African-American
- 4.8% Hispanic/Latino
- 3.6% Multi-racial
- 83.2% White
- 1.1% Unknown

An additional 1.2% were international students.

Of Oxford first-time, full-time undergraduates, 14.6% were Pell Grant recipients, 48.6% had financial need, and 99.8% of students with need received offers of financial aid.

Of the Fall 2023 first-year Oxford campus students, 32.2% graduated in the top 10% of their high school class. 59% percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with students receiving 17.6 hours of credit on average.

First-year retention for full-time baccalaureate students at the Oxford campus in the 2022 cohort was 89.5%. Miami's four-year graduation rate for the fall 2019 cohort was 72.2%. The Oxford campus's six-year graduation rate on average for the last 4 years was 82%. According to IPEDS, Miami's four-year graduation rate ranked 12th among public universities nationally and 1st in Ohio. In 2022-2023 Miami Oxford posted a 96**%** graduation success rate for student-athletes (the percentage of eligible student-athletes who graduate within six years, according to the NCAA Graduation Success Rate).

Table 1: First-time, full-time baccalaureate students at Oxford

First-time, full-time baccalaureate students at Oxford	2007 Cohort		2017 Cohort	
Race/Ethnicity	6-year Graduation Rate	*N (total cohort)*	6-year Graduation Rate	*N (total cohort)*
American Indian, Alaska Native, Other	78.3%	*23*	83.3%	*6*
Asian	83.7%	*104*	75.8%	*91*
Black or African-American	70.8%	*120*	79.2%	*144*
Hispanic/Latino	81.2%	*69*	82.3%	*237*
International	83.3%	*54*	69.1%	*311*
Native Hawaiian/other Pacific Islander	100%	*3*	60.0%	*5*
White	81.5%	*2985*	83.6%	*2852*
Multi-racial	100%	*2*	81.9%	*160*
Unknown	68.8%	*96*	63.6%	*11*
Total	80.8%	*3456*	81.8%	*3817*

Miami Oxford is working diligently to close the gap between graduation rates for Students of Color and White students. This is evident in Table 1 above, where the increases in the graduation rates for Students of Color are illustrated. While the graduation rate for white students has increased 2.1% over the last 10 years, the graduation rates for some students of color have increased by 1.1% (Hispanic/Latino), 8.4% (Black/African American), and 10%

(American Indian, Alaska Native and Other). Losses in graduation rates for Asian students (7.9%) and Native Hawaiian/other Pacific Islander students (8.9%) are concerning. Miami will continue to devote energy to ensuring the success of underrepresented students as we strive to meet our completion goals.

<u>Regional Campuses</u>

During Fall 2023, Miami Regional campuses in Hamilton and Middletown enrolled a combined total of 3,558 undergraduate students. Of total Fall 2023 Regional undergraduate students, 21.2% were domestic non-White.

Among first-time, full-time undergraduate students at the regionals, 53.2% were female; 90.8% were residents of Ohio. Regionals students' race and ethnicity breakdown is listed below:

Fall 2023 First-time, Full-time Students at Regionals by Race/Ethnicity

- 0.2% American Indian or Alaska Native and Other
- 3.3% Asian, Native Hawaiian, or other Pacific Islander
- 9.0% Black or African-American
- 6.6% Hispanic/Latino
- 2.4% International
- 3.1% Multi-racial
- 74.6% White
- 0.7% Unknown

Of Regional first-time, full-time undergraduates, 38.6% were Pell Grant recipients, 56.6% had financial need, and 97.6% of students with need received offers of financial aid.

Of the fall 2023 first-year Regional campus students, 25% graduated in the top 25% of their high school class. 33% percent entered Miami with college credit from Advanced Placement, College Credit Plus, and other programs, with students receiving 17 hours of credit on average.

67% of the Fall 2022 Regional campus cohort were retained to either the Regional or Oxford campuses in Fall 2023. 41.7% of the 2017 Regional campus cohort earned a Miami Bachelor's degree from either the Regionals or Oxford campuses in 6 years or less.

While also focused on a liberal arts education, Miami's regional campuses serve a different student population. 32.7% of the undergraduate students are part time, and 67.3% are full time. 16.6% of the students on the regional campuses are non-traditional students (25 years or older); 55.4% are female, and 44.6% are male. 17.8% of the students on the regional campuses are CCP students. The average ACT score (or SAT score converted to an ACT basis) of the 2023 entering freshman class for students submitting scores was 19.

