# THE UNIVERSITY OF TOLEDO BOARD OF TRUSTEES RESOLUTION NO. 24-06-25

# UPDATED UNIVERSITY COMPLETION PLAN

- WHEREAS, the 130<sup>th</sup> Ohio General Assembly added Ohio Revised Code 3345.81 (Strategic Completion Plan), effective September 29, 2013; and
- WHEREAS, ORC 3345.81 requires that, by no later than June 30, 2024, the Board of Trustees at each Ohio institution of higher education endorse an updated institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and
- WHEREAS, ORC 3345.81 states that the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities.

#### NOW, THEREFORE, BE IT RESOLVED,

that the Board of Trustees hereby endorses the updated University Completion Plan for The University of Toledo; and

#### BE IT FURTHER RESOLVED,

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

# BE IT FINALLY RESOLVED,

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

# Campus Completion

Plan

TOLEDO

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# Introduction

At the University of Toledo, students are immersed in an academic experience that teaches them real-world skills and prepares them for the competitive, global job market. Our students are engaged not only in the classroom, but in research, their professions and in the community. In 2022, 93% of our graduates reported their programs prepared them for their careers and 87% said they were employed in a career related to their major. Retention has once again started improving after a slight decline during the pandemic and our six-year graduation rates continue to improve.

# Institutional Overview

# Mission

The University of Toledo improves the human condition as a public research university and academic medical center whose mission is to educate students to become future-ready graduates, cultivate leaders, create and advance knowledge, care for patients and engage our local, national and global communities.

#### Vision

The University of Toledo will impact the present and shape the future through our actions and discoveries. To achieve this vision, we will:

- Prioritize student success, health and well-being
- Create a diverse community built on foundations of respect, inclusion and belonging
- Embrace a people-first culture where we are known for outstanding student experiences, alumni and donor engagement, patient satisfaction and as an employer of choice
- Launch graduates equipped to think critically, act ethically, collaborate and communicate effectively in diverse environments and apply their knowledge and skills to analyze and solve real-world problems
- Build on our distinct strengths and invest in areas that increase the University's impact
- Foster research, innovation, discovery and creative work that transform our world
- Partner with our communities to advance our mutual success and create opportunity for all
- Inspire a love of life-long learning and commitment to serving others
- Develop and strengthen relationships that invest in our mission to improve the human condition

#### Enrollment

| Total Headcount | = 15,013 |
|-----------------|----------|
| Undergraduate   | = 11,454 |
| Graduate        | = 3,559  |

#### **Number of Programs**

Although the number is currently in flux, we reported a total of 316 academic programs to the Higher Learning Commission on the Annual Update in April, 2024. Below is a breakdown and historical trend.

| Academic Programs Table                  |      |      |      |      |      |      |      |      |      |      |
|--|------|------|------|------|------|------|------|------|------|------|
|  | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Associate/Bachelor's programs            | 147  | 143  | 118  | 115  | 116  | 116  | 116  | 116  | 110  | 111  |
| Doctoral and first-professional programs | 65   | 66   | 40   | 40   | 43   | 42   | 42   | 43   | 39   | 43   |
| Master's programs                        | 168  | 170  | 106  | 105  | 117  | 117  | 128  | 87   | 86   | 94   |
| Specialist and certificate programs      |      |      | 39   | 44   | 44   | 42   | 58   | 57   | 69   | 68   |
| Grand Total                              | 380  | 379  | 303  | 304  | 320  | 317  | 344  | 303  | 304  | 316  |

Please note that totals for historical years may have been at a different point in the academic year and may not match what was reported to the HLC, but is what the Office of Institutional Research has included in its annual <u>Facts at a Glance Report</u>.



# **Faculty Profile**

| Full-Time Faculty             | 2016  | 2017  | 2018  | 2019  | 2020  | 2021  | 2022  | 2023  |
|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Administrative                |       | 6     |       |       |       |       |       | 14    |
| Administrative Faculty        | 143   | 139   | 139   | 132   | 131   | 134   | 125   | 105   |
| Clinical Faculty              | 182   | 191   | 206   | 200   | 186   | 201   | 203   | 196   |
| Regular Instructional Faculty | 702   | 688   | 689   | 724   | 656   | 647   | 638   | 596   |
| Research Faculty              | 108   | 98    | 102   | 111   | 95    | 95    | 94    | 94    |
| Total Full-Time Faculty       | 1,135 | 1,122 | 1,136 | 1,167 | 1,068 | 1,077 | 1,060 | 1,005 |
| Part-Time Faculty             | 2016  | 2017  | 2018  | 2019  | 2020  | 2021  | 2022  | 2023  |
| Administrative                |       | 2     |       |       |       |       |       | 1     |
| Administrative Faculty        | 1     |       | 2     | 2     | 1     | 2     | 1     |       |
| Clinical Faculty              | 40    | 48    | 49    | 58    | 34    | 35    | 38    | 34    |
| Other Instructional Faculty   | 84    | 68    | 36    | 79    | 83    | 88    | 81    | 60    |
| Regular Instructional Faculty | 281   | 325   | 316   | 286   | 191   | 233   | 212   | 185   |
| Research Faculty              | 14    | 13    | 11    | 15    | 18    | 14    | 14    | 10    |
| Total Part-Time Faculty       | 420   | 456   | 414   | 440   | 327   | 372   | 346   | 290   |
| Total Faculty                 | 2016  | 2017  | 2018  | 2019  | 2020  | 2021  | 2022  | 2023  |
| Administrative                |       | 8     |       |       |       |       |       | 15    |
| Administrative Faculty        | 144   | 139   | 141   | 134   | 132   | 136   | 126   | 105   |
| Clinical Faculty              | 222   | 239   | 255   | 258   | 220   | 236   | 241   | 230   |
| Other Instructional Faculty   | 84    | 68    | 36    | 79    | 83    | 88    | 81    | 60    |
| Regular Instructional Faculty | 983   | 1,013 | 1,005 | 1,010 | 847   | 880   | 850   | 781   |
| Research Faculty              | 122   | 111   | 113   | 126   | 113   | 109   | 108   | 104   |
| Total Faculty                 | 1,555 | 1,578 | 1,550 | 1,607 | 1,395 | 1,449 | 1,406 | 1,295 |

The University of Toledo is affordable and accessible with a cost of attendance below the state average and an acceptance rate far above it.





