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University of Cincinnati Recommendation
to the Board of Trustees
For Action

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Date: June 25, 2024

Title: **CAMPUS COMPLETION PLAN**

Synopsis: H.B. 59, of the 130th General Assembly, requires each college, university, and adult career technical center in the University System of Ohio to develop an institution-specific Campus Completion Plan that is consistent with the institution's mission and strategic priorities. Legislation further states that these plans shall be updated every two years and submitted to the Ohio Department of Higher Education. The University of Cincinnati first submitted its Complete College Ohio Plan in 2014 and submitted updates in 2016, 2018, 2020 and 2022.

It is recommended that the Board of Trustees approve the University of Cincinnati's 2024 update to the Campus Completion Plan outlining UC's success strategies and accomplishments related to affordability, retention, graduation, time to degree, and academic success.

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FOR BOARD OFFICE USE ONLY:

Recommendation Number: ___24.06.25.02___

Date of Board Approval: ___6/25/24___   Submitted by: _____
President

University of **CINCINNATI**

COMPLETE COLLEGE OHIO

University of Cincinnati
Campus Completion Plan
2024 Update

Complete College Ohio
University of Cincinnati
Campus Completion Plan

May 2024

Contents

Introduction

The University of Cincinnati (UC) has continued our trajectory of record-setting growth. Fall 2023 represented our largest university-wide enrollment in history at 50,921 students. This has also included our most diverse enrollment in history, creating access for a larger population of students and further diversifying the Cincinnati and regional workforce. Despite pandemic impacts to educational persistence and completion, UC awarded 14,394 degrees and certificates in 2022-23, an 8% increase from 2020-21.

Completion Goals

Through investments in student success initiatives that lead to completion, UC saw a 6-year baccalaureate graduation rate increase from 65% for students who entered in 2008 to 73% for students who entered in 2015. There was a slight dip in graduation rate to 71.5% for 2017 cohort students graduating post-COVID. However, we've continually improved time-to-degree, now graduating our highest percentage of students ever within a 4-year period.

We've also significantly "closed the gap" between the graduation rate performance for first-generation and under-represented minority students (pre-COVID) as compared to the entire student population. For example, graduation rates for Black/African American students were 14 percentage points (pp) lower than overall graduation rates for the 2010 cohort but reduced dramatically to just a 5pp difference as of the 2014 cohort, just four years later. Post-pandemic, however, the gap began to widen again to an 8.5pp difference—an important reason for UC to pay very careful attention to students' equity-based needs and outcomes.

The university continues to focus on strengthening the graduation rates at our regional campuses. Associate degree 3-year graduation rates are at a record high, up 2.2pp from the 2019 cohort to the 2020 cohort.

First-Year Retention												
(year represents entering term)												
	2013		2019		2020		2021		2022			2023	2024
	Actual		*Goal*	Actual	*Goal*	Actual	*Goal*	Actual	*Goal*	Actual		*Goal*	*Goal*
Clifton Campus	86%		*88%*	88%	*89%*	87%	*90%*	86%	*90%*	86%		*90%*	*90%*
Blue Ash Campus	61%		*64%*	63%	*64%*	54%	*64%*	61%	*64%*	63%		*64%*	*64%*
Clermont Campus	56%		*61%*	55%	*61%*	55%	*61%*	68%	*61%*	65%		*66%*	*66%*

Six-Year Graduation Rates												
(year represents entering term)												
	2008		**2014**		**2015**		**2016**		**2017**		**2018**	**2019**
	Actual		*Goal*	Actual	*Goal*	Actual	*Goal*	Actual	*Goal*	Actual	*Goal*	*Goal*
Clifton Campus	65%		*71%*	71%	*73%*	73%	*73%*	72%	*74%*	72%	*74%*	*74%*

Three-Year Graduation Rates												
(year represents entering term)												
	2011		**2017**		**2018**		**2019**		**2020**		**2021**	**2022**
	Actual		*Goal*	Actual	*Goal*	Actual	*Goal*	Actual	*Goal*	Actual	*Goal*	*Goal*
Blue Ash Campus	9%		*16%*	15%	*16%*	16%	*17%*	15%	*17%*	16%	*17%*	*17%*
Clermont Campus	15%		*21%*	24%	*22%*	23%	*23%*	22%	*24%*	27%	*28%*	*28%*

University of Cincinnati Mission

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence and diversity in our students, faculty, staff, and our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy, and enrich our University, city, state, and global community.

Next Lives Here

The Next Lives Here Strategic Direction is a blueprint—realized in concrete partnerships and initiatives—to revolutionize how UC approaches education, research, healthcare, and service. It is composed of three platforms and nine pathways, each of which is designed to enrich and reinforce the others. In fact, we believe the biggest breakthroughs are likely to occur at the intersections of these pathways. At the highest level, we are striving to create a mature ecosystem for innovation, inclusion, and impact.

Bearcat Promise

The Bearcat Promise pathway is focused on creating an ecosystem that proactively helps students identify their goals and obtain the skills, knowledge, and experiences they need to achieve them. We want every student to walk across the graduation stage with a diploma *and* a plan for their career along with skills and competencies to launch a lifetime of careers.

Faculty Investment

Greater investment in our faculty creates opportunities to enhance student success, pursue and retain high-caliber talent, advance the trajectory of our scholarly output, and increase our impact on the region and beyond. By working together in creative and strategic ways, we can fuel discovery and learning that leads to social transformation.

Staff Enrichment

It is vital we foster a workplace environment that enables staff to be key contributors to UC's successes. Through investments in the personal and professional growth of our employees, we can ensure employee fulfillment, an effective organization, and quality student experience.

NEXT Graduate Scholars

NEXT Graduate Scholars focuses on partnering across the institution to innovate in the graduate education space. Examining our student needs and institutional structures, supporting student success, and pursuing opportunities to strategically enhance graduate education are foundational to creating a new paradigm for public research education.

Urban Futures

Urban Futures is focused on partnering to overcome barriers and apply innovative, scalable solutions to the challenges that urbanization poses to our globe. As part of a research-intensive university, faculty and students are working with external partners to solve some of today's—and tomorrow's—most complex problems. Only through our collective knowledge, expertise, and creativity can we create a better future for all.

Urban Health

The Urban Health pathway is leveraging and aligning the research expertise of the university to address issues related to the health and well-being of our region and beyond. Through interdisciplinary research approaches, we are co-creating solutions and working together to develop an inclusive, diverse, and culturally competent healthcare workforce.

CPS Strong

CPS Strong is a partnership across UC, Cincinnati Public Schools, and the broader community to support readiness, create access, and foster success for CPS students by aligning and co-designing programs and services to facilitate a more robust, systemwide network of support—with the students at the center.

1819 Innovation Hub

The 1819 Innovation Hub brings university talent, industry, and the community together in a space free from barriers that hinder innovation—allowing ideas to be unleashed and curated. It is a one-stop destination for the university, the city, and world beyond to co-locate, bring ideas to life, and solve today's most complex problems.

Co-op 2.0

Co-op 2.0 builds on UC's historic co-op experience and expands the reach of experiential learning beyond signature programs to all corners of the university. Now, all baccalaureate students can have paid experiences that are career-oriented, recorded on the transcript, and compensated to meet the needs of our global workforce.

Inclusive Excellence

Inclusive Excellence works to bring out the best in our students, faculty, and staff by valuing their unique backgrounds, experiences, and perspectives. By leading with courage and compassion and welcoming and leveraging individual contributions we can collaborate, create, innovate, and compete in a global society by:

1. Instilling in our community a sense of belonging, a sense of agency, enhanced cultural competency, and a culture of accountability.
2. Providing ethical expertise and leadership in the community through the Cincinnati Ethics Center.

Guiding Principles

There are several principles that must guide our decision-making as we plan university activities and allocate resources to further foster an environment of student success. These principles will provide a sound framework to ensure the integrity of our efforts.

Students at the Center

The student-centered university is an environment that fosters the success of a diverse body of individual students and provides them with an actively responsible role in their successes. In this environment, faculty and staff provide student-centered resources and instruction to maximize learning outcomes. We will seek and establish best practices in our application of university-level protocols and be appropriately responsive to the needs and challenges of our students as individuals.

Strategic Leadership

The efforts associated with UC's college completion goals must be strategically planned and wisely led. This includes an invested senior leadership team, thorough consideration of effective organizational structures and communications, empowerment of faculty and staff, and careful programmatic design to elicit specific educational outcomes. The Student Success Framework will guide the alignment of university resources to benefit students.

Sustainability

We must establish and maintain adequate administrative infrastructure to deploy the university's expanding college completion and career initiatives in a sustainable manner. Organizational alignment, prioritization and technology can help to accomplish this to some degree. Across the university and centrally, personnel time will be demanded in new ways to build systems, provide services, and maintain operations associated with student academic records, analysis, degree progression, and career planning.

Cutting Edge Innovation

We will advance the university's existing cutting-edge innovations in student success and experiential learning to further permeate our institutional efforts. We will also continue to actively investigate and develop new models and technological applications that increase

college completion and success in employment and life after college. UC aspires to be a first-choice destination for students, faculty, and staff.

Ethics & Educational Quality

UC will enrich the educational environment by reinforcing quality and diversity of the student body in our admission practices, student engagement and satisfaction, strategically targeted enrollment growth, and enhanced retention and graduation rates. We will ensure that our approach to student success enhances student access and continues to reinforce the high quality of a degree earned at UC.