The majority of students on the regional campuses are place-bound. The top feeder schools are area high schools as well as local institutions of higher education. The regional campuses house their own academic division, the College of Liberal Arts & Applied Science (CLAAS), which offers several baccalaureate degrees: biological sciences, commerce, communication studies, community arts, computer and information technology, criminal justice, engineering technology, English studies, integrative studies, liberal studies (degree completion program), nursing, and psychological sciences.

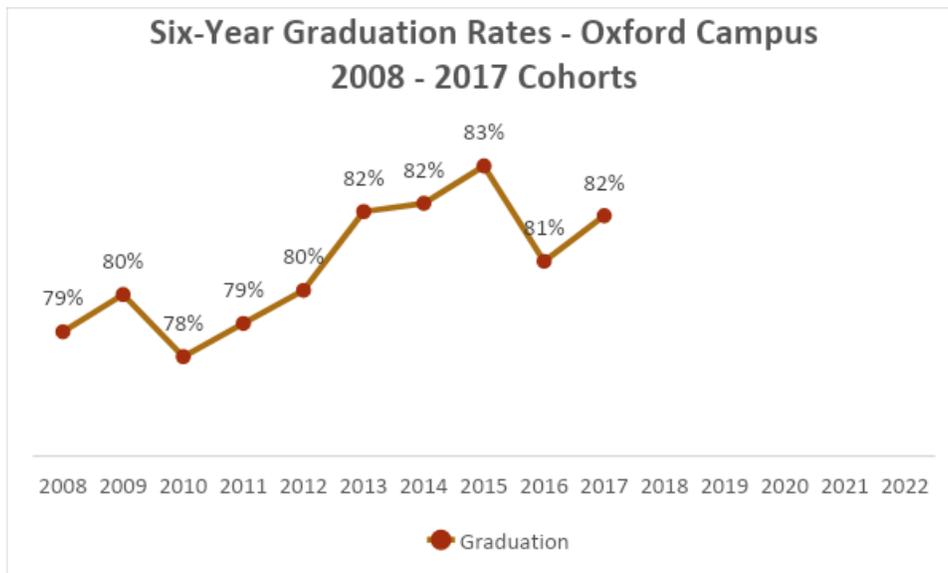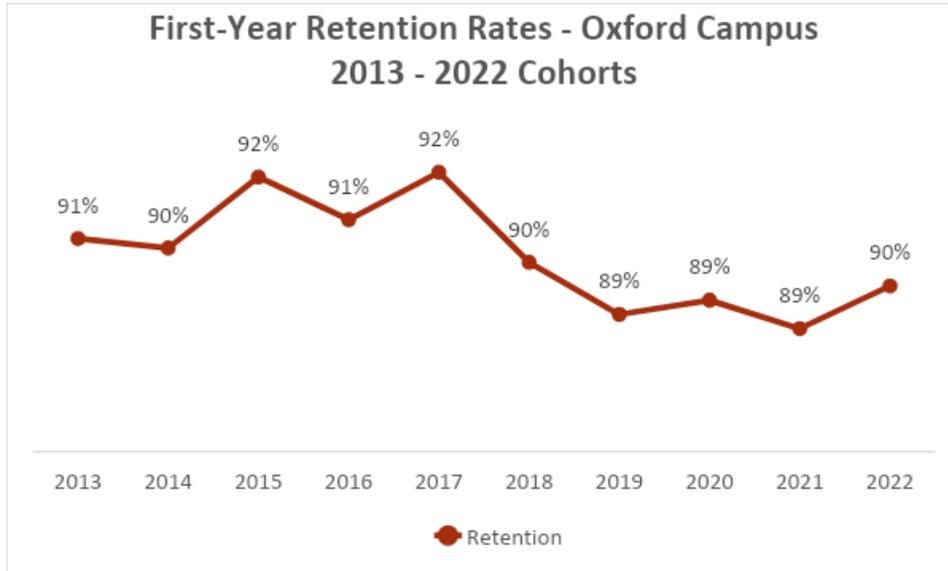## BARRIERS TO PERSISTENCE AND COMPLETION

In this report, retention rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and return to Miami in the fall semester of the next (i.e., their second) year. Graduation rate is defined as the percent of first time, full time, degree-seeking students who enter in the fall semester and graduate within six years. Students are assigned to a cohort based on the year they entered the University. The academic profile and completion rate of Miami's Oxford campus students remain very strong overall.* However, our data show that there is room for improvement, particularly on the two regional campuses. Moreover, the Oxford campus rates have remained relatively stable with little movement.