# Institutional Priorities

#### **Goal 1 - Ensure Student Success from Recruitment Through Graduation**

Strategies:

- Implement an Enrollment Management Plan That Prioritizes Student Success
- Enhance Recruitment, Outreach and Communication to Prospective Students
- Elevate Student Success Through Learning Support and Timely Degree Completion
- Invigorate Campus Life and Student Experiences

#### **Goal 2 - Deliver Relevant and Innovative Academic Programs**

Strategies:

- Identify and Prioritize Relevant and Strategic Academic Programs
- Enhance Student Learning, Access and Opportunities Through Multiple Curricula Delivery Modalities
- Better Utilize Academic Structure for Programmatic and Financial Efficiencies
- Emphasize Healthcare-Related Academic Programs that Build on UTMC Strengths

#### Goal 3 - Set the Standard for Health Education and Patient Care

Strategies:

- Provide Students with Nationally Recognized Academic and Research Experiences
- Increase Healthcare Quality, Safety and Patient Satisfaction
- Integrate the Clinical Enterprise to Drive Efficiency and Healthcare Excellence

#### Goal 4 - Distinguish UToledo Regionally, Nationally and Internationally

Strategies:

- Develop and Promote Community Engagement and Strategic Partnerships
- Invest in and Support Research and Innovation
- Continue Upward Trajectory in National Rankings
- Highlight Unique Strengths and Advantages of a UToledo Education
- Continue to Elevate UToledo in Areas of Sustainability

#### **Goal 5 - Foster a People-Centered Culture**

Strategies:

- Promote a Culture of Respect, Inclusion and Belonging
- Attract and Retain the Best and the Brightest
- Provide Opportunities to Connect Students, Faculty and Staff with our Community, Alumni and Donors

#### **Goal 6 - Position UToledo for Future Success Through Financial and Operational Effectiveness** Strategies:

- Implement and Assess the Incentive-based Budget Model
- Strengthen Alumni and Donor Engagement
- Increase Fundraising Opportunities and Major Investments
- Align UToledo's Physical Footprint with Current and Future Utilization Needs
- Invest in Strategic Capital Improvement Projects
- Increase Sustainable Operations



#### **Barriers to Student Success**

As previously noted, the University of Toledo is both more affordable and has a higher acceptance rate (12%+) than other state institutions in Ohio. While both UToledo's affordability and high acceptance rate are beneficial to the students we enroll, the acceptance rate can also serve as a barrier to student success for those students who are ill-prepared for the rigor of college. This is further impacted by the percentage of students on campus who are Pell recipients and enter underprepared for math or English.

| Undergraduate Student Body Profile Entering Fall Term |                                  |                                  |                                    |  |  |  |  |
|---|----------------------------------|----------------------------------|------------------------------------|--|--|--|--|
| Undergraduate Student Body                            | The University of<br>Toledo 2023 | The University of<br>Toledo 2022 | State of Ohio<br>Universities 2022 |  |  |  |  |
| First Generation College <sup>1</sup>                 | 26.8%                            | 23.3%                            | N/A                                |  |  |  |  |
| Pell Recipient <sup>2</sup>                           | 31.0%                            | 32.0%                            | 27.0%                              |  |  |  |  |
| Under-Prepared in Math or English <sup>3</sup>        | 31.4%                            | 38.3%                            | N/A                                |  |  |  |  |
| Race/Ethnicity <sup>4</sup>                           |                                  |                                  |                                    |  |  |  |  |
| American Indian/Alaskan Native                        | 0.2%                             | 0.0%                             | 0.1%                               |  |  |  |  |
| Asian or Pacific Islander                             | 4.8%                             | 3.3%                             | 4.0%                               |  |  |  |  |
| Black, Non-Hispanic                                   | 11.0%                            | 10.4%                            | 9.9%                               |  |  |  |  |
| Hispanic  | 8.3%                             | 6.0%                             | 5.7%                               |  |  |  |  |
| White, Non-Hispanic                                   | 60.9%                            | 67.2%                            | 70.2%                              |  |  |  |  |
| Two or More Races                                     | 4.4%                             | 3.2%                             | 4.6%                               |  |  |  |  |
| Non-Resident Alien                                    | 8.7%                             | 8.1%                             | 1.5%                               |  |  |  |  |
| Race Unknown  | 1.8%                             | 1.7%                             | 3.9%                               |  |  |  |  |

<sup>1.</sup> UToledo data are as of the University's fall 15<sup>th</sup> day census snapshot and are for first-time, full-time, bachelor-degreeseeking students. Benchmark data for all Ohio public universities are not publicly available.

<sup>2.</sup> IPEDS Fall 2022 data for first-time, full-time, degree/certificate-seeking undergraduates.

<sup>3.</sup> UToledo data are as of the University's fall 15<sup>th</sup> day census snapshot and are for first-time, full-time, bachelor-degreeseeking students. Benchmark data for all Ohio public universities are not publicly available.

<sup>4.</sup> IPEDS 2021-22 Aid Year data for first-time, full-time, degree-/certificate-seeking undergraduates.

Additional contextual barriers impacting student success include structural changes resulting from fiscal constraints, including the elimination of success coaches in 2023, and shifting priorities due to changes in leadership. These challenges have also created many opportunities to rethink and recalibrate how we serve students.



#### Progress toward goals established in the previous completion plan

#### 1. Increase First-Year Retention Rate to >85%

We did not achieve the goal of 85% but our first-year retention rates have risen over the past two years, including among Pell and First-Generation students.



#### 2. Increase Second-Year Persistence Rate to >75%

We did not achieve our goal of 75% for the second-year persistence rate. It had been trending up, but was impacted by COVID, and is now beginning to rebound again. You will note, in the table, this is true overall as well as for Pell and First-Generation students.





#### 3. Increase Four-Year Graduation Rate to >45%

We did not meet our goal of 45% for 4-year graduation rates. However, the rate has been steadily climbing and has been the highest on record for each of the past six years.



#### 4. Increase Six-Year Graduation Rate to >65%

We did not meet our goal of 65% for 6-year graduation rates. However, the rate has been steadily climbing and has been the highest on record for each of the past six years.