Barriers to Student Success

Student Financial Need

One of the most significant barriers to students' ability to persist and complete college is unmet financial need. While UC has taken many measures to ensure affordability through tuition guarantees, textbook affordability, and various efficiency measures, student unmet financial need has grown to an average of $20,149 per student annually. Unmet need reflects the total cost of attendance, including tuition/fees, room & board, books, transportation, and personal expenses, minus student aid and expected family contributions. As UC succeeds in diversifying and growing enrollment through providing greater access to academically talented students, growing our financial aid support in kind has proved challenging. UC students are increasingly citing instances of financial distress, including homelessness and food insecurity (National Survey of Student Engagement, 2023). In addition, more students are citing the need to work full-time to afford college, which may negatively impact course completion and degree attainment.

Math Preparation

Math preparation continues to be a core indicator for student success and persistence. Post-COVID learning loss continues to be evident in math preparation more so than any other discipline. DFW rates in core West Campus math courses have increased from a Fall 2019 low of 22% across first-year baccalaureate preparatory and major math requirements to 28% in Fall 2023. To mitigate learning loss UC has invested aggressively in new resources, strategies, and pedagogies to support early math success, including adopting the adaptive placement tool ALEKS, scaling up co-requisite supports for STEM majors, adopting the Dana Center Math Pathways curricula for pre-calculus, piloting year-long calculus in the 24-25 academic year, and implementing pedagogical interventions aimed at supporting student metacognition and self-efficacy from college algebra to business calculus and beyond.

Scaling Student Success Resources to Match Needs

UC has continued to invest in critical resources to sustain faculty-to-student ratios, hire academic advisors, and increase success coaching. Even so, our record-breaking and

accelerated enrollment growth has resulted in supports that struggle to keep pace with the growing and diverse needs emerging among the UC student body. A careful assessment is needed to identify how effectively the university is investing in student support and infrastructure that can most impact persistence. In addition to investments required to reduce unmet need, these include right-sizing instructional resources, co-curricular and peer support, advising, coaching, student life, and others. UC's President and Provost have each identified infrastructure as a priority to be addressed as the university continues its strategic growth.

Culture of Belonging

Research literature on student retention and academic success increasingly cites the importance of students' sense of belonging at the institution and in the classroom. This sense of belonging is generally well-addressed at UC. However, students in various groups that are a minority for a given campus or college frequently experience feeling isolated and marginalized—an experience that negatively impacts student persistence. Faculty development opportunities at UC have increasingly focused on pedagogy and classroom environments that reinforce belonging and reduce student isolation and exclusion. Similarly, UC's identity centers provide important out-of-classroom support for students who need and value these more focused communities of belonging within a larger campus context. Continuing to strengthen the culture of belonging is an important strategy to reduce equity gaps in retention and degree attainment from traditionally disadvantaged populations, and to increase college completion overall.

Transferability

A barrier frequently cited by students who wish to transfer to UC is that our curricular structures make transferring to UC with meaningful degree progress difficult. Students often find that despite two or three years of equivalent credits earned at another institution, they may not have equivalent degree progress at UC without having followed a specific articulation agreement. To ease these barriers, a General Education committee comprising faculty, staff, and administrators was formed and charged by our Provost in Spring 2023 to:

1. Consider the alignment of the university's general education curriculum with state-wide educational requirements outlined by Ohio Transfer 36 (OT36), developed by ODHE's Articulation and Transfer Network following several years of engagement with representatives from Ohio public institutions.
2. Consider distinct characteristics of the UC undergraduate degree experience (e.g., experiential learning) within the general education curriculum.

This group's work, described in more detail later, has helped position UC as the second-leading university in the state in terms of obtaining OT36 course approvals and has produced four potential models in pursuit of a system that positions UC as a leader in transfer-friendliness while continuing to emphasize and reinforce the university's unique strengths in innovation and co-op.

PART 1:
Growing Enrollment as a Higher Education Leader

Enrollment Records & Strategies

UC has experienced more than 10 years of record growth, growing enrollment by 10,000 students since 2010. During that same period, UC has seen growth in the academic preparedness of the incoming first-year class, an increase in diversity, and increased retention and graduation rates.

Under the leadership of President Neville Pinto, in 2019 UC launched its Strategic Sizing initiative as part of the Next Lives Here strategic direction. Strategic Sizing challenged academic units to look at market data and forecasting to develop the appropriate enrollment to serve student demand and to provide the appropriate workforce for this region. Strategic Sizing allowed the university to significantly grow and strengthen reputable, academically excellent, and research-rich programs. This enrollment plan allowed the university to invest in programs that were growing and to strengthen the infrastructure necessary to support that growth.

As part of the Strategic Sizing direction, UC developed a recruitment strategy to build upon existing strengths and expand outreach. For example, UC made a recruitment investment in US markets that were experiencing growth in college-aged students including Northern Virginia, Washington DC, Chicago, the state of Florida, and Houston, Texas. UC placed staff in these markets to create relationships with high schools and to work directly with students and families. To date, UC has seen consistent growth in these markets. UC has also expanded our out-of-state strategy to include several Big 12 markets, where UC has experienced much greater visibility since joining the Big 12. In addition, UC has also seen significant growth in the tri-state region.

One of the key principles of UC's growth, however, has been in alignment with the Governor's initiative to increase the number of Ohio citizens with a college degree. UC has taken this to heart as an opportunity to strengthen our value and commitment to access. Through programs like CPS Strong, and Launch UC, (referenced below) the university has made an investment in making college a reality for populations that have traditionally been underserved in the Cincinnati area. Through close K-12 partnership, scholarships, wrap-around services, and pre-college and college preparatory programming, UC has created a meaningful pathway to college for underrepresented populations. For example, in Fall 2023, the first-year class grew by 9%, but the number of Black/African American students in the first-year class grew by 25%, followed by Latinx students at 21%, and overall, students identifying as first generation increased by 20%.

Improving Access & Opportunity

A key to UC's growth strategy has been an investment in the local community. As part of the Next Lives Here strategic direction, UC launched a series of initiatives from public health to Bearcat Promise and Co-op 2.0 that focused on investments in the Cincinnati and tri-state regions. Included in the core of Next Lives Here was CPS Strong. CPS Strong is an initiative to

strengthen the Cincinnati Public Schools and to increase the number of students from CPS that attend college, specifically UC. UC and CPS view this as not only a partnership but also a holistic strategy that builds upon partner strengths to achieve a sum greater than the constituent parts. CPS Strong includes a network of university-sponsored supports to ensure that students are excelling through k-12. For example, programs like Bearcats Academy give CPS students an opportunity to experience a college campus and give them the tools to be successful in high school and college. Bearcat Buddies partners existing UC students with CPS students to serve as tutors and mentors. Discipline-specific programs from physics to fine arts allow students from CPS to work with UC faculty to explore their passions, career options, and future majors.

One of the barriers identified in community forums and through ongoing work with CPS was students' lack of familiarity and sense of belonging at UC. To address this UC and CPS have created a series of initiatives to bring students and families to campus, including structured visit programs where entire schools come for a campus visit on the same day. During CPS' College Awareness Week, UC and UC Athletics host every high school athlete in the district for an opportunity to meet with UC student athletes and coaches, tour facilities, and learn more about college readiness. For the past four years, UC has served as host for the CPS All Star Basketball Showcase that brings thousands of students, families, and community members, including local government and business leaders, to 5/3 Arena for the one-day event.

In 2020, the CPS Strong program began working with the Urban Education program within the College of Education, Criminal Justice, and Human Services (CECH) to conduct research on CPS student success. This has allowed UC to focus its initiatives in areas that need the most attention. For example, a 2020 study found that there was limited access to college-level coursework such as Advanced Placement in most of the 17 high schools across the CPS district. As a result, UC partnered with CPS to increase the enrollment of students in College Credit Plus (CCP). Specifically, UC worked with the district to ensure greater access to credentialed instructors within schools to allow CPS students to take CCP coursework within the building. This has not only created a greater affinity and comfort with college and college-level coursework but made the students more competitive for selective programs at UC and beyond.

In addition, the university created the Launch UC program to improve the opportunities that existed within the CCP program. While College Credit Plus by design gives students an opportunity to take college coursework in high school, giving them a head start on college, students and families often are often in the dark on which courses to take. Launch UC is a 1:1 partnership between individual schools and academic programs. This provides the students an opportunity to self-identify an interest in an individual major like information technology or an area of study like health sciences or business. By self-identifying as early as their freshman year of high school, UC provides them with a curriculum of CCP coursework that not only puts them on the path to that major but in most cases allows them to complete 1-2 years of degree requirements before graduating high school.

Key to UC's commitment to access has been maintaining the move to a test-optional admission standard. UC moved to the test optional model during COVID but has chosen to continue that model moving forward. As we focused as a university on access for students, especially those with financial need or from historically underrepresented communities, standardized tests were considered by many to be problematic. Research across the higher education community had for some time questioned their effectiveness in predicting success and highlighted potential biases, especially for racial minorities and students from economically disadvantaged communities or schools.

UC has continued to see high school GPA and performance in specific high school courses, including math, as a stronger predictor for success than standardized test scores. Since the move to test optional, UC has not only seen its mean high school GPA increase to 3.69 for Fall 2023 but has also seen consistent first-year retention and consistent performance on first-year coursework.