Throughout this report, retention rates and graduation rates are presented as reported to the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES).

Oxford retention and six-year graduation rates have remained consistent in recent years (See Figure 1).

Retention rates vary based on several characteristics:

- First-generation students were retained at a rate of 84.5%, while non-first-generation students were retained at a rate of 90.5%
- Students receiving PELL grants were retained at a rate of 83.6%, while students not receiving PELL grants were retained at a rate of 90.4%

First-Year Retention Rates - Oxford Campus
2013 - 2022 Cohorts

91%   90%   92%   91%   92%   90%   89%   89%   89%   90%

2013   2014   2015   2016   2017   2018   2019   2020   2021   2022

● Retention

Six-Year Graduation Rates - Oxford Campus
2008 - 2017 Cohorts

79%   80%   78%   79%   80%   82%   82%   83%   81%   82%

2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

● Graduation

Completion barriers may include:

- High cost of attendance
- Varied preparation for college-level academics
- College transition issues
- Difficulty in establishing a sense of belonging on campus
- Campus climate that does not feel welcoming to some students

PROGRESS ON 2022 COMPLETION REPORT STRATEGIES

College completion and student success are integral to Miami's mission and the strategic plan, Miami**RISE**, which was developed in 2019. Our mission statement emphasizes that Miami "is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society." The eleventh recommendation of the Miami**RISE** strategic plan calls for improvement of student retention and persistence.

The Miami University Student Success Committee is the body charged with overseeing Miami's student success progress. This committee is a partnership between the Enrollment Management & Student Success division, the Division of Student Life, and the Office of the Provost, and sets the agenda for all matters related to student success. With the support of the Office of Institutional Research and Effectiveness, the Student Success Committee regularly analyzes quantitative and qualitative data to identify areas for improvement. Data sources include:

- EAB Student Success Collaborative
- Oracle Business Intelligence Tool
- External standardized student surveys (Beginning College Survey of Student Engagement, National Survey of Student Engagement, CIRP Freshman Survey, College Senior Survey)
- In-house surveys (first-year student transition survey, graduation survey, alumni survey, etc.).

This data-driven campus collaboration allows Miami University to think and act strategically around student success with an eye toward accomplishing the goals laid out in this completion report.

Below we describe our progress on the 2022 Completion Report strategies:

Category	Description	Strategies	Status
Academic Advising	Create a comprehensive advising and mentoring student support system consisting of student success navigators, professional academic	Build on divisional professional advising hiring. Onboard Student Success Navigators to support exploring students. Undergraduate Studies Dean and	Each academic division now has enough professional advising capacity to meet the needs of first- and second-year students. Due to budget constraints, hiring of additional professional advisors is on hold. The Office of Exploratory Studies has been created and staffed to support exploring students.

	advisors, and faculty mentors.	Associate Provost for Faculty will initiate a process for moving faculty to mentoring roles.	Work on faculty mentoring is on-going, and is contextualized in the current budget constraints and negotiation of the first union contract.
	Build an academic advising community that supports improvements in advising through professional development, relationship enhancement, and review of advising practices and processes.	Implement monthly academic advising community meetings focused on community and professional development. Create new training content that reflects and addresses changing student needs. Include Student Life and EMSS advising partners in advising community meetings 1-2 times per semester. Create working groups to begin review of advising practices and policies.	Monthly academic advising meetings have been in place for 18 months. Student Life and EMSS partners attend regularly. Committee has reviewed current academic advising training and new modules that will be easier to maintain and update are in development and will be finalized in 2024-25. Advising practices and policies continue to be reviewed. Highlights include: ● Develop learning outcomes for professional academic advising ● Develop usage guidelines for Navigate 360 and include these in advisor annual performance evaluations ● Develop process for requesting courtesy email accounts for non-enrolled students ● Refine process for change of campus
	Build capacity for, and skills in, proactive and intrusive advising, ensuring that students in need receive support in a timely and consistent way.	In addition to the increased professional development above, overhaul advisor training to include using campus technologies to ensure that students who need support are receiving it. Establish institutional expectations for the use of technology to	Use of student data to guide advising interventions has increased. The following interventions have been introduced: ● Early alerts: faculty provide progress reports regarding students in their courses for whom they have concerns in weeks 1-2 and 4-5 of the semester. 877 early alert cases were closed at Oxford and Regionals Campuses in Fall 2023