# Updated Completion Goals for 2024-2026

- 1. Increase First-Year Retention Rate to >78%
- 2. Increase Second-Year Persistence Rate to > 68%
- 3. Increase 6-Year Graduation Rate to **>** 57%



# **Completion Strategies**

# **Academic Support Services and Tutoring**

The Learning Enhancement Center (LEC) provides free, accessible, professional academic support services to all University of Toledo students and is designed to improve academic success and retention. The LEC provides 47 hours each week of in-person, drop-in tutoring.

- The LEC offered embedded tutoring and has increased the number of SI sessions from 2022-2023.
- Over 1,500 students utilized tutoring in the LEC from 2022-2023.
- Over 1,400 students utilized tutoring in the LEC from 2023-2024.
- Tutoring in science, math, statistics, engineering and study strategies: UToledo peer tutors help students prepare for tests, learn new concepts, improve study techniques, and answer questions about assignments. Tutoring is provided on a walk-in basis and is free to UToledo students.
- The Writing Center is a free service open to all UToledo students, providing face-to-face and online tutoring for writers in all disciplines working on various types of assignments. The LEC provides online tutoring services during summer sessions, which allows students to attend online sessions and work synchronously.

Supplemental Instruction (SI) is a series of peer-led weekly review study sessions for UToledo students enrolled in select courses. The SI method is a national model that has been proven to help increase student understanding of course material and raise course grades. SI is open to students enrolled in the course offering supplemental instruction and is available at no extra cost to the students. SI is targeted to select 1000- and 2000-level courses that are traditionally difficult. Students who attend at least three SI sessions have seen improvements of half a letter grade or better.

- SI sessions are offered three times a week, and study sessions and exam prep sessions for students to work individually and within groups to review course content and prepare for exams.
- Over 33 weekly in-person SI sessions are available to students in science and math courses.
- Over 580 students utilized SI sessions during Fall, 2023 and 528 students utilized SI sessions in Spring, 2024.
- Peer tutor recruitment events are held in collaboration with Student Athlete Academic Services (SAAS) during Fall and Spring semesters.

The University of Toledo TRIO Student Support Services served 160 participants, and achieved the following:

- 93% Persistence rate
- 90% Good Academic Standing rate
- 51% 6-year Graduation Rate for the 2017-2018 Cohort

# **Exploratory Scholars Meta Major Learning Communities**

A learning community around major interest areas was created within University College, with the goal of improving first-year retention and successful placement into an academic major by the end of the year. This was in response to data on the low retention rates of students who are ineligible to enter their intended major due to not meeting academic requirements for direct admission to their college of choice. Within the learning community, students complete a series of courses intended to support a sense of belonging and community, build academic success skills and explore major and career interests while receiving personalized, holistic support from a coordinated team of instructors and staff. Based on results from a Fall, 2018 pilot, which indicated that participating students were retained at higher rates than non-participants who were major-ineligible, the communities were expanded to support over 200 students for the 2019-2024 academic years. Since its inception, the program has increased the retention rate for this population by 10.8% from 2018-2023.



# FastPathOhio

The Ohio Department of Higher Education in collaboration with Lorain County Community College has invited all of Ohio's public higher education institutions to offer FastPathOhio. FastPathOhio is a website that allows students to align their prior learning experiences with credit-bearing courses offered at any of Ohio's public higher education institutions. It increases the visibility of prior learning by serving as a one-stop resource for undergraduate courses and programs of study. FastPathOhio joins Ohio's transfer and articulation policies as a viable option to increase degree completion for Ohio's 21st century student – working adults, military, part-time and returning students. UToledo utilized FastPathOhio through the 2023-2024 academic year but will discontinue services for FY25 due to the low number of students utilizing this service.

# **Academic Recovery**

Academic Success and Engagement offers academic recovery programs for any UToledo student facing academic alert, academic warning or academic suspension. Each program ensures that students have the support and resources needed to succeed, and to help achieve and maintain good academic standing. The program launched in Fall, 2019 and has grown from 8 students to over 600, contributing to increased persistence rates and student academic confidence.

- Rocket Recharge: A course for continuing students at academic risk designed to restore the necessary strategies and tools that promote student success. Students will learn academic self-confidence, how to identify barriers to their learning and the critical thinking skills necessary to persist at the collegiate level. A free course, guided by a trained Academic Advocate, fuses accountability and academic confidence together, to assist the student through the semester.
- Rocket Reboot: A program for continuing students who find themselves at academic risk. The program is designed to help students create healthy study habits, establish strong relationships with Academic Advocates and Advisors and create healthy goals for both their GPA and intended major. Students are required to check in with their Academic Advocate and Advisor throughout the semester to ensure that they are on the right path and academically successful. Students also meet weekly with an Academic Advocate in the library to focus on personalized areas of opportunity to prevent academic suspension.

# **Transition Program**

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

# **Starfish Early Alert Reporting**

Starfish Early Alert reports allow instructors to provide feedback to students regarding their academic progress and reestablish course expectations. The goal is to alert students of habits earlier on in the semester and motivate them to take corrective action, so that they can make improvements to be successful later in the course. The primary goal is to increase the number of course sections reporting, so that we have more robust data on students who may be in academic distress. We can then intervene and provide recommendations to the student to get them back on track earlier in the semester.

- Academic Year 2021 2022 (Summer 2021, Fall 2021, Spring 2022)
  - Participation: 78% of course sections participated by completing at least one report over the entire academic year.
  - Student Impact: Of the total reports submitted, 83% of the students reviewed were recognized for their good work in at least one course and 27% reviewed received course.
- Academic Year 2022 2023 (Summer 2022, Fall 2022, Spring 2023)
  - o New Updates for Academic Year: Expanded Starfish Early Alert Reports to graduate courses at the



5000 and 6000 class level.

- Participation: 72% of course sections participated by completing at least one report over the entire academic year.
- Student Impact: Of the total reports submitted, 77% of the students reviewed were recognized for their good work in at least one course and 23% of the students reviewed had at least one elevated course concern.
- Academic Year 2023 2024 (Summer 2023, Fall 2023, Spring 2024)
  - New Updates for Academic Year: Starfish Early Alert Reports were sent to undergraduate courses and nursing graduate courses only. Expanded the tracking items featured on the Starfish reports to include referrals to the writing center, learning enhancement center, and supplemental instruction.
  - Participation: 58% of course sections participated by completing at least one report over the entire academic year.
  - Student Impact: Of the total reports submitted, 69% of the students reviewed were recognized for their good work in at least one course and 24% of the students reviewed had at least one elevated course concern.