Financial Support & Affordability

An area UC continues to focus on is addressing affordability for our students. A foundation of our affordability work has been the Tuition Guarantee that locks in tuition rates for the entire 4 or 5 years of enrollment. This has been extremely helpful to our families to ensure that they are able to plan for the cost of education.

While UC has more limited scholarship resources than some of our peers, UC has aligned many of its scholarship investments with our core access initiatives. For example, a key foundation of our CPS Strong initiative is our Cincinnati Pride Grant (CPG). CPG provides the opportunity for any CPS student who is Pell eligible to go to UC tuition free. In addition to tuition, CPG provides funding to cover a portion of room and board costs for students who choose to live on campus.

One of the consistent issues for students that negatively affects semester-to-semester and year-to-year retention is having an outstanding debt at the end of the term. A student successfully completed their coursework for a given semester, but a debt, most frequently a small debt, prevents them from registering and enrolling for the next semester. In many cases, the student is in a vicious circle where they have a debt for a past term that is preventing them from registering while simultaneously receiving financial aid for the existing term. To address this, UC created a debt forgiveness program that will provide students with financial aid to pay off small amounts of debt remaining at the end of the semester. This has been an extremely successful program resulting in a 60pp increase in retention to the following semester for this population.

PART 2:
Advising Students & Proactively Supporting Their Success

High Quality, Proactive, & Personalized Academic Advising

Providing high-quality academic advising continues to be a cornerstone strategy that has directly contributed to significant increases in UC students' retention, persistence, and graduation rates. In addition, it has helped to reduce equity gaps, particularly for Black/African American students. The impact and effectiveness of good academic advising is well documented in student retention literature. And the reasons for such impact are clear—an academic advisor is often the one staff member of the institution that has a caring, supportive, guiding relationship with the student throughout their time in college.

Advising capacity is critical to improving student outcomes and the ability to support students proactively. As Tyton Partners identified in their 2021 research on advisor caseloads:

> The primary insight from the regression is that holding the other factors constant (selectivity, race/ethnicity, percentage of student body that is Pell-eligible, enrollment, and institutional spend per full-time student equivalent), decreasing caseload for an advisor by 100 students could lead to a one percentage point increase in retention rates. (Driving Toward a Degree 2021, Caseload's Impact on Advising Practices & Student Success, Research Brief #1)

Investment in student academic advising has been part of every UC Provost's priorities since 2003. While those investments have been modest in some years, barely pacing with enrollment, UC has gained significant retention increases when making more significant investments to effectively lower advising caseloads, whether in individual units or as a university. The investment in 20 new academic advisors across UC in 2010 resulted in a 6pp jump in UC graduation rates that continued to steadily climb, pre-pandemic. Even more impressively, that same investment resulted in a 13.5pp increase for Black/African American students, narrowing the graduation gap with the overall UC undergraduate population from 14pp (2010 cohort) to just 5pp (2014 cohort) within a 5-year period. The College of Engineering & Applied Science made a significant investment in advising in 2017, reducing advisor caseloads by 132 students each. Within two years advising quality increased by 19pp, and retention rates climbed 3.3pp. Evidence supporting our advising strategy's effectiveness has been the basis of new investments in academic advising to increase advising capacity, recruit new talent, and retain existing talent to ensure consistency across students' advising experiences. Since 2021, we have gone from 93 to 116 advisors as well as made increases in average salary, which increased from $45,908 to $51,406, with the total investment in advising increasing from $4.27MM to $5.92MM.

Academic advising quality at UC has continued to increase over the years as investment has increased and now significantly surpasses our Carnegie class, Big 12 peers, and top 10 competitor institutions according to the National Survey of Student Engagement results (NSSE, 2023). In addition, the annual UC Advising Survey 2024 showed a significant increase in advising quality again this year, moving up from 3.43 in 2023 to 3.56 in 2024 on a 4-point scale.

As UC began to reduce advising ratios, several key operational practices were also advanced, including: 1) assigning students to an advisor prior to orientation and increasing early touchpoints; 2) expanding the advisor/student relationship through increased advisor access to improve students' sense of belonging and improve the consistency of the student experience; and 3) leveraging technologies to provide more proactive advising and outreach.

Leveraging Technology & AI to Facilitate Student Success & Degree Completion

As part of UC's Next Lives Here pillar "Bearcat Promise," the university has committed to ensuring that students have the people, tools, processes, and experiences to be able to complete their degree programs prepared for life after graduation. Over the last four years UC has invested in multiple new tools for students, chief of which is the Civitas Learning Student Success Management System (SSMS), which consists of multiple tools that leverage artificial intelligence (AI) to support student engagement and completion. The Civitas Learning suite includes:

- **My Graduation Plan:** Every UC student receives and codesigns a graduation plan with their academic advisor. In June 2023, all UC students who remained in the same major received a completed plan. There are currently more than 384,000 courses planned for 30,220 undergraduate students in My Graduation Plan.
- **Early Alert:** The use of an early alert system is a well-documented strategy for supporting persistence that leverages partnership insights from faculty and the support of advisors to reach out to students who may need assistance. The 2023-24 pilot of our extended early alert program supported improved outcomes, including the retention or graduation of 75.13% of students who had alerts raised for them in the Fall. Faculty engagement increased in raising alerts for students in need with 11,493 alerts raised by faculty members for 6,352 students. More importantly, use of early alert increased avoidance of negative performance outcomes with 82% of students with alerts raised avoiding failing grades in those courses.
- **Create My Schedule:** Students can use a scheduling wizard that lets them identify a class schedule for each semester that can accommodate their work, athletic, personal, and other schedule demands. This is important to current college students who have more demands on their time than in prior generations. Create My Schedule was accessed 223,332 times by 39,842 unique users in 2022-23.
- **My Bearcat Network (MBN):** Students schedule appointments and communicate with their advisors and other members of the student success community through this platform. From August 2023 to May 2024, 78,631 appointments have been scheduled with advisors and 363,815 advising notes were documented.
- **Advisor Analytics & Case Management:** Built into MBN is an advising case management system that allows advisors to sort, identify, and communicate with groups of students based on static or dynamic variables. The data automates insights with student persistence predictions based on changes in student academic behavior

and class-based achievement throughout a term that an advisor may not otherwise see. It also elevates insights to advisors about timely campus engagement opportunities for students.

Additional technologies deployed to improve student advising and support include:

- **MyMajors:** This simple software provides both current and prospective UC students with a tool to help assess which of UC's hundreds of academic programs may be a good fit. It is accessible for free online and is utilized primarily by new exploratory (undecided) students, future students considering UC, and students wanting to change majors across UC colleges. Since June 2020, nearly 6,000 students have utilized this tool, and we expect to further expand usage by prospective students with a new website placement.
- **Bearcat Portal:** The Bearcat Portal launched in 2022 for new students to help consolidate and clarify entering student business process steps and checklist items. The popularity of this tool with students has generated high usage and demand with 32,000 unique visitors to date utilizing the portal. It is currently being expanded to include all UC students to streamline and simplify student business processes across the entire student lifecycle.
- **Degree Audit:** One of the longer-used tools that is critical to student advising and degree progression is UC's degree audit. Usage of the audit tool remains exceptionally high, with 1.2M audits in the 2022-23 academic year. Audits by students averaged 14,350 audits per month in 2022-23 and has increased to an average of 16,964 per month in 2023-24. The remainder is generated by advisors, faculty, staff, and ad hoc imports into My Graduation Plan.
- **Chatbot:** Leveraging AI, Ocelot Chatbot routinely handles thousands of repetitive "tier 1" student questions 24/7, allowing timely, personalized student response as well as helping staff to productively address more detailed student needs and issues. Top search topics are about financial aid, housing, billing, admission, tuition, and registration. From August 2023 to May 2024, 28,586 questions were answered by the bot with 6,093 answered after business hours. The Office of Enrollment Services is currently working with several other UC offices to ensure programmed answers are accurate for full deployment.

Wrap-Around Student Supports

UC has begun intentionally growing and designing wrap-around support structures for the highest-need students across localized settings.

Student Success Coaching

Three colleges and one central unit have begun to utilize various student success coaching program models to provide extended support and student contact beyond academic advising to the students most at risk. Coaching often includes student financial guidance and various

resources. Success coaches are assigned to students in the College of Arts & Sciences (A&S), UC's Blue Ash College (UCBA), the Division of Student Affairs for Cincinnati Pride Grant students, and a related type of model is used in the College of Education, Criminal Justice, and Human Services (CECH) as retention specialists. These colleges/units are where most of our Pell-eligible, Cincinnati Public School, and first-generation students are located.

Embedded Counseling

Student need for counseling has continued to grow, particularly post-pandemic, but accessing counseling was a challenge for many students. As of 2023, UC has a counselor embedded in every academic college, alongside the student advising teams. This proximity has reduced stigma, increased student comfort with accessing counselors, and raised student utilization of professional counseling.

Social Workers

Basic needs are becoming an increasingly challenging issue for high financial need students— a population that's growing at UC. In particular, unhoused students and food insecurity have increased according to the NSSE 2023 outcomes. UCBA and CECH each have an embedded social worker alongside advisors and success coach/retention staff to help students navigate community resources and meet basic needs.

Course Embedding

Wrap-around supports are also more easily accessed and/or mandatory for students when extended to the classroom. Advising and/or coaching have increasingly been embedded into first-year courses in UCBA, A&S, Business, and Nursing to increase student utilization of critical retention supports.