		provide on-time support to students.	● High Support Students: based on admissions data, identified students are provided additional resources by academic advisors and housing staff. ● Spring Launch and Winter Thrive: these workshops provide support and direction for students who struggled academically during their first semester at Miami. Institutional expectations for professional advisors' use of Navigate 360 are established and are part of advisors' annual review process. Navigate Student was launched in fall 2023 allowing students to see holds, schedule with advisors, and receive notifications/messages based on a campaign by department, office, or advisor. 3558 new users have signed into Navigate Student, with 9140 all-time users.
	Design and implement a more comprehensive assessment of our advising system.	Develop consistent assessment for advising across campus that will allow reporting at the departmental, divisional, and institutional levels. Develop learning outcomes for academic advising and create institutional expectations for meeting advising outcomes. Utilize new EAB tools for student feedback.	Academic advising outcomes have been developed and assessment utilizing Navigate 360 on these outcomes has been underway since Fall 2023. In fall 2024 we launched an intake survey within Navigate 360. Students complete the survey on their first login to Navigate each academic year.
Policies	Audit existing policies and procedures, and make revisions to improve	New Office of Undergraduate Education will support the audit of existing policies and processes	Review of policies has included: ● CR/NC policy was reviewed.

	student success.	related to student success, including: • CR/NC policy and process • Foreign Language Deficiency policy • Two-strikes policy for academic dishonesty • Support for unenrolled students Moonshot for Equity initiative includes review of the use of retention grants and registration holds as part of the effort to close completion gaps for diverse students.	• Foreign language deficiency policy was reviewed and changed. • Two strikes policy for academic dishonesty was reviewed and changed. • Mid-term grades policy was reviewed and changed. • Attendance policy was reviewed and remains the same. Hold reform as part of Moonshot for Equity has Removed 5 holds impacting 3,500 students and 25 additional holds were removed in March 2024.
Pathways	Help students to get on a success path prior to matriculation.	2022 Summer Survey will provide insight on students in need of support and resources prior to their arrival on campus. Action plans for meeting students' needs are in development. Process for implementing pre-orientation, automated registration for all new students is in development with goal of piloting pre-registration in summer 2023.	Changes to registration processes will be implemented along with the Workday implementation scheduled for 2024-26. Fall 2024 High Support Students initiative based on admissions data served over 500 students identified as needing extra support through pre-college characteristics correlated with academic performance in the first semester. Assessment and adjustments to this initiative are under way.
	Develop purposeful pathways for	Experiential Major Maps are in development. Maps	Experiential major maps will be included in new major exploration technology. Maps will be finalized for academic

	students in the major.	will allow students to plan for academic and co-curricular experiences throughout their Miami University career. Maps will provide the foundation for the UNV101 course and similar first-year courses offered within departments and divisions. Maps will begin rolling out in fall 2023.	programs during 2024-25 academic year and uploaded into existing technology for use starting fall 2025.
	Develop success pathways for undecided students.	The Office of Exploratory Studies will begin serving exploring students in summer 2022. Goals for the office include: ● matching exploring students' retention and completion rates to those of students in majors ● at least 85% of students who go through the program stay in the major they select as a result of their involvement with OES	The Office of Exploratory Studies has been operational since fall 2022. The fall to fall retention rate for undecided students in the 2022 cohort was 79%, significantly lower than for students who start at Miami with a selected major. The 2023 cohort fall to spring retention rate was 92%. This is promising. We will adjust our work with these students as data indicate is necessary. Future analysis of these efforts will include overall retention gains, persistence in selected major, and eventually, graduation rates.
	Identify and remove pathway roadblocks.	Moonshot for Equity process and new Transfer Coordinator will continue this work, including	New Transfer Coordinator has developed 70 pathways with 16 different partners underway and developed a plan for OT36 non-equivalent courses to post to appropriate Miami Plan areas without