# Starfish Appointment Scheduling & Meeting Documentation

Starfish appointment scheduling helps to eliminate the barrier of students being able to get connected to individuals on campus (academic advisors, instructors and more). Specifically, students can schedule their own appointments, at any time of day, without needing to call an office during business hours. As an added benefit, providers can utilize Starfish to document their meeting notes all in one platform, so that comments can be viewed by other users to offer holistic support. The primary goal with this feature is to increase the number of users who have appointment scheduling enabled through Starfish and to increase the number of students self-scheduling their own appointments.

# **Starfish Tracking Items**

Starfish tracking items are utilized by staff and faculty to encourage students to complete specific tasks or to refer them to various campus resources (career services, food pantry, counseling center, academic advisor, tutoring, etc.) Tracking items help coordinate intervention efforts and encourage the student to follow through. The service area can also view the specific students being referred to them and provide additional tailored outreach. Overall, tracking items assist with case management and ensure holistic support.

# **Starfish Other Features**

- BCSSE Survey During Summer, 2022, the Starfish platform was configured to import 811 completed BCSSE surveys. The surveys were attached to each student folder to view student responses directly in Starfish, which allowed users to have a better holistic conversation during student appointments.
- Student Survey The Starfish Student Survey feature allows students to complete a questionnaire directly in Starfish and have their responses saved to their Starfish folder. The questions are designed to help the student self-reflect, identify strengths, areas of concern and support systems. The student responses are utilized to better engage with students, provide support and to help them attain their goals. On January 22, 2024, the survey was deployed to 365 students for the Exploratory Scholars program. On September 5, 2023, the survey was deployed to 135 students for the Rocket Reboot program.
- Apply for UToledo Scholarships A Starfish communication was sent to students to encourage them to apply for scholarships, specifically for those who did not yet submit the Office of Student Financial Aid General Scholarship Application. On February 28, 2024, the Starfish platform sent 3,417 students an email and text communication.
- Apply for Graduation A Starfish communication was sent to students to encourage them to apply for graduation, specifically for those who were degree seeking, more than 90 credit hours, a minimum GPA of 2.0 and who did not have a graduation application for a future term. On November 6, 2023, the Starfish platform sent 1,919 students an email and text communication. On March 18, 2024, the Starfish platform



sent 1,839 students an email and text communication.

Drop for Non-Payment – A Starfish communication was sent to students who were at risk of having their courses dropped due to their financial situation. On August 18, 2023, the Starfish platform sent 1,050 students an email and text communication.

# **Evaluation of Academic Standing Policy**

We are currently evaluating the effectiveness of a recent change to our Academic Standing policy, which gives students who have fewer than 30 GPA hours an Academic Alert if their cumulative GPA falls below 2.0, rather than immediately placing them on probation. Along with the alert, students are automatically enrolled in a free University-sponsored academic recovery program to provide them with the skills and support necessary to improve academically. If a student's cumulative GPA does not rise above 2.0 and they have 30 or more GPA hours, they are placed on Academic Warning and are given a minimum of one semester to improve before they are suspended.

Fall-to-Spring retention rates for first-time students who historically would have been put on academic probation at the end of their first semester rose 1.6% after modifying the Academic Standing policy to instead issue Academic Alerts to students whose cumulative GPA falls below 2.0 within their first 30 GPA hours.

| Academic<br>Standing | Fall<br>Term | Spring<br>Persistence |
|----------------------|--------------|-----------------------|
| Probation            | 2018         | 64.0%                 |
| Probation            | 2019         | 72.4%                 |
| Probation            | 2020         | 56.9%                 |
| Probation            | 2021         | 64.2%                 |
| Probation            | 2022         | 66.1%                 |
| Academic Alert       | 2023         | 67.7%                 |

# **Evaluation of Academic Forgiveness Policy**

The University is currently evaluating the effectiveness of a recent change to our Academic Forgiveness policy that allows students who have enrolled in a total of at least 30 hours at UToledo and have earned a cumulative GPA of 2.5 or higher for two consecutive terms to petition to have their GPA recalculated to exclude courses taken during prior terms. In the previous version of the policy, students could only apply for academic forgiveness if they were not enrolled at UToledo or any other accredited academic institution of higher learning for at least two calendar years. Under the new version of the policy, this period of non-enrollment is not required, encouraging students to continue to make progress toward their degree.

# **Expansion of Pass/Fail Grading Options**

The University recently extended the length of time in which students may request to receive a pass/fail grade in lieu of a letter grade in courses from the end of the second week of classes until the end of the 10<sup>th</sup> week. Research into the grading policy is continuing to determine if the threshold of a passing grade with the pass/fail option should be decreased from a C to a D- and if the extension to request a pass/fail should be extended to the 15<sup>th</sup> week.



# **Reviewing RFPs for a Chatbot**

A team is currently reviewing proposals from multiple chatbot vendors to respond to student inquiries 24 hours a day, 7 days a week and provide proactive communication in relatable language to individual students based on data that is integrated with the University's information systems.

# **Curricular Analytics Project and Review of Course Pre-Requisites**

This three-year grant project, funded through Ascendium (Philanthropy) Education Group, is focused on removing structural barriers to success for undergraduate students by mapping curricular pathways and quantifying their complexity. Opportunities for curriculum simplification are being identified and implemented.

# **Complete College America**

In Fall 2023, the University of Toledo became a member of the Complete College Accelerator (CCA) Ohio cohort with the objective of addressing and mitigating gaps in college completion rates. In Spring 2024, a comprehensive sensemaking meeting was convened, bringing together faculty, staff and university leadership to deliberate on four pivotal topics: academic advising and student success, campus climate and culture, financial literacy and academic pathways. This collaborative meeting aimed to identify opportunities within each domain, enabling stakeholders to leverage CCA's extensive network for addressing these identified areas.

In late Spring 2024, stakeholders embarked on the process of selecting a dedicated team to formulate a comprehensive definition of student success tailored to the University of Toledo. This definition is slated for campus-wide dissemination by Fall 2024. Concurrently, the university has committed to a statement of work focused on the development of an innovative academic advising model. The partnership and collaborative efforts with CCA are projected to extend through 2027, underscoring a sustained commitment to enhancing student outcomes and institutional effectiveness.