While assessment of these wrap-around approaches is still in the very early stages, the evidence is showing significant positive student outcomes. CECH was able to retain 100% of their enrolled Cincinnati Public School students from Fall 2023 to Spring 2024. UCBA improved several persistence outcomes and lowered outstanding balances and loan default rates. Impressively, UC's overall baccalaureate first-year student retention rate for Cincinnati Public School students increased 6.3pp from Fall 2022 to Fall 2023. In addition, the overall 3-year graduation rate at our two regional 2-year campuses increased 2.2pp from 2022 to 2023.

Advising Leadership & Coordination

As with most large, public research institutions, UC's is heavily decentralized at the college level, and this is true for academic advising as well. When a fully centralized advising model is not in place, central leadership and coordination of advising efforts and initiatives is essential to maximize student persistence and create a cohesive student experience (EAB Playbook for Student Success, 2019, and Tyton Partners, 2021). UC's Office of Advising & Academic Services

is led by an Assistant Vice Provost and houses a group of teams with distinct but aligned responsibilities for 1) university-wide advising leadership; 2) student orientation; 3) student Bearcat Portal; 4) the student success management system (Civitas); 5) Launch UC early college programs, including College Credit Plus; 6) and the Cincinnati Public Schools Strong team. In addition, in 2023, a dedicated Director for University Advising Leadership was hired to focus exclusively on ensuring that proactive advising best practices are consistently deployed across the institution to optimize support for student persistence.

There are three broad teams that convene monthly and communicate regularly to ensure a shared leadership approach across the institution. The UC Advising Administrators (ADAM) team of assistant deans and directors surface ideas, questions, and concerns related to emerging barriers to student success, practices, and policies that need to be addressed at the university level. A similar group for Assistant and Associate Directors of Advising (AADA) focuses more on advisor supervision across the university, training, and technology issues. And the UC Academic Advising Association (UCAADA) is a long-standing association of all front-line advisors that allows our most student-facing staff to sustain constant communication about policy changes, student opportunities, requirements, and advisor needs.

Bearcat Promise Roundtables

In Spring 2023, a series of monthly Bearcat Promise Roundtables was launched to bring members of the student success community together, focused on various issues impacting or supporting student completion and persistence across the institution. Recent Tyton Partners research illuminates the direct positive impact on student retention that can result from collaboration and regular, direct communication amongst the personnel supporting students: "The most collaborative institutions experienced increases in retention rates between roughly 1-2%, while the least collaborative institutions experienced declines in similar proportions" (Driving Toward a Degree 2021, Research Brief #2).

Roundtable participants were included from a broad range of departments and functional roles, including those in the colleges, academic affairs, student affairs, and enrollment management. Topics to date have included 1) mental health; 2) Cincinnati Public Schools Strong; 3) advisor-taught first-year course design; 4) the annual UC Advising Conference; 5) a Bearcat Portal ideation lab; 6) UC exemplars in wrap-around student supports; 7) student success from the voices of our students; 8) findings from institutional and national surveys; 9) career education next: Co-op 2.0 and micro-credentials; and 10) onboarding new students. Staff, faculty, and student participation has ranged from 35-76 participants at each roundtable, with many citing afterwards that they were adapting student success strategies, implementing new practices, or reconsidering policies based on the shared knowledge and ideation at the roundtables.

Building the Culture of Community, Connection, & Inclusion

Comprehensive Student Affairs Supports for Student Success

The UC Division of Student Affairs is dedicated to advocating for and addressing the diverse needs of students through innovative co-curricular experiences. These experiences are designed to enhance students' well-being, foster the development of life and academic skills, promote a sense of responsibility, and cultivate leadership capabilities. Through its strategic pillars and goals, the division works to create an accessible culture of academic success, foster engaging relationships and experiences, support the holistic development of students, and advocate intentionally for student needs.

Dean of Students – Student Support & Advocacy

The Dean of Students office at UC is a comprehensive support hub dedicated to ensuring students' safety, well-being, and success throughout their college journey. As the primary student advocates, the Dean of Students team offers timely support through various programs, including crisis management, conflict resolution, and emergency response. The office houses essential services like the Bearcats Pantry & Resource Center and the CARE Team, which responds to student difficulties and concerns, coordinating assessments, interventions, and management plans for student well-being and community safety. In times of crisis or emergencies, the Crisis Response Team communicates, executes resources, and supports the campus community, including offering emergency funds and safe temporary housing options through partnerships with Resident Education & Development. More information about these resources is outlined below.

Bearcats Pantry & Resource Center

The Bearcats Pantry (BCP) and Resource Center plays a crucial role in addressing food insecurity among students. According to national data from the Hope Center for College, Community, and Justice, food insecurity is a significant barrier to student success, with nearly 40% of college students experiencing food insecurity. At UC, the Bearcats Pantry provides essential food items, hygiene products, and resources to students in need. By addressing basic needs, the Pantry creates a supportive environment where students can focus on their academic and personal growth, leading to improved retention rates. This academic year, the BCP has had over 10,000 student touchpoints during the 2023-24 academic year, which is a 40% increase from the prior year.

- **Groceries:** The pantry offers free groceries that students can take home to prepare their own meals at several convenient locations. The Market, located in the lower level of Stratford Heights Building 16, is the primary and largest grocery source on campus. The Market provides food, hygiene, and cleaning supplies. The grocery assortment meets the needs of a variety of dietary restrictions and preferences. The BCP has two satellite market locations.

- o   College of Allied Health: Located on the ground floor in the back left corner of the building, near vending machines.
- o   CECH has a satellite pantry in the Student Services office in Teachers-Dyer 360.
- **To Go Bags:** To Go Bags are located at various sites around campus. When students arrive, students complete a quick intake survey and then receive a grocery bag of prepackaged foods.
- **Vouchers:** Students can apply to receive 3 per semester while supplies last. Once approved, vouchers will be added directly to a Bearcat Card and can be used at Center Court, On the Green (OTG), Stadium View, Bearcats Cafe and the UCBA dining centers. Vouchers expire at the end of the semester. Students must re-apply every semester to receive more.
- **Healthy Bites:** Students can apply for Bearcat Card funds once per semester that can be redeemed for healthy items at Campus Services markets: Market on Main, MainStreet Express Market, DAAP Café, Teachers Café, Clermont and UCBA Cafés. Students can apply for more Healthy Bites dollars each semester. Funds can be used to purchase granola and protein bars, nuts and trail mix, fruit cups, bottled water, milk, sandwiches, hummus and pretzels, cheese and grapes, pepperoni and cheese, and crudité.
- **Career Closet:** The Career Closet offers free professional clothing to students who are preparing for interviews, internship experiences, or professional classroom presentations. We have a variety of clothing items (e.g., suit jackets, pants, ties, dresses, blazers, shoes) that can be kept. Schedule an appointment to visit up to three times per semester.
- **Family First:** We recognize that many students have family needs outside of school. Enroll in Family First to receive a supply of diapers and wipes on a monthly basis. Family First participants also have access to other donated supplies, including formula, bottles, clothing, toys, and more.
- **Connections:** Connections is a program designed to help students with an elevated level of need for resources beyond the BCP and Resource Center. Through one-on-one meetings, students will receive access to community-based resources (e.g., SNAP benefits and other assistance).

Counseling and Psychological Services (CAPS)

Mental health is a priority at UC, as evidenced by the robust services offered by CAPS. National data from the American College Health Association shows that mental health concerns are prevalent among college students, affecting their ability to succeed academically. CAPS provides counseling, therapy, and mental health resources to students, promoting well-being and resilience. By addressing mental health challenges, CAPS contributes to a positive campus culture that values holistic student development and retention.

UC boasts the Embedded Counselor model, which places a mental health counselor in each college at the institution. This creates an opportunity for direct intervention that addresses the unique challenges of the specific college environments. The counselor within each college

enhances faculty skill development for supporting students, effectively changing the culture within the college, and reducing the instances of academic-related stress. In addition, we have trained over 500 Mental Health Champions, faculty and staff who are skilled in QPR and have a strong understanding of campus resources and referral techniques.

CAPS continues to see more students annually, serving about 4% of the total student population. Students can schedule an appointment within 3-7 days of initial outreach unless there is an emergent need. We also leverage technology in increasing access to care by providing interactive apps including Calm and Therapy Assistance Online (TAO), which includes self-directed mental health modules.

Finally, UC received $1.5 million from the Ohio Department of Higher Education (ODHE) to support student mental health. This grant will be used to hire staff that directly support students in mental health crisis, enhance our telehealth options for fully online students, create wellness spaces across campus, and increase training opportunities for faculty and staff.

Campus Activities & Student Organizations

Engagement in campus activities and student organizations has been linked to higher levels of student satisfaction and retention. Local data from UC's Student Activities Board shows that students involved in campus activities are more likely to persist and graduate. UC offers a wide range of activities and organizations that cater to diverse interests and backgrounds, creating opportunities for students to connect, build relationships, and develop leadership skills. This sense of belonging and involvement enhances the overall student experience and contributes to higher retention rates. UC offers over 600 student organizations, a variety of leadership development programs, and thousands of service and volunteer opportunities throughout the year. Just about 2/3 of the undergraduate student population is involved in a student organization, fraternity/sorority, competitive club sports or intramural, or academic competition organization. This aligns well with UC's expectation that all students participate in high-impact experiential learning before graduation.