		developing a new transfer web portal, supporting more timely transfer credit evaluation, and developing dual admission/enrollment programs with signature partners.	individual student petitions. Prior Learning Assessment portfolio process has been launched.
	Create pathways for high school students.	Our new Early College Academy will provide pathways for high school students into Miami University. Regional campuses are the driving force behind this initiative, which holds great promise for enabling more students from the local community to enroll at Miami University.	Early College Academy has grown since its first year enrollment of 27 from 2 high schools to current enrollment of 109 students from 6 high schools. The first ECA graduating class included 19 students. 91 new students from 8 school districts have applied for fall 2024.
Curriculum	Continue addressing courses of concern.	Associate Provost for Faculty and Dean for Undergraduate Studies will launch a holistic and collaborative plan for addressing courses of concern in fall 2022. We will rely on the expertise of departments and faculty who have improved DFW rates in courses that were previously identified as concerning to support this process.	Associate Provost for Faculty and Dean for Undergraduate Education has explored a number of courses of concern, and, in conjunction with the Associate Provost for faculty, has presented workshops to assist faculty with making changes to these courses. Work here has not been as productive as we had hoped, and will require more time to complete.
Affordability	Lower cost of textbooks	The Open Educational Resources Committee will survey faculty regarding their use of affordable materials in	Miami's Open Educational Resources Adopt program has assisted over 20 faculty in developing OER for their courses, which has led to approximately $1,209,000 in cost savings for students.

		Fall 2022 and is also exploring how open educational resources enhance the University's ability to support diverse students.	Faculty will be surveyed again in fall 2024 to increase the use of more affordable course materials. In spring 2024, Miami successfully piloted inclusive access, which makes e-materials available to students through textbook provider, e-Campus. Inclusive access program is now fully adopted starting in summer 2024.
	Enhance need-based and other aid for students and families.	Build on successes in fundraising to increase resources for students and families who have high financial need.	Miami University is in the middle of a $1 billion capital campaign. The scholarship goal for this campaign is $450,000,000. This will significantly increase the ability to support students and families with high financial need.
Special Populations	Enhance support for transfer students.	Participation in the EAB Moonshot for Equity will include a focus on transfer pathways. The Office of Transfer in the Associate Provost for Strategic Initiatives will coordinate our efforts to increase transferability into Miami both at Oxford and at the Regionals.	Noted above, Miami has made significant progress in the area of transfer pathways.
	Deepen support for Pell Grant students.	Utilize data to identify success-related patterns for Pell eligible students and implement proactive support processes for these students. Continue to develop the GradU8 program and implement new First Generation Student program.	The High Support Student initiative identified numerous Pell eligible students for additional resources and supports. The program began in fall 2023 and we are refining the identification of students and the provision of resources for 2024. A new First Generation Student program coordinator has been hired, and new attention is being given to the GradU8 program components.

Develop additional support for domestic students of color and LGBTQ+ students.	BRIDGES and other programs for historically underrepresented students have been revised to improve recruitment and retention of these students. CSDI hired a new Associate Director of LGBTQ+ Initiatives and added an Assistant Director of LGBTQ+ Initiatives in Spring of 2022, who are expanding support for this student population. Continue to develop Heritage Month Programming (started in Fall 2021), which addresses intersectional identities explicitly and includes Pride Month and LGBTQ+ History Month: https://www.miamioh.edu/diversity-inclusion/programs-resources/history-heritage-months/index.html A new anti-racism workshop developed within OIDI, being piloted Spring 2022, for faculty, staff, and students, will ensure a more welcoming and inclusive climate Continue to roll out SafeZone training, which OIDI	BRIDGES has contributed to the increase in the proportion of underrepresented students at Miami: ● AAPI up .2% ● Black-AA up .9% ● Hispanic/Latino up .3%. Retention rate for BRIDGES students for the past two years was 93% (2021 cohort) and 90% (2022 cohort). This indicates that we need to continue efforts to retain historically underrepresented students. The Passport Program is a 4-year student success program in FSB. Launched 2019, wrap-around services support about 20-25 first-generation students, students of color, LGBTQ+ students in cohorts between a year. May 2023 marked the first graduating cohort for the Passport Program with a cohort of 20 students. 17 have full-time employment. Redhawk Equity Leadership Series is a cultural competency certificate launched by the Office of Transformational and Inclusive Excellence (OTIE) in the fall of 2023. Five modules provide students with important skills to foster success in a global world: A Road to Active Allyship; Inclusive Marketing; Introduction to Microaggressions; Leading with Racial Equity; and, Pronouns 101. OTIE, along with ASPIRE, the Honors College, and the Menard Family Center for Democracy, offered the Constructive Dialogue Institute partnership, which. supports an inclusive climate for students, including students of color and LGBTQ+ students. Addresses need for respectful dialogue between individuals and groups with different perspectives, values, and beliefs. Results of Spring 2024 Miami pilot with 97 student leaders

| | | recommended for every Department Chair Fall 2021/Spring 2022.