# **National Institute for Student Success**

In Spring 2024, the University of Toledo began a five-month engagement with the National Institute for Student Success out of Georgia State University. The purpose of the partnership was to undergo a holistic analysis of institutional data, participate in a series of fact-finding engagements and develop a customized set of recommendations that reflect the unique needs of our campus that are tailored to respond to existing programs, available funding and personnel.

# **Diagnostic and Playbook**

Clients work with NISS Diagnostic coaches to collect, analyze, review, and produce recommendations on which campuses can act. The collaborative process ensures each step reflects the client's desire to improve student outcomes and responds to campus leadership needs.



# **Transfer Student Initiatives**

The University of Toledo continues to enhance its opportunities for transfer students. It has established a Transfer Center to provide onboarding services for students transferring from community colleges and universities. UToledo also developed numerous affiliation agreements with community colleges to provide for the seamless transfer from associate to bachelor's degrees, as well as continued to add programs to its Ohio Guaranteed Transfer Pathways. Also, UToledo has revitalized its chapter of Tau Sigma and has worked with Ohio community colleges to assist Phi Theta Kappa members with continuing their honor society activities when enrolling at the University. Policy changes have been enacted to assist in expediting degree completion for transfer students by counting all credit hours taken at UToledo, regardless of program matriculation, toward satisfying the 30-credit-hour residency requirement. These activities have resulted in a steady two-year growth in transfer student enrollment.



# Strategies for Adult Students (over age 25)

In 2023, UToledo merged the online enrollment management department with the existing UToledo Online academic support unit. A robust department focusing on enrollment, marketing and recruitment was built and consists of online recruiters, onboarding advisors and marketing staff. This centralized unit focuses on the recruitment of adults who are interested in completing their degree 100% online. A new, adult-friendly website was built for 100% online programs to assist with this effort. FY24 predictions surpassed original predictions in new enrolled and total new and continuing students.

#### **New/Modified Strategies**

With UToledo's strategic plan implementation, our campus community has a renewed focus on ensuring student success and efforts to re-envision how we serve students. These include restructuring academic advising, re-invigorating the student experience, restructuring academic advising to ensure consistency in practice and career ladders, developing both University- and college-level Academic Engagement and Retention Committees and implementing new technologies to better serve students. In addition, numerous enhancements to existing strategies are also being planned, which include a restructuring of the first-year experience course, introducing new pedagogical approaches to improve learning outcomes in our co-requisite courses, expanding the use of Starfish to all advising units and the development of a Starfish data dashboard to track the impact of staff/student interventions, continued work updating policies to align with student success efforts, the development of meta-majors and continued expansion of our transfer and adult initiatives.

With our renewed commitment to these efforts, there is also a recognition that there must be a realignment of resources to ensure that the most beneficial and effective programs and services have the funding necessary to achieve the desired impact. Having alignment between institutional priorities and resource allocation will give us the forward momentum needed to achieve the goals we set. It will require us to continuously monitor our progress and adjust when necessary to ensure that we are continually advancing the University and the students we serve during these evolving times.



# Workforce Development Priorities

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

UToledo is committed to community outreach, global engagement and to being a key driver in the revitalization of the region's economy and quality of life. UToledo has established an Office of Workforce Development (OWD) to help meet these goals. The OWD advances the mission and vision of the University by working collaboratively with UToledo colleges and departments to engage with business and industry leaders towards a shared goal of building the regional workforce now and in the future. Workforce initiatives involved with regional business such as Amazon, Dana and Jeep along with an active role in the state's effort with OhioMeansJobs, WIOT and TECH CRED.

Under the leadership of Associate Vice Provost Dr. Barbara Kopp Miller, and guided by an Advisory Board, the OWD helps to coordinate workforce and economic development initiatives. The University, its faculty, and staff are actively engaged in a diverse array of workforce development activities with major businesses, governmental agencies and educational non-profits reflective of the University's commitment to its role of community outreach and engagement.

Students at the undergraduate and graduate levels have opportunities to participate in research in laboratories, involvement with new business startups, the community and local business and industry. All of these programs provide students with opportunities to reflect, to take the initiative, to make decisions, to solve real-world problems, to learn to manage time, to think critically, to act professionally and ethically, to become more culturally competent and to learn citizenship and communication skills.

The graduates of the University are poised to enter the workplace, meeting the needs of all eleven JobsOhio key industries and garner positions that are on the list of *Buckeye Top Fifty* high-wage occupations in Ohio. Given the breadth of UToledo's academic offerings, it is no surprise that the University supports the development of a high-quality workforce for the state's eleven key industries.

# Linking UToledo Curriculum to the Eleven JobsOhio Key Industries

#### **Advanced Manufacturing**

The Mechanical, Industrial and Manufacturing Engineering (MIME) department within UToledo is known for its strong programs in advanced and additive manufacturing. The department offers various degree programs, research initiatives and facilities focused on advanced/additive manufacturing technologies. Some notable aspects of advanced manufacturing in MIME include a certificate in Manufacturing, the Center for Applied Engineering Research, equipment investments for workforce training through the RAPIDS program and multiple faculty members heavily focused on research related to advanced and additive manufacturing. For example, the certificate in Manufacturing is a unique set of classes that provide hands-on experience in addition to classroom instructions to train engineers within Ohio ready for assuming jobs in this area. Other examples are the RAPIDS program investments in state-of-the-art manufacturing and materials testing machines and equipment essential for training and workforce development in advanced manufacturing.

An area related to advanced manufacturing is associated with the semiconductor industry. The Electrical Engineering and Computer Science (EECS) Department has Electrical Engineering programs in BS, MS and PhD levels and offer courses in circuits and microelectronics. The EECS Department and the Department of Physics and Astronomy jointly offer a certificate program in semiconductors and work with the Ohio TechNet Northeast Ohio (OTN-NEO) Semiconductor Workforce Consortium with funding from Intel. Another area related to advanced manufacturing is automation and artificial intelligence (AI). The EECS Department offers Computer Science (CS) and



Computer Science and Engineering (CSE) programs in BS, MS and PhD levels that educate students in automation and AI through courses in control systems, AI and Machine Learning (ML) and research with faculty members in automation and AI/ML.