Accessibility Resources

Ensuring accessibility is essential for promoting inclusion and supporting students with disabilities. National data from the National Center for Education Statistics indicates that approximately 19% of undergraduate students report having a disability. UC's Accessibility Resources provides accommodations, support services, and advocacy for students with disabilities, ensuring equal access to educational opportunities. By removing barriers and fostering an inclusive environment, Accessibility Resources contributes to student success and retention.

Accessibility Resources offers a similar model to our CAPS embedded model, where we have Accessibility Coordinators assigned to each college to build rapport with faculty, understand the nuances of academic programs, and provide students seamless, consistent support.

New to our Clermont Campus is a sensory room. The pioneering space—four years in the making—is the first fully-renovated sensory room among higher education institutions in the United States. It offers an inclusive space for both neurodiverse and neurotypical students to find peace and regulation between classes. Plans are underway to create similar spaces on UC's Uptown and Blue Ash campuses.

Residence Life

Residential living plays a crucial role in students' overall experience and sense of belonging for more than 8,000 students. Local data from UC's Housing and Residence Life Office highlights the positive impact of living on campus on student engagement and retention. UC's Residence Life offers a supportive living environment, community-building programs, and resources to help students thrive academically and socially. The sense of community fostered in the more than 20 residence halls enhances students' connection to the university and contributes to their success.

Our Residential Living program includes several academic and co-curricular living-learning communities supporting 2,500 students, over 1,350 social and developmental programs annually, and over 11,000 resident/RA "Bearcat Chats" (formal connection points) throughout the academic year.

Identity Centers

UC's identity centers, including the Women's Center, Ethnic Programs & Services, African American Cultural & Resource Center, and LGBTQ Center, play a vital role in supporting students' identity development and sense of belonging. National data from the Higher Education Research Institute indicates that students who engage with identity-based resources and support services are more likely to persist and graduate. These centers offer programming, advocacy, and resources that celebrate diversity, promote cultural awareness, and create inclusive spaces where all students can thrive. By affirming students' identities and providing a sense of community, the identity centers contribute significantly to student retention and success.

In Fall 2024, UC will open a new inclusion and belonging space that affirms students' ability to create community, connect to important campus resources, and further develop a sense of belonging for all students.

PART 4:
Advancing Curricular Strategy

Academic Preparedness & Support

Nationally, first-year barriers to success present by far one of the largest challenges to persistence and completion, with first year retention at four-year schools averaging 76.5%, equaling average losses of 23.5% of first-time full-time students and subsequent losses of roughly 10% for each year through graduation (NCEDS, 2022). On the academic side, as we experience growth and challenges consistent with our increasing commitment to access, we are working to lower student DFW rates with the goal of increasing foundational course success, major persistence, retention, and degree completion.

As exhibited through the first-year retention numbers at UC and other universities, we continue to see the effects on first-year students who experienced COVID during their formative years of secondary education. In addition to the typical challenges experienced with adjusting to college, these students continue to show evidence of the impact of COVID on academic and social preparedness for college.

To ease barriers regarding student preparedness for college-level Mathematics, faculty from the three colleges teaching courses in mathematics (MATH) and statistics (STAT) agreed to introduce NP – Not Proficient grading in the 2021-22 academic year to provide more equitable opportunities for students with unequal access to quality college-prep Mathematics preparation in secondary schools. This policy was extended in MATH and STAT courses through Spring 2024 to allow for further data collection regarding impact on student learning and success. A review of this data has now commenced and will inform our continued emphasis on student-centered policies that aim to diminish achievement gaps for first-year and historically unrepresented populations. NP grades do not result in earned credit but do not damage students' GPA.

A related prong of our first-year success strategy has focused on aligning placement practices in Mathematics and English to better serve student first-time success. We are approaching our third year of the enterprise-wide adoption ALEKS as our enterprise Mathematics placement tool, which replaced a home-grown system that was sunset. ALEKS allows us to better align placement to national norms, provides students with personalized content-strengthening-practice via its adaptive assessment function, and has provided us with an opportunity to more fully use data to identify and address gaps in student preparedness at the course level.

Further, UC has invested in personnel and college partnerships to scale up mandatory co-requisite support for an additional 2,000 students over a two-year period to better support first Math experiences across developmental and major Math courses including College Algebra, Applied Calculus, and Calculus I. Participation in Complete College America and in Ohio Strong Start to Science will continue to further develop and improve these efforts.

We have also made tactical investments in first-year course support and curricular changes to address improvements in pedagogy and to create further capacity for instructors to develop and implement student-centered improvements to increase course success. Pedagogical overhauls have since occurred in College Algebra, Precalculus, and Applied Calculus to address student motivation, belonging, and study skills. Similar investments and professional

development support in gateway Physics, Biology, and Chemistry have resulted in decreasing DFW rates in several courses, even while post-COVID aggregate DFW numbers have slightly risen.

Additionally, a team of faculty and administrators created to tackle barriers to student success and currently led by a Vice Provost for Academic Analytics was charged in November 2023 to launch the DFW Project, which tasked the group to create a longitudinal analysis of success trends across UC's 30 highest-enrolled Gateway courses to recognize existing successes and barriers and identify areas for strategic improvement, particularly where we identify achievement gaps. The project is expected to culminate in a final report before the end of the fiscal year that will deliver:

1. A 6-year, longitudinal study, which will include an exploration of the distribution of Ds, Fs, and Ws, with the intention of understanding the patterns of these grades.
2. Exploration of students' characteristics within high-DFW gateway courses, broken down by college of origin and subsequent retention through graduation or departure.
3. Breakdown by section and breakdown by faculty rank/role and enrollment.

The study is meant to begin a more comprehensive engagement to better diagnose the retention impacts and causes of DFWs to improve university performance and student retention through targeted academic, financial, and holistic support strategies.

General Education Revisions

Charged by the Provost, a committee of faculty, staff, and administrators, hereafter referred to as the Gen Ed Committee, began working during the Spring 2023 semester to:

1. Consider the alignment of the university's general education curriculum with state-wide educational requirements outlined by Ohio Transfer 36 (OT36), developed by ODHE's Articulation and Transfer Network following several years of engagement with representatives from Ohio public institutions.
2. Consider distinct characteristics of the UC undergraduate degree experience (e.g., experiential learning) within the general education curriculum.

Through focus groups with faculty and students, benchmarking other institutions, and consultations with comparable R1 institutions that recently revised their general education curriculum, like The Ohio State University, the Gen Ed Committee stewarded faculty-led discussions that have established new drafts of a revised university GenEd which would align with the OT36.

Simultaneously, the university has been working diligently to increase the number of OT36-approved courses. The addition of these courses will have a significant positive impact on undergraduate students who transfer to the university, who, as of Fall 2022, represented 5.73% of the undergraduate student body. The university recently submitted 36 courses for review in February 2024. The university recently submitted 36 courses for review in February

2024. According to the Ohio Department of Education, the university currently has 32 approved arts and humanities courses, 7 English composition and oral communication courses, 17 mathematics, statistics, and logic approved courses, 44 natural science courses, and 17 social and behavioral sciences courses.

Academic Program Review

Academic program review processes are designed to foster a culture of academic excellence and ensure that each program is successfully preparing its students for graduation, employment, or post-graduate study. UC's academic programs undergo review processes based upon the type of academic program and its industry standards. Many of our programs maintain accreditation in their specific field, and as a result we are affiliated with 44 specialized accrediting agencies. Those academic programs regularly conduct review to ensure their accreditation standards are met. This typically includes an annual review process specific to each field. Academic programs not externally accredited maintain Academic Program Assessment plans with the support of our Center for Enhancement of Teaching & Learning. In addition, the Graduate College facilitates a programmatic review process specially designed for our master's and doctoral programs. The graduate review process includes peer review and consideration of research and student learning outcomes.

For all programs (including both undergraduate and graduate), UC conducts an annual survey to check in and ensure that they continue to collect and evaluate data for their assessment plan. As part of its annual check-in process, UC is providing academic program directors helpful resources to make sure that they know how to access our student employment outcomes dashboard, DFW dashboard, and retention dashboard. Annual check-ins and program reviews are an opportunity for each program to reflect on student success and how well it is achieving its intended outcomes. Our processes push each program to consider student success as part of that reflection and verify that they are evaluating available student success data.

PART 5:
Expanding Leadership Focus on Student Success

Complete College America

Founded in 2009, Complete College America (CCA), a national non-profit organization, strives to increase the postsecondary attainment rates in the United States. With funding from Bill & Melinda Gates, CCA launched the Complete College Accelerator (Accelerator) project with institutions of higher education in 11 states to achieve three primary goals: 1) conduct assessments of institutional performance related to student success; 2) build data capacity to make informed decisions regarding student success barriers, successes, and strategies; and 3) develop and implement strategies to improve student success.

Ohio is one of the participating states. Therefore, UC has partnered with CCA to advance our efforts to bolster student success by increasing completion rates. To determine priorities for the Accelerator project, CCA sent an online assessment to faculty and staff in academic affairs (e.g., deans, associate/assistant deans, faculty, advisors, admissions, and the registrar's office) to gather feedback on perceptions of UC's strengths and challenges related to student success.

Areas of improvement included 1) institutional policies, 2) developmental education, 3) student emergency aid, and 4) strategic finance. A brief description of each and the university's plan is provided below.