Fully implement the new Nellie Craig Walker Scholarship (beginning Spring 2022).

Plan for and implement a new climate survey in Fall 2022. | across backgrounds, identities, values include:

- 78% showed improvements in affective polarization
- 58% showed significant improvements in dichotomous thinking
- Participants noted improvements in communication, conflict resolution, and conversations across differences

Climate survey took place, Spring 2023. Climate survey results shared with university, Spring 2024. Climate interviews were held w/ 13 students of color, Fall-Sp 23-24.

LGBTQ+ Task Force, launched by OTIE Fall 2023, composed of faculty, staff, students, alumni, met regularly to strengthen sense of belonging for LGBTQ+ faculty, staff, and students. This advisory group to OTIE examines, develops, and assesses policies, programming, and support systems to better serve LGBTQ+ faculty, staff, and students. Final report submitted Spring 2024.

OTIE developed informational Resource Sheets for Heritage Months, including LGBTQIA+ History Month, Black History Month, Latinx Heritage and History Month, Juneteenth, Jewish American Month, Arab American Month, and others to complement programming. Informational resources available here: https://miamioh.edu/transformational-inclusive-excellence/educational-programming-resources/history-heritage-months/index.html |
| Technology | Leverage technology to advance diverse | Establish community standards for the use of Navigate to support students. Revisit who should have what | Community standards for academic advisor's use of Navigate 360 are established and are part of advisors' annual performance reviews. Navigate |

	student success.	level of access to Navigate information and develop a set schedule for updates around new developments that can enhance use of Navigate. Expand use of Navigate as part of Moonshot for Equity.	updates included in monthly academic advising community meetings. Faculty access to Navigate 360 has been changed to comply with FERPA guidelines. Process for increasing faculty advisors' use of Navigate is in place and will begin in fall 2024. Coordinated Care group in Moonshot for Equity is working on using Navigate 360 to develop support teams for students. This includes expanding access to Navigate to student life offices and librarians, and defining how to use the system for different levels of users.

COMPLETION GOALS FOR 2024-2026

The following goals guide Miami University's completion strategies for the coming two years. Several of these goals carry forward from previous completion plans, while others are new:

- Miami Oxford will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%. The Regional campuses will increase the graduation rate by 10%, an equally ambitious goal.
  - As part of the commitment to the Moonshot for Equity initiative, Miami University will strive to eliminate enrollment and graduation gaps across student populations.
- Across all campuses Miami will increase the use of Navigate 360 to enhance support of students and increase retention and graduation rates.
  - Increase advisor usage of Navigate tools such as campaigns and to-do list to support student success.
  - Increase in coordinated care networks across campus.
  - Increase student engagement with Navigate 360.
- Within one year after graduation, 97% of Oxford graduates who are seeking employment (excluding those enrolled in graduate or professional school) will be employed.
  - Increase the ability to account for students who participate in internships and co-op programs.

- Ensure that every Miami student participates in a high impact experience (e.g., undergraduate research, internship/co-op, community-engaged learning, case study competition, performance, public or private sector-based project, study abroad/away) prior to graduation.
  - Ensure that these opportunities available for this engagement are offered in equitable and compelling ways.
- Across all campuses, Miami will increase the number of transfer students and smooth the pathways for them to join our community.
  - Increase structured pathways to Miami from area community colleges.
  - Create a more seamless process through which transfer students receive credit evaluation and academic advising.

2022-2024 COMPLETION STRATEGIES

To build on prior efforts, the following new strategies will support Miami University's progress towards its ambitious completion goals.

Category	Description	Strategies
Academic Advising	Increase consistency in faculty advising through the use of Navigate 360.	Utilize EAB partnership to help leverage Navigate 360 as an advising tool for faculty. Provide in-depth Navigate 360 trainings for faculty advisors
	Increase consistency in professional advising through professional development and community standards.	Collect feedback on existing advising standards and add new ones to reflect the institutional commitment to excellent academic advising. Ensure that advising levels requirements reflect new advising community standards. Revise advisor recognition process to ensure that awards reflect new advising community standards.
Pathways	Implement degree planning technology to assist students and academic advisors in course planning and to support department chairs and deans with curriculum planning.	Review tools as part of initial Workday Student implementation and select and implement as quickly as possible.
	Develop purposeful pathways for students.	Continue development of Experiential Major Maps with support of University Communications and Marketing. Start rollout in fall 2025.