The BIOE department has coursework, active research and dedicated facilities related to this area. Bioprocessing is generally defined as the production of bioproducts from living sources. Specifically, biomanufacturing and bioprocesses play an integral role in the food, cosmetic and biofuels industries and an even more important role in the pharmaceutical industry. As the bioprocessing industry continues to expand, newer techniques including those that are more efficient and cost-effective will be key to advancing the field and driving job growth in this sector. The targeted sectors as related to workforce development include scientific research and development services; protein engineering research and experimental development laboratories; and enzyme protein manufacturing (i.e., basic synthetic chemicals and pharmaceutical use). In addition, BIOE also has coursework and facilities related to the manufacturing of biomedical instrumentation and implantable systems. The Engineering Center for Orthopedic Research Excellence (E-CORE) is able to perform implant testing and to assess manufacturing and quality controls on implants. In addition, the Center for Material and Sensor Characterization (CMSC) offers resources for the development and evaluation of biosensors and biomanufacturing processes.

#### **Advanced Mobility**

Artificial Intelligence and Cybersecurity are important areas for advanced mobility. The Department of Electrical Engineering and Computer Science (EECS) offers Computer Science (CS) and Computer Science and Engineering (CSE) programs in BS, MS and PhD levels that educate students in computing areas including AI and Cybersecurity. The department offers courses on Artificial Intelligence (AI) and Machine Learning (ML) and has faculty members performing research in AI/ML. The department also offers courses on cybersecurity and computer/network security and has faculty members with research expertise in cybersecurity and hardware security. For example, CSTAR (Cyber Security Teaming and Research) laboratory. The EECS Department also offers courses on energy systems such as the electricity grid, which is an infrastructure component of advanced mobility, and the EECS Department has faculty members performing research in energy systems and battery technologies, e.g., the Toledo Power Electronics Research Group.

The Civil and Environmental Engineering department within UToledo has a track record in projects and training at the intersection of artificial intelligence (AI) and pedestrian, cyclist and vehicle transportation. Another aspect of advanced mobility is finding alternative sources and CEE department is working on this topic for alternative energy sources for electric vehicle charging stations.

#### **Aerospace and Aviation**

The MIME department at UToledo is offering a graduate certificate in Aerospace that is well aligned with one of the JobsOhio key industries. In addition to classroom instructions, the department has a strong focus on aerospace research, with a historic partnership with NASA Glenn research center that has been ongoing for over 40 years. In addition, the department has secured multimillion dollar contracts with Teledyne Technologies that is essential in training next generation engineers with aerospace and aviation backgrounds.

The EECS Department offers courses in control and communications and has a strong focus on aerospace and aviation communications and autonomous drone technologies. The department has an Adaptive Radiofrequency and Plasma Lab that focuses on utilizing electromagnetic-plasma interactions for high-power microwave applications that are most frequently associated with communication, radar, sensing and electronic warfare systems. The department also has a Cyber-Physical-Human Systems Lab that has a focus area of autonomous drone systems and organized a drone club for middle- and high-school students.



#### Automotive

The MIME department has historical programs and student activities related to the automotive industry. The department has a certificate in Mechatronics that has attracted students within the industry to gain more up-to-date knowledge about automation and mechatronics. Proximity to DANA incorporated in Maumee, Ohio enabled a great success for this certificate and in training of engineers within this company. In addition, the department has a historic Formula SAE (Society of Automotive Engineers) student competition program. In this international collegiate design competition student teams from UToledo design, build and race small-scale formula-style race cars. The competition evaluates various aspects of the car's design, including engineering design, cost analysis, performance and racing capabilities. It provides students with valuable hands-on experience in engineering, project management and teamwork while fostering innovation and creativity in automotive design.

The EECS Department offers courses in AI/ML, communications, control and energy systems that are building blocks of modern automotive. The department has a Cyber-Physical-Human Systems Lab that has a focus area on autonomous vehicles.

#### **Energy and Chemicals**

The EECS Department offers courses on energy systems such as the electricity grid and has faculty members performing research in energy systems and battery technologies. The EECS Department has multiple labs that allow undergraduate students to have hands-on practices on technologies for electricity energy systems. The EECS Department also has a Toledo Power Electronics Research Group that focuses on power electronics with circuit applications in renewable energy systems, electric maritime and aircraft systems and electric vehicular circuits and renewable energy integration, particularly in photovoltaics and wind power. The EECS Department and the IEEE Student Chapter organize an annual SYNERGY event for students, faculty and industry to gather and discuss the latest developments in energy technologies and the energy industry.

Chemical engineering focuses on the transformation of materials and energy into intermediates and products and providing solutions to large global challenges. The Chemical Engineering Department (CHEN) provides a broad education to prepare students for a range of industries including petroleum and renewable energy; specialty chemicals, advanced materials and plastics; and food and pharmaceuticals. The CHEN has long standing strength in polymer and composite science and green engineering with emphasis in carbon capture and renewable energy.

The Polymer Institute was established more than 30 years ago as an industrially supported consortium that focuses on developing plastic packaging and educating undergraduate and graduate students. We host a workshop in polymer science and engineering that provides necessary background for employees in the plastics and packaging industry. The department has a minor in Polymer Science and Engineering that supports education in this critical industry and is being extended to include polymers for additive manufacturing.

Industrial decarbonization is targeted at reducing or eliminating greenhouse gases from industrial processes. According to the Department of Energy's Industrial Decarbonization Roadmap, the four pillars of industrial decarbonization are (i) increased energy efficiency; (ii) electrification of industrial and chemical processes; (iii) use of low carbon fuels including biofuels and H<sub>2</sub>; and (iv) carbon capture and reuse. The CHEN and BIOE departments have extensive research supported in renewable fuels from lignocellulosic and algal biofuels. A course in Biofuels is taught each year to expose students to challenges and opportunities with renewable liquid fuels. The CHEN supports a minor in Green Chemistry and Engineering to extend students education to include critical skills in life cycle assessment and green engineering principles.

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



energy producing devices, advise and coordinate experts in Ohio universities and national laboratories in their PVIC contributions.

UToledo supports the electric power, oil and gas industry by providing educational programs in chemistry and chemical engineering and electrical engineering. UToledo chemistry graduates learn how to synthesize and characterize materials and chemical engineering graduates are broadly trained to support the energy and chemical industry.