1. **Institutional Policies** measure the institution's ability to change policies, processes, and procedures to support, sustain, and institutionalize efforts to improve student success and close equity gaps. The university established a committee of faculty, administrators, and staff who identified policies and procedures to send to CCA for a "policy audit." CCA will review the policies and procedures and provide the institution with recommendations for changes that may remove barriers and increase opportunities for student success. The university submitted material to CCA on April 16, 2024.
2. **Developmental Education** refers to the institution's progress in reforming developmental education programs to maximize the likelihood of all students completing their college-level gateway math and English courses during their first year of enrollment. Through the Associate Vice Provost for Undergraduate Affairs, the university is reviewing developmental education offerings, pedagogical strategies, and policies to determine areas in which changes could be made to enhance student success.
3. **Student Emergency Aid** is the institution's ability to build and sustain an emergency aid program that provides timely grants, loans, and/or basic needs to support students facing unexpected financial crises. A review of student emergency aid will be part of the FY 25' budgeting discussions occurring in May and June 2024.
4. **Strategic Finance** is the institution's ability to strategically and effectively allocate and manage resources in support of the institution's mission, vision, goals, and priority initiatives. The Office of the Provost, in collaboration with the Vice President for Administration and Finance, has assembled a university-wide committee consisting of administrators to review the university's current budget model and financial priorities.

Academic Analytics & Institutional Research

During FY24, the Provost Office expanded the scope and strategic direction of academic data analytics at the Institutional Research office by enhancing its role and establishing new key positions. A Vice Provost of Academic Analytics, a Director of Student Success and Research Analytics, plus two Predictive Analytics Modelers are now part of the unit. The investment in analytics is designed to enhance data-informed insights to assist decision-making and enhance predictive analytics capabilities. The expanded unit will leverage existing and upcoming solutions, such as those provided by Civitas' Learning Suite, Cloud Computing and Machine Learning, and other modeling solutions. Some examples of key ongoing initiatives include analyses of student drop-out reasons, enhancement of DFW rate dashboards for the largest 30 undergraduate courses, and analysis of toxic course combinations, among others.

Degree Completion for Stop-Out Students

Assisting Some College/No Degree Students with Completion

One of UC's unique assets in providing access to a quality education is in having two of our own community colleges as part of the university. UCBA and Clermont College are predominantly 2-year colleges, located in suburban and rural areas of Greater Cincinnati, respectively. These two colleges are essential to providing access and career/technical education, in addition to our close partnership with Cincinnati State Technical College.

As part of Ohio's "Credit When It's Due" initiative, also known as "reverse transfer," UC reviews student records annually to identify if students have completed the requirements for an associate degree while working toward a 4-year degree, but left prior to completion. Former students who have completed requirements for an associate degree are contacted to identify if they would like to have the 2-year degree certified and awarded. In the last two years, over 6,000 student degree audits were analyzed, and associate degrees were awarded retroactively to 769 former students through this initiative.

Specific to SB 135 Campus Completion Plan requirements, student reports received from ODHE in Spring 2024 were not aligned with completion data that were calculated and reported to IPEDS for multiple institutions. In particular, the initial report for UC included about 800 transfer students and approximately 200 cases of non-degree and other students who don't belong in the FTFT cohort, artificially increasing the baseline.

As an alternative, using local reporting determined to be official by the university and as reported to IPEDS, a list of 2,300 stop-out students was generated including students from UC's associate and baccalaureate programs. Of those 2,300, approximately 200 students appear to be within 12 credit hours or less of completion of either a UC baccalaureate or associate degree.

Student Outreach Efforts & Planning Forward

In Summer 2024, UC's individual colleges will review this list of 200 students to validate that these students have either completed all appropriate requirements or are only short of the remaining (<12) credit hours and will approve student outreach accordingly. UC's Transition Advising Center will use the best available contact information on record to reach out to these students. Advisors in this office will utilize a case management model to provide follow-up support and help former students either 1) re-enter the university to complete their final remaining credit hours, or 2) verify if they would like to have a degree certified if they have completed all requirements.

Notably, prior to delivery of the list from ODHE, UC had already identified a similar group of students for outreach in early Spring 2024. The Transition Advising Center team began contacting students who met similar criteria above if they were previously enrolled over the prior three years. Students in collection holds or with a low GPA were removed. After looking at multiple factors, approximately 160 students remained to be researched. However,

advisors found only about 23% were viable leads, as many former students had transferred to other institutions. Additionally, valid contact information was a challenge because many former students initially listed their high school email addresses (no longer in use) as their personal email. For the stop-out students who advisors were able to reach, they noted that many of these former students needed advising support to consider or execute a change of major. As a result of this insight, a new form is now on the Transition Advising Center's website's "Returning Student" page where students can request an advisor reach out to discuss coming back. Without advertising, this form produced over 30 student inquiries in Spring semester alone, including more valid contact information.

Workforce Development & Career Preparation

Workforce Development Priorities, Co-op 2.0, & Career Education

UC continues to lead the way in talent and workforce development. In 2023, the university established the College of Cooperative Education and Professional Studies (CCPS) to build on the university's historical success in cooperative education. Our main workforce development priorities are outlined below. These address opportunities for all UC students, and further expand opportunities for adult learners, including employment in Ohio's 11 workforce priority industries.

Continue to Enhance & Grow the Co-op Program

In 2022-23, UC students participated in 8,300+ paid co-op opportunities and collectively earned $80+ million in co-op wages. The program has continued to grow year over year in terms of the number of students served as well as the number of active employer partners (2,000+). In the coming year, we will focus on supporting the growth of the nine new co-op majors in the College of Arts & Sciences (just launched in Fall 2023) and developing additional corporate and non-profit partnerships.

We have also continued to increase our enrollment in Professional Development courses, which are now available and required for a larger population of undergraduate students. Participation in these courses supports undergraduate students in their exploration of career pathways and opportunities, career planning, and professional skill development.

Support Workforce & Economic Development

Our goal is to serve as a premier educational partner in helping Ohio employers meet a range of talent and workforce development needs (from student hiring programs to upskilling for current employees). We continue to work closely with local industry to identify skill gaps, improve access to talent, and grow our co-op employer network and have made significant investments in human resources dedicated to growing our employer partner network.

Through funding from JobsOhio, a partnership development coordinator was hired to focus specifically on serving and engaging Ohio companies that are interested in hiring STEM talent. We strive to continue to grow our employer partner network in key industries through engagement with organizations such as Aerozone Alliance and Manufacturing Works and attendance/exhibition at events including the Great Lakes Aviation/Tech Alliance Symposium and Ohio Tech Summit. We also continue to partner strategically with organizations including the Greater Cincinnati Regional Chamber of Commerce, the Columbus and Cleveland Chambers of Commerce, as well as other industry consortiums within Ohio.

Upskilling & Training Opportunities through Non-Credit Programming

Later this year, UC will launch our skills.uc.edu platform which will allow learners more flexible access to the university through non-credit professional development offerings. Through

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these upskilling programs we can better serve Ohio employers by creating more accessible pathways for current employees to gain the skills and certifications they need to advance in their career and support the labor market needs of employers in the state. Additionally, we will work to create non-credit pathways into UC degree programs to expand access to higher education for adult learners and Ohio workers.

Micro-Credentials

UC's venture into micro-credentials is both timely and strategic, aligning with industry demands and catering to the evolving needs of students. Offering these credentials for credit provides students with tangible skills and competencies relevant to their desired careers, enhancing their marketability and career readiness. UC currently offers 13 micro-credentials and is growing.

Data from a 2023 American Association of Collegiate Registrars and Admissions Officers shows that 19% of higher education institutions have implemented micro-credentials. Being among the early adopters in implementing micro-credentials reflects the university's forward-thinking approach to education and its commitment to staying abreast of emerging trends in higher education. Integrating these credentials into the university transcript makes completion artifacts easily accessible to employers.

The exploration of not-for-credit micro-credentials and hybrid models credentials not only allows students to demonstrate their learning outcomes but also streamlines the process of translating non-credit achievements into credit-bearing courses in an expedited format of Prior Learning Assessment, thereby facilitating a smoother transition for students and promoting lifelong learning and upskilling.
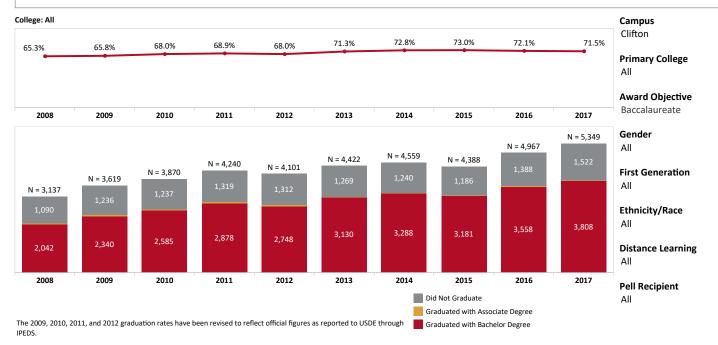
Overall, UC's entry into micro-credentials is a commitment to empowering students with relevant skills and competencies for success in the workforce.