	Continue to build transfer pathways to Miami University.	Moonshot for Equity process and new Transfer Coordinator will continue this work.
	Enhance pathways for high school students.	Continue to build on Early College Academy and CCP successes. Determine how these pathways can lead to enrollment at Miami University. Work across campuses to ensure that students consider Miami as a final college destination.
Policies	Continue to assess policies and procedures, and make revisions to improve student success.	The Student Success Committee will identify policies and processes for review; Associate Provost and Dean for Undergraduate Education will coordinate review.
Retention – first-year and beyond	Assess and refine new retention initiatives	Assess on-going impact of High Support Student initiative, Spring Launch, and Winter Thrive. Make necessary adjustments and consider other initiatives to support second-year student success.
	Continue to implement Moonshot for Equity initiatives	Commence work in the Fostering Student Belonging group, and share results of the Fostering Belonging in the Curriculum Learning Cohort to enhance student success strategies across campuses.
	Transparency in Learning and Teaching (Regionals)	TILT aims to advance equitable teaching and learning practices that reduce systemic inequities in higher education. The TILT transparency framework can be applied not only to course assignments, but to student-facing documents, course or program outcomes, and other areas of higher education. Focus on TILT during Fall 2024 opening week events for faculty and staff.
	Build sophomore Courses in Common program (Regionals)	Build on first-year success with Courses in Common by starting a second-year program with Applied Communication in fall 2024.
Special Populations	Focus on adult learners. Continue to develop critical dialogues across campus to support underrepresented student populations. Continue to use Climate survey to motivate change for underrepresented student retention.	Moonshot for Equity working group will focus on Second Chances for Adult Learners, with an objective of breaking down returning student barriers and allowing students to complete degrees they started at Miami. Focus on communication and understanding across student populations to better support special populations as part of Miami/OTIE will expand the Constructive Dialogue Pilot starting Fall 2024, with an objective of embedding Perspectives online program across Miami, and focusing on Honors

		College, Student Life, and select pipeline programs such as LSAMP. Focus on enhancing inclusive climates in the classroom for students, including those from special populations: OTIE has partnered with CTE to launch the "Teaching and Learning Across Differences" Faculty Learning Community starting Fall 2024. Objective is to produce toolkits for faculty to use across disciplines by Spring 2025, to support student success across populations. Continued analysis of climate survey, LGBTQ+ Task Force recommendations, and Accessibility Task Force recommendations to identify specific ways to better support students' sense of belonging at Miami.
Structures	Create an Undergraduate Council to serve as an advisory board for the Dean for Undergraduate Education.	Include staff, faculty, students, and University Senate members.
Technology	Review of work processes related to student success	As part of Workday Student implementation, commence comprehensive review of policies and processes impacting students to ensure we leverage the new technology to improve these processes to support retention and completion.

WORKFORCE DEVELOPMENT PRIORITIES

Miami University has a longstanding national reputation for producing outstanding graduates who become successful personally and professionally. Miami is rated No. 1 among Ohio public universities and among the top 10% nationally for return on investment by Payscale (2023 Payscale report). Additionally, Miami University is ranked in the top 13 institutions producing the most young executives in the Midwest by SteppingBlocks.com (link to the article.)

One reason for Miami students' success is a dedicated and talented faculty. As a result of this exceptional undergraduate learning experience, Miami students are routinely accepted into graduate and professional schools:
- over the last four years 60.4% of Miami undergraduate first-time applicants were accepted to medical schools (MD and DO). The national medical school acceptance average reported by the Association of American Medical colleges is 43.7%

- 92% of 2022-23 senior applicants were admitted to at least one law school, compared to 80% national average for the same period

Another reason for Miami students' success is our exemplary Center for Career Exploration and Success (CCES) which provides state-of-the-art programming and support, including career fairs, internship expos, career development courses, mock interviews, resume and cover letter support, consultations, a Professional Headshot Booth, career treks, professional attire, internship and research grants, and drop-in hours. The CCES embraces a career development approach that reaches beyond basic career offerings.