#### **Financial Services**

The Neff College of Business and Innovation (Neff COBI) supports the financial services industry across all of its academic programs, particularly those in finance, accounting and professional sales. The curriculum is continuously updated with input from advisory boards composed of industry leaders to ensure alignment with current market needs. Additionally, practical courses such as the student managed portfolio give students hands-on experience in financial management.

#### **Food and Agribusiness**

Offering programs in biological sciences, environmental sciences, business and engineering, UToledo offers educational opportunities supporting employment in fields related to agriculture and business. The University is heavily engaged in the Northwest Ohio greenhouse industry, working with growers on the introduction of new technology and is highly engaged in work with clean water and wastewater solutions, both of which have impacts on the field of agriculture. The University also provides physical facilities and has long-term collaborations with on-site USDA Agricultural Research Service scientists, which enables grower improvement and new technologies.

#### Healthcare

The graduates of the College of Pharmacy and Pharmaceutical Sciences meet important needs within the state of Ohio. Currently, there is a national shortage of pharmacists: there are over 62,000 vacant pharmacist positions but only about 10,000 graduates per year. This shortage is also present in Ohio. Through rigorous academic programs, practical training and experiential learning opportunities, we equip aspiring pharmacists with the knowledge, skills and ethical foundations essential for their profession to meet the diverse and evolving healthcare needs of Ohio. The Doctor of Pharmacy (PharmD) curriculum encompasses a wide array of subjects including pharmacology, medicinal chemistry, pharmaceutical compounding, patient care and healthcare management. Additionally, we collaborate closely with healthcare facilities and industry partners to offer hands-on experiences and internships, enabling students to apply classroom learning in real-world settings. Of those who reported a career outcome upon graduation, 71% of our PharmD graduates had secured a position with an Ohio employer. Our priority is to maintain and increase this high rate of talent retention for Ohio.

In addition to educating pharmacists, the College of Pharmacy & Pharmaceutical Sciences is also vested in preparing talent for Ohio's bioscience industries, which currently accounts for 15% of the state's economic output. Effective next year, we will launch a new degree program entitled Drug Discovery and Design, which aims to attract more students to bioscience careers. We also educate students at the Master's and Research Doctoral area with emphasis in drug development.

The Bioengineering (BIOE) department has both educational training and research activities directly supporting positions in the healthcare sector. The BS in Bioengineering is a common pre-med major with a significant portion (~20%) of our graduates deciding to continue their education in medical school. In addition, our coursework options include hands-on laboratory and experiential experiences that provide key skills to support those that may wish to pursue careers as lab technicians, in animal research, or other areas associated with the healthcare sector. As part of our mandatory co-op program, undergraduate bioengineering students often gain valuable work experiences with numerous companies that support jobs in this sector, which includes Ohio companies such as Bionix, Johnson and Johnson and Steris, but also with companies in neighboring regions to Ohio including Boston Scientific, Catalent Biologics, Cook Medical, DePuy Synthes, Medtronic, Paragon Medical Systems, Regeneron,



Stryker, Zimmer Biomet and many others. The EECS Department has collaborations with departments and scholars in the healthcare domain. For example, applying plasma in cancer treatment and using AI for pharmacology studies and patient monitoring.

Information regarding other areas that support healthcare, including bioprocesses or the manufacturing of medical devices/components, is located under the advanced manufacturing category.

In addition to educating doctors, The College of Medicine and Life Sciences has created a new bachelor's degree program in Radiation Therapy that begins in fall, 2024. The program is designed to provide students with the knowledge and skills required to be a certified radiation therapist. Two years of pre-specialization coursework is offered on Main Campus. An additional two years of professional training includes coursework offered on Health Science Campus, practical laboratories and exercises offered in the Department of Radiation Oncology where the program is housed and radiation therapy equipment is located, and practical training in local radiation therapy clinics.

# **Logistics and Distribution**

Advanced Computing and Artificial Intelligence are areas for modern logistics and distribution. The Department of Electrical Engineering and Computer Science (EECS) offers Computer Science (CS) and Computer Science and Engineering (CSE) programs in BS, MS and PhD levels that educate students in computing areas including Artificial Intelligence. The department offers courses on Artificial Intelligence (AI) and Machine Learning (ML) and has faculty members performing research in AI/ML.

The Department of Information Systems and Supply Chain Management (ISSCM) in the Neff College of Business and Innovation offers programs in Information Systems, Operations and Supply Chain Management, Manufacturing and Technology Management, as well as a new master's program in Applied Business Analytics. UToledo is one of the few U.S. universities to offer a major in Operations and Supply Chain Management.

#### **Military and Federal**

The educational training and research activities within Mechanical, Industrial and Manufacturing Engineering (MIME) at UToledo has potential intersections with military applications and interests, particularly in defense systems maintenance/engineering, aerospace engineering and advanced manufacturing technologies relevant to military applications. Research activities related to tribology and air-based lubrication systems have a historic presence within MIME and in collaborations with NASA Glenn Research Center. Defense contractors and government agency research initiatives, technology development projects and workforce training programs related to military and defense systems have attracted new students and continue to train graduate students through various research projects funded by ONR, NASA and the DoD.

The Department of Electrical Engineering and Computer Science (EECS) has many existing projects funded by ONR, NASA, ARL, Lockheed Martin, DOE and national labs. The potential of expanding the existing activities in areas such as High-performance computing, Cybersecurity, Electronic and optical materials, Human-machine teaming/cooperation, AI/ML, Semiconductor devices and power electronics, Fault-tolerant hardware and hardware security, Plasma and RF nanotechnology, Autonomous vehicles and IoT and data mining are also being explored.

Rocket Kids is a newly designed experiential learning program housed in the Judith Herb College of Education providing educational development and recreational programming to the United States Army's children and youth in Europe. Rocket Kids interns are U.S. college students, recent graduates and professionals interested in working with children and serving the people who serve our country, providing services to U.S. military members' children while experiencing the world. Rocket Kids interns are placed at U.S. military bases with groups of children based on age. Students gain practical experience in programming and leadership, health and wellness, creative arts, performing arts, cultural and literary arts and drama, team and individual sports and athletics, adventure and outdoor recreation, STEM and character education.