Appendices

Overall Graduation Rates

First-Time Full-Time Clifton All Degree-Seeking Students
Total Completers within 150% of Normal Time to Degree

College: All

65.3%	65.8%	68.0%	68.9%	68.0%	71.3%	72.8%	73.0%	72.1%	71.5%
2008	2009	2010	2011	2012	2013	2014	2015	2016	2017

Campus
Clifton

Primary College
All

Award Objective
Baccalaureate

Year	N	Did Not Graduate	Graduated with Bachelor Degree
2008	3,137	1,090	2,042
2009	3,619	1,236	2,340
2010	3,870	1,237	2,585
2011	4,240	1,319	2,878
2012	4,101	1,312	2,748
2013	4,422	1,269	3,130
2014	4,559	1,240	3,288
2015	4,388	1,186	3,181
2016	4,967	1,388	3,558
2017	5,349	1,522	3,808

■ Did Not Graduate
■ Graduated with Associate Degree
■ Graduated with Bachelor Degree

Gender
All

First Generation
All

Ethnicity/Race
All

Distance Learning
All

Pell Recipient
All

The 2009, 2010, 2011, and 2012 graduation rates have been revised to reflect official figures as reported to USDE through IPEDS.

Notes: - IPEDS graduation time is 150% of the time it takes to complete a degree. For associate degrees and certificates that is three years, for baccalaureate degrees that is six years.
- IPEDS counts baccalaureate degree-seeking students as graduates if they complete a bachelor's degree in six years, an associate degree or certificate in three years, or go on to enroll in a PharmD program without completing an undergraduate degree.
- Beginning with the 2013 cohort, IPEDS clarified guidelines to treat campuses as separate institutions. Students who transitioned between campuses are now counted as transfers-out. This has led to graduation rates appearing lower.
-**Pell Recipient:** Students that are pell recipients recieved pell funding during their first year of enrollment.
- Counts of less than 5 are suppressed for student confidentiality. An * is displayed when the total may allow you to infer the value under 5.
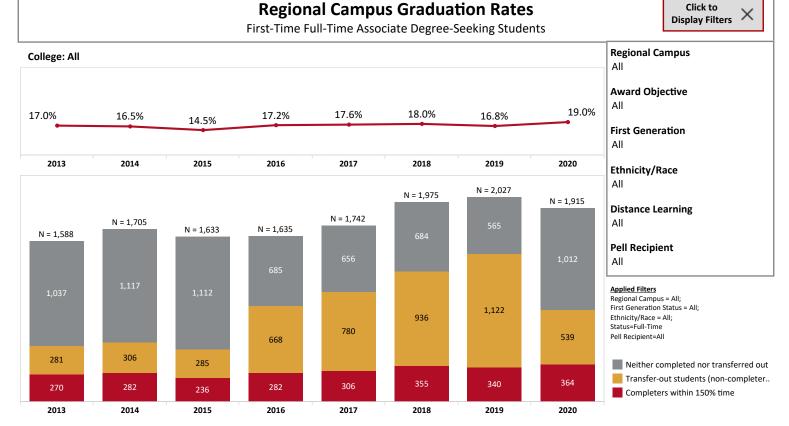
Regional Campus Graduation Rates
First-Time Full-Time Associate Degree-Seeking Students

Click to Display Filters ✕

College: All

Year	2013	2014	2015	2016	2017	2018	2019	2020
Rate	17.0%	16.5%	14.5%	17.2%	17.6%	18.0%	16.8%	19.0%

Regional Campus
All

Award Objective
All

First Generation
All

Ethnicity/Race
All

Distance Learning
All

Pell Recipient
All

Bar chart data:

Year	N	Neither completed nor transferred out	Transfer-out students (non-completer)	Completers within 150% time
2013	1,588	1,037	281	270
2014	1,705	1,117	306	282
2015	1,633	1,112	285	236
2016	1,635	685	668	282
2017	1,742	656	780	306
2018	1,975	684	936	355
2019	2,027	565	1,122	340
2020	1,915	1,012	539	364

Applied Filters
Regional Campus = All;
First Generation Status = All;
Ethnicity/Race = All;
Status=Full-Time
Pell Recipient=All

■ Neither completed nor transferred out
■ Transfer-out students (non-completer..
■ Completers within 150% time

Notes: IPEDS graduation time is 150% of the time it takes to complete a degree. For associate degrees that is three years.

- Beginning with the 2016 cohort, IPEDS clarified guidelines to treat campuses as separate institutions. Students who transitioned between campuses are now counted as transfers-out. This has led to higher counts of transfers-out. Changes to National Student Clearinghouse reporting resulted in students enrolled in UC Online courses being counted as transfers-out. This change has been adjusted for in 2020.
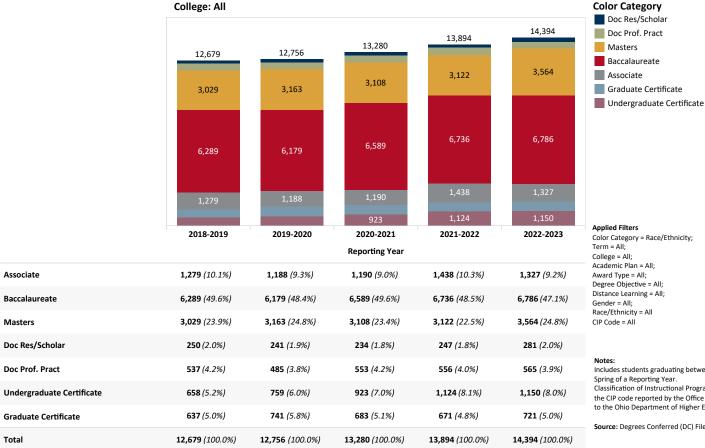
- Counts of less than 5 are suppressed for student confidentiality. An * is displayed when the total may allow you to infer the value under 5.

-**Pell Recipient:** Students that are pell recipients recieved pell funding during their first year of enrollment.

Source: **Starting 2016:** Catalyst Reporting Tool (CaRT) and the National Student Clearinghouse

Prior years: UniverSIS Student Data Model and the National Student Clearinghouse

Degrees and Certificates Awarded
By Degree/Certificate Type

College: All

Color Category
- Doc Res/Scholar
- Doc Prof. Pract
- Masters
- Baccalaureate
- Associate
- Graduate Certificate
- Undergraduate Certificate

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Associate	**1,279** *(10.1%)*	**1,188** *(9.3%)*	**1,190** *(9.0%)*	**1,438** *(10.3%)*	**1,327** *(9.2%)*
Baccalaureate	**6,289** *(49.6%)*	**6,179** *(48.4%)*	**6,589** *(49.6%)*	**6,736** *(48.5%)*	**6,786** *(47.1%)*
Masters	**3,029** *(23.9%)*	**3,163** *(24.8%)*	**3,108** *(23.4%)*	**3,122** *(22.5%)*	**3,564** *(24.8%)*
Doc Res/Scholar	**250** *(2.0%)*	**241** *(1.9%)*	**234** *(1.8%)*	**247** *(1.8%)*	**281** *(2.0%)*
Doc Prof. Pract	**537** *(4.2%)*	**485** *(3.8%)*	**553** *(4.2%)*	**556** *(4.0%)*	**565** *(3.9%)*
Undergraduate Certificate	**658** *(5.2%)*	**759** *(6.0%)*	**923** *(7.0%)*	**1,124** *(8.1%)*	**1,150** *(8.0%)*
Graduate Certificate	**637** *(5.0%)*	**741** *(5.8%)*	**683** *(5.1%)*	**671** *(4.8%)*	**721** *(5.0%)*
Total	**12,679** *(100.0%)*	**12,756** *(100.0%)*	**13,280** *(100.0%)*	**13,894** *(100.0%)*	**14,394** *(100.0%)*

Applied Filters
Color Category = Race/Ethnicity;
Term = All;
College = All;
Academic Plan = All;
Award Type = All;
Degree Objective = All;
Distance Learning = All;
Gender = All;
Race/Ethnicity = All
CIP Code = All

Notes:
Includes students graduating between Summer and Spring of a Reporting Year.
Classification of Instructional Program (CIP) Code is the CIP code reported by the Office of the Registrar to the Ohio Department of Higher Education.
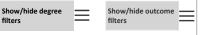
Source: Degrees Conferred (DC) File

UC Post-Graduation Outcomes

For the Graduating Class of 2021-2022

(Data collection between six months to one year after graduation)

| Show/hide degree filters ≡ | Show/hide outcome filters ≡ |

Confirmed Status

3.98% Unknown

96.02% Confirmed

Outcome Rate: 96.2%

3.39% Unemployed

0.45% Not Seeking

18.93% Continuing Education

77.22% Employed

Top Employers

1	216	Cincinnati Children's Hospital Medical Cent
2	86	University Of Cincinnati
3	66	Bon Secours Mercy Health
4	62	Medpace Inc
5	54	Total Quality Logistics
6	50	University Of Cincinnati Medical Center
7	49	Target
8	49	The Christ Hospital
9	43	Krgp Inc. Etal
10	41	General Electric

Top Cont. Education

1	1,153	University Of Cincinnati
2	112	University Of Cincinnati- (Non-Med)
3	48	Northern Kentucky University
4	26	Cincinnati State Technical And Commu
5	24	The Ohio State University
6	17	University Of Cincinnati-College Of Me
7	15	Sinclair Community College
8	14	Xavier University
9	10	Miami University
10	10	University Of Cincinnati-Law Students

Legend: Arts and Sciences | Educ, Crim Just, Hum Serv | Business | Medicine | Nursing | Allied Health Sciences | College-Conservatory of Mu.. | Engineering and Applied Sci.. | Design, Architecture, Art an.. | UC Blue Ash | UC Clermont | University of Cincinnati

Total Employed Graduates with Average Salary Information

Hover over point to display more details

Degree Received at UC

Career Level Awarded: All
Level of Degree Awarded: Associate & Baccalaureate
Plan Description: All
College Awarding Degree : All

Employed with sal. known	4,677
Total employed graduates	5,665
% employed with salary known	82.6%
Median Salary	$55,286
Average Salary	$60,814

Confirmed Rate: Number of students who have a known outcome divided by total number of students. **Outcome Rate:** Number of students that are employed or continuing education divided by total number of students with an outcome (confirmed). **Top Employers:** Rank, number of students employed, and name of employer. **Top Continuing Education:** Rank, number of students continuing education and name of college/university.
Note: Salary data not shown if counts <5. Employer and continuing education data are not shown if counts per employer or educational institution are <5.