Data show that the career development programming leads not only to interest in Miami University students among top employers in the region and nation but also to graduates who land successful jobs. In 2023-2024, 487 unique organizations recruited on-campus during our job/internship fairs whereas the national average is 146.7 (NACE 2022-2023 Career Services Benchmark Report). Employers placed more than 200,000 internship and job postings, many for multiple openings, on Miami's electronic job board. Employers also hosted 1,412 virtual and in-person events for Miami students in 2022-2023, showcasing strong interest in recruiting Miami University students.

A study conducted by Miami Oxford's Office of Institutional Research and Effectiveness, which tracked 2021-2021 alumni career and educational placement, found the following:
- The overall success rate for the graduating class is 99%, compared to 98.0% last year (1% increase).
- According to NACE, nationally 85.7% of the previous year's bachelor's graduates (2021-2022) were successfully placed.

To ensure that we maintain this high level of success, Miami has developed academic programs that prepare students for some of the most highly demanded jobs in the region and nation. Among Ohio public universities, Miami graduates a high percentage and number of undergraduate students in biological sciences, physical sciences, and mathematics. The University develops programs selectively, using our Miami Academic Program Improvement (MAPI) process to determine market demand and enrollment capacity for proposed programs. Miami has also begun consolidating or eliminating under-enrolled programs to ensure that we put our resources where they are most productive. Miami's focus on liberal education as part of all academic programs ensures that Miami graduates have the career-adaptability skills needed for successful careers in a rapidly changing job market.

Programs that will be initiated or expanded over the next two years to support Ohio's critical workforce needs include:

- **Hometown Talent Initiative**: The Hometown Talent Initiative focuses on building workforce talent and community leaders in small to mid-size communities in Ohio. The vision is to expose young people to the exciting opportunities in our partner communities. The Initiative fosters the development of future workforce and community leaders by (i) providing existing residents opportunities to upskill their talents, (ii) creating a K-12 pipeline of future workforce talent, and (iii) providing first- and second-year college students internships with employers in our partner communities. We are currently piloting this initiative with Butler, Darke, Preble, Shelby, and Warren Counties.

- **Moonshot for Equity**: launched in spring 2022, Moonshot focuses on closing higher education enrollment and completion gaps for historically underrepresented students. Miami University partners with other institutions in the region to smooth pathways into and through higher education. Our primary areas of focus were registration hold reform, retention and completion grants, transfer pathways, and coordinated care. We have made significant progress in all of these areas. In spring 2024 we added fostering student belonging and second chances for adult learners. With the support of EAB and in partnership with our regional partners, Oxford and the Regional campuses are committed to making significant differences in local college-going and completion rates.

- **Director of Experiential Education**: Miami University's Center for Career Exploration and Success recently hired a Director of Experiential Education. In this newly created role, the position will expand internship, micro-internship, and co-op opportunities for students. The position will also design an on-demand job shadowing program and invigorate the Career Champions program for Miami faculty and staff.

- **Vora Partnership with Butler Tech**: Responding to the current and predicted future workforce and applied research needs of Butler County and Southwest Ohio manufacturers, Butler Tech and Miami University are leading a unique effort to establish a new advanced manufacturing hub in Butler County. A collaboration among Miami University, Butler Tech, the Butler County Board of Commissioners, and the City of Hamilton, the hub will bolster the region's strong manufacturing base and serve the needs of industry and students through education, training, and research. The hub is expected to open in fall 2025.

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In Spring 2024, Miami University notified 102 former students that they were near the completion of an Associate degree and 12 former students that they had enough credits to receive an Associate degree. Messages to these students were sent to the email addresses they

provided to the University when they applied for admission. In our 2026 completion plan and report we will provide updates to the state on the status of these students as well as additional students who may qualify for this initiative.

CONCLUSION

Over the past two years, Miami University has implemented numerous initiatives intended to increase students' persistence and degree completion. We have also embarked on Miami THRIVE, a new strategic planning process for the University, which will amplify our retention, completion, and workforce preparation efforts. All of these initiatives require the partnership of stakeholders across the institution and the campuses that together make Miami University an important contributor to the State of Ohio's education and workforce goals. Our students' success is always at the center of our work, and the measures of our success complement the State's goals. We are proud of the preparation our students have to face the uncertainties of the future and to solve the challenges that the state, nation, and world face moving forward. We look forward to continuing this work and reporting on our many successes in 2026.