#### Technology

The Department of Engineering Technology (ET) offers two undergraduate Bachelor of Science degrees in technology related areas, (1) Information Technology and (2) Cyber Security. The IT program offers a hands-on approach to learning where students are immersed in laboratory projects to strengthen their technical skills. Students in the program also take business-related courses to prepare them for careers as technical business analysts. Graduates from the program go on to successful careers as software engineers, database administrators, network analysts and helpdesk support technicians. Students in the IT program also have an option to declare a concentration in Cyber Security.

The new BS program in Cyber Security trains students in core concepts of Cyber Security such as cryptography, risk vulnerability analysis, principles of information security and software assurance. Additionally, the ET department is planning to partner with Toledo Public Schools (TPS) to apply for an NSF grant to teach fundamental concepts of Cyber Security to selected TPS high schools' students.

The ET department recently completed an \$1.8M grant in partnership with the Department of Electrical Engineering and Computer Science (EECS) and the College of Education to train Bowsher High Schools students on fundamental concepts of cyber security and self-driving cars. The project was funded by the STEM+Computing program, which seeks to address emerging challenges in computational STEM areas through the applied integration of computational thinking and computing activities within disciplinary STEM teaching and learning in early childhood education through high school (preK-12). The project engaged students in learning how to design and program secure technologies for the future. The project investigated whether a PBL-focused topic is an effective medium for making mathematics more engaging and relevant to students.

Lastly, UToledo offers a number of degree paths that can prepare students to obtain careers in a number of the following most critical and in-demand jobs in Ohio, according to the OhioMeansJobs website including: Registered Nurse (College of Nursing), Child, Family and School Social Workers (College of Health and Human Services), Training and Development Specialists (College of Education, College of Health and Human Services), Substance Abuse and Behavioral Disorder Counselors (College of Health and Human Services), Social and Community Service Managers (College of Health and Human Services), Compliance Officers (College of Business and Innovation, College of Natural Sciences and Mathematics, College of Engineering), Education Administrators (College of Education) and Preschool and Childcare Center/Programs (College of Education).

# Training Toledo's Future Workforce

The University of Toledo has a long history of working to build Toledo and northwest Ohio's future workforce. These workforce efforts are built upon historical successes. Through these experiences, UToledo has forged numerous public/private partnerships and continues to find new ways to collaborate with community partners.

In 2023, UToledo was selected by Amazon as a partner for its Career Choice program. The program helps the company's employees continue their education, receive certifications and upskill for future career success. Amazon will now cover the cost of an hourly employee's tuition, fees and books if the employees enrolled in one of UToledo's academic programs. As of 2024, UToledo has had 70 Amazon Associates participate in the program and 13 degrees have been granted.

Additionally, UToledo continues to work with its community economic development partners including:

- Regional Growth Partnership
- Lucas County Economic Development
- Toledo Regional Chamber of Commerce
- Toledo-Lucas County Port Authority
- Northwest Ohio Regional Economic Development
- Ohio Department of Development



- Toledo Metropolitan Area Council of Governments
- Lucas County Workforce Development Agency

# Conclusion

The University of Toledo has dealt with some significant challenges over the last two years including leadership transitions, budgetary constraints and enrollment declines, however, our commitment to student success remains steadfast. Despite having to manage program prioritization efforts we continue to offer a robust array of academic programs, services and support to assist students academically, socially and professionally. The institution's commitment to our community and workforce demands in our region is unparalleled and 93% of our students report their program prepared them for their career.

As we look toward our future goals, several new initiatives will significantly impact the retention, persistence and completion of our students. These include partnering with the National Institute for Student Success, participating in a grant through the state of Ohio with the Complete College Accelerator, researching new pedagogical practices that will be implemented in our co-requisite courses, making structural changes that will enhance academic advising and exploring new technological advances.

We are excited by the potential that our efforts, enhancements and new initiatives will bring to campus. We look forward to sharing our progress in our 2026 report. We are confident that the changes we are making today will have a lasting impact on the students we serve and the community in which we live. Go Rockets!



# Appendix for ORC 3345.81(D) and ORC 3345.351

The number of disenrolled undergraduate students with more than 45 credit hours and a GPA above 2.0 is 3,270.

#### Credit When It's Due Program:

The University of Toledo participates in the Ohio Department of Higher Education's Credit When It's Due Initiative. Through this program, we identify transfer students with qualifying GPAs and earned hours, who have not yet earned a credential, and help facilitate transferring their records to their previous institutions to determine if the student is eligible for an associate degree. We are working to strengthen our participation in this initiative by building partnerships with regional community colleges to improve the sharing of information. UToledo recently entered into such an agreement with Sinclair Community College and will look to expand this collaboration to other community colleges in the future.

#### AA Along the Way Program:

The College of Arts and Letters (CAL) recently created an Associate of Art (AA) degree so that students who have earned some credit, but not enough for a bachelor's degree, can earn an award. Students who opt into the "AA Along the Way" program will receive the AA degree from the UToledo when they complete the requirements. The CAL AA is tailored to college-specific requirements, and most CAL students qualify at the 60-hour mark.

- 37.5% of College of Arts and Letters students are Pell eligible (representing the highest percentage of Pell students of any UToledo college). These students will be the most negatively impacted of any student demographic if they leave UToledo without a degree.
- An estimated 8-20% of CAL students stop their education with 60 hours or more.
- Workers with an associate degree earn, on average, \$154 more per week than a worker with a high school diploma and \$64 more per week than a worker with some college credit but no degree, according to 2021 US Bureau of Labor Statistics data.
- Since 2014, the Ohio Department of Education's Ohio's Credit When It's Due (CWID) initiative has worked to create collaboration between public institutions to "emphasize degree attainment for students that have some college experience but no degree by offering a pathway to an associate degree." This degree aligns with the ODHE's mission.
- Financially, there is no impact on student tuition (or financial aid) and minimal expenses for the university. The AA will not generate additional program revenue or an increase in headcount/FTEs because the students are already enrolled seeking four-year degrees, and the AA degree requirements are embedded within those bachelor's degrees. The degree will not require additional faculty or advising resources or facilities, only a slight increase in Registrar Office functions.
- The goal of this degree is not to capture a market niche or increase revenue but to advantage students who may stop out of the institution. We hope it will also encourage them to return to complete their four-year degree.