First-Time Full-Time Degree-Seeking Undergraduate Retention Rates

College: Allied Health Sciences, Arts & Sciences, College-Conservatory of Music and 8 more

College
Multiple values

Award Objective
All

Ethnicity/Race
All

Gender
All

First Generation
All

Distance Learning
All

CPS Graduate
All

Pell Recipient
All

First-Year Retention Rate: 86.2% 88.3% 87.9% 86.1% 85.9% 88.2% 88.2% 86.5% 86.2% 85.7%

Second-Year Retention Rate: 78.7% 80.4% 79.4% 78.7% 78.2% 80.5% 81.2% 79.1% 79.0%

Third-Year Retention Rate: 74.5% 74.7% 75.1% 73.9% 73.3% 75.8% 75.3% 73.2%

	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort
% Retained Year 1	86.2%	88.3%	87.9%	86.1%	85.9%	88.2%	88.2%	86.5%	86.2%	85.7%
% Retained Year 2	78.7%	80.4%	79.4%	78.7%	78.2%	80.5%	81.2%	79.1%	79.0%	
% Retained Year 3	74.5%	74.7%	75.1%	73.9%	73.3%	75.8%	75.3%	73.2%		

Notes: Retention Rates: Following the IPEDS definition for 4-year universities, this is the percentage of first-time bachelors degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. It does not include students who completed their program by the current fall as retained. **Pell Recipient:** Students that are pell recipients recieved pell funding during their first year of enrollment.
Source: **Starting 2016:** Term enrollment extract from Catalyst Reporting Tool (CaRT)
Prior years: UniverSIS Student Data Model
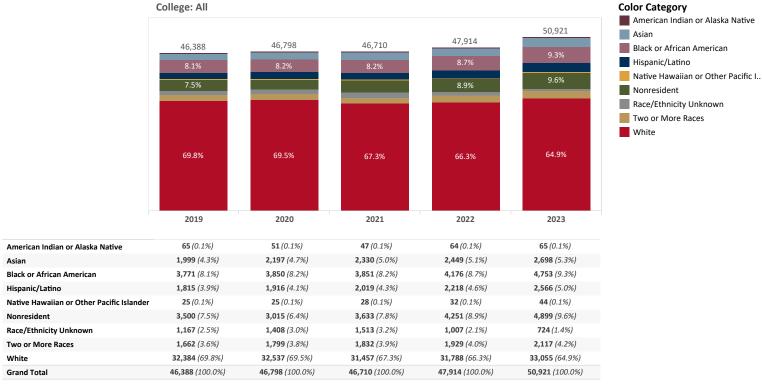
Total Headcount Distribution
By Race/Ethnicity

College: All

Color Category
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific I..
- Nonresident
- Race/Ethnicity Unknown
- Two or More Races
- White

	2019	2020	2021	2022	2023
Total	46,388	46,798	46,710	47,914	50,921
Black or African American	8.1%	8.2%	8.2%	8.7%	9.3%
Nonresident	7.5%			8.9%	9.6%
White	69.8%	69.5%	67.3%	66.3%	64.9%

	2019	2020	2021	2022	2023
American Indian or Alaska Native	**65** *(0.1%)*	**51** *(0.1%)*	**47** *(0.1%)*	**64** *(0.1%)*	**65** *(0.1%)*
Asian	**1,999** *(4.3%)*	**2,197** *(4.7%)*	**2,330** *(5.0%)*	**2,449** *(5.1%)*	**2,698** *(5.3%)*
Black or African American	**3,771** *(8.1%)*	**3,850** *(8.2%)*	**3,851** *(8.2%)*	**4,176** *(8.7%)*	**4,753** *(9.3%)*
Hispanic/Latino	**1,815** *(3.9%)*	**1,916** *(4.1%)*	**2,019** *(4.3%)*	**2,218** *(4.6%)*	**2,566** *(5.0%)*
Native Hawaiian or Other Pacific Islander	**25** *(0.1%)*	**25** *(0.1%)*	**28** *(0.1%)*	**32** *(0.1%)*	**44** *(0.1%)*
Nonresident	**3,500** *(7.5%)*	**3,015** *(6.4%)*	**3,633** *(7.8%)*	**4,251** *(8.9%)*	**4,899** *(9.6%)*
Race/Ethnicity Unknown	**1,167** *(2.5%)*	**1,408** *(3.0%)*	**1,513** *(3.2%)*	**1,007** *(2.1%)*	**724** *(1.4%)*
Two or More Races	**1,662** *(3.6%)*	**1,799** *(3.8%)*	**1,832** *(3.9%)*	**1,929** *(4.0%)*	**2,117** *(4.2%)*
White	**32,384** *(69.8%)*	**32,537** *(69.5%)*	**31,457** *(67.3%)*	**31,788** *(66.3%)*	**33,055** *(64.9%)*
Grand Total	**46,388** *(100.0%)*	**46,798** *(100.0%)*	**46,710** *(100.0%)*	**47,914** *(100.0%)*	**50,921** *(100.0%)*

Applied Filters:
Color Category = Race/Ethnicity; Award Objective = All; Academic Plan = All; College = All; Academic Career = All; Class Level = All; Load Level = All; Degree Status = All; Residency = All; Distance Learning = All

Total Headcount Distribution
By Award Objective

College: All

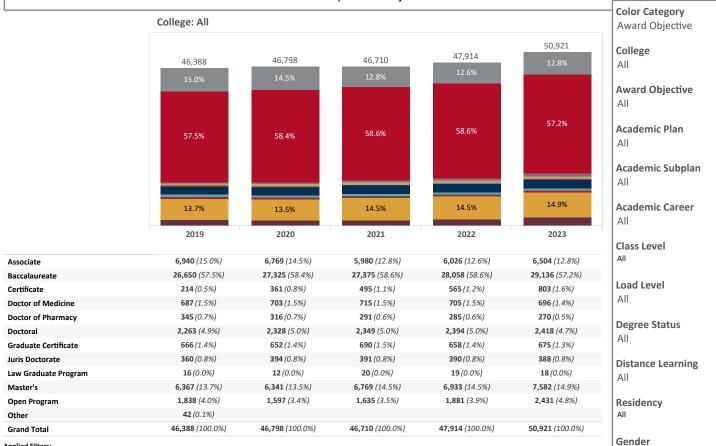| Award Objective	2019	2020	2021	2022	2023
Associate	**6,940** (15.0%)	**6,769** (14.5%)	**5,980** (12.8%)	**6,026** (12.6%)	**6,504** (12.8%)
Baccalaureate	**26,650** (57.5%)	**27,325** (58.4%)	**27,375** (58.6%)	**28,058** (58.6%)	**29,136** (57.2%)
Certificate	**214** (0.5%)	**361** (0.8%)	**495** (1.1%)	**565** (1.2%)	**803** (1.6%)
Doctor of Medicine	**687** (1.5%)	**703** (1.5%)	**715** (1.5%)	**705** (1.5%)	**696** (1.4%)
Doctor of Pharmacy	**345** (0.7%)	**316** (0.7%)	**291** (0.6%)	**285** (0.6%)	**270** (0.5%)
Doctoral	**2,263** (4.9%)	**2,328** (5.0%)	**2,349** (5.0%)	**2,394** (5.0%)	**2,418** (4.7%)
Graduate Certificate	**666** (1.4%)	**652** (1.4%)	**690** (1.5%)	**658** (1.4%)	**675** (1.3%)
Juris Doctorate	**360** (0.8%)	**394** (0.8%)	**391** (0.8%)	**390** (0.8%)	**388** (0.8%)
Law Graduate Program	**16** (0.0%)	**12** (0.0%)	**20** (0.0%)	**19** (0.0%)	**18** (0.0%)
Master's	**6,367** (13.7%)	**6,341** (13.5%)	**6,769** (14.5%)	**6,933** (14.5%)	**7,582** (14.9%)
Open Program	**1,838** (4.0%)	**1,597** (3.4%)	**1,635** (3.5%)	**1,881** (3.9%)	**2,431** (4.8%)
Other	**42** (0.1%)				
Grand Total	**46,388** (100.0%)	**46,798** (100.0%)	**46,710** (100.0%)	**47,914** (100.0%)	**50,921** (100.0%)

Click to Display Filters ✕

Color Category
Award Objective

College
All

Award Objective
All

Academic Plan
All

Academic Subplan
All

Academic Career
All

Class Level
All

Load Level
All

Degree Status
All

Distance Learning
All

Residency
All

Gender
All