

The University of Toledo

University Completion Plan | 2014





University Completion Plan

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University Completion Plan

The purpose of the University Completion Plan is to recognize and build upon the accomplishments of The University of Toledo to advance course completion and graduation rates of the undergraduate student populations.

THE UNIVERSITY OF TOLEDO MISSION AND PROFILE

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The University of Toledo (UT) has a deep, longstanding 140-year-old partnership with the city and region. Founded in 1872 as an arts and trades school to meet the needs of Toledo residents, today the University of Toledo is a comprehensive open access metropolitan university that offers 141 undergraduate degrees, 125 master's program and 39 doctoral and first professional programs. The University's long history of providing an educated citizenry was re-envisioned in 2006 with the merger between the University and the Medical University of Ohio. The merger enjoyed support from a wide variety of external constituencies, from the governor and the Ohio General Assembly to business and community leaders. Faculties from each campus joined together to identify new synergies for teaching and research while both graduate and undergraduate students benefited from new interdisciplinary programs of study. Health education and delivery of health-care services became more integral to UT's mission, vision and values. Today, there is clear evidence that the region and state have benefited from the merged university's interdisciplinary teams addressing the critical issues facing our city and region.

The University carries out its mission on three campuses and three additional teaching centers. The institution is a dynamic community of teachers, researchers and learners, with education, teaching and learning as the University's highest priority. The University of Toledo's broad portfolio of undergraduate, graduate and professional programs provides opportunities for the nearly 20,000 students to learn within in a wide range of environments not limited to classrooms and laboratories, but including studios, hospitals, clinics, community service organizations, industry, public and private businesses.

Designated by the Association of Public and Land Grant Universities as a university recognized for its contributions to innovation and economic prosperity and by the state of Ohio for its regional engagement, The University continues to value its partnerships

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with school systems, other universities and community colleges, cultural and arts organizations, rural and big-city hospitals and health systems, local and state government agencies, local businesses and industry, and economic and workforce development agencies as foundational to the University education, research and service missions.

As an open admission state university, The University of Toledo serves a diverse yet distinct student population (chart below). At the undergraduate level, the University has a higher than state-average first generation student population, has a higher than state-average Black and Hispanic student population and exceeds the state average on PELL eligible students by almost seven percentage points.

| Campus Student Body Profile Entering Fall Term 2012 | | |
|--|---------------------------------|-----------------------------------|
| Student Body | The University of Toledo | State of Ohio Universities |
| First Generation College | 30% | 26.4% |
| PELL Eligible | 43.4% | 36.4% |
| Race/Ethnicity | | |
| American Indian/Alaskan Native | 0.3% | 0.2% |
| Asian or Pacific Islander | 2.2% | 2.4% |
| Black, Non-Hispanic | 20.3% | 11.2% |
| Hispanic | 5.2% | 3.1% |
| White, Non-Hispanic | 63.5% | 72.3% |
| Two or More Races | 4.1% | 3.5% |
| Non Resident Alien | 2.6% | 3.8% |
| Race Unknown | 1.8% | 3.5% |

Source: The University of Toledo, Office of Institutional Research



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The University Completion Plan Working Group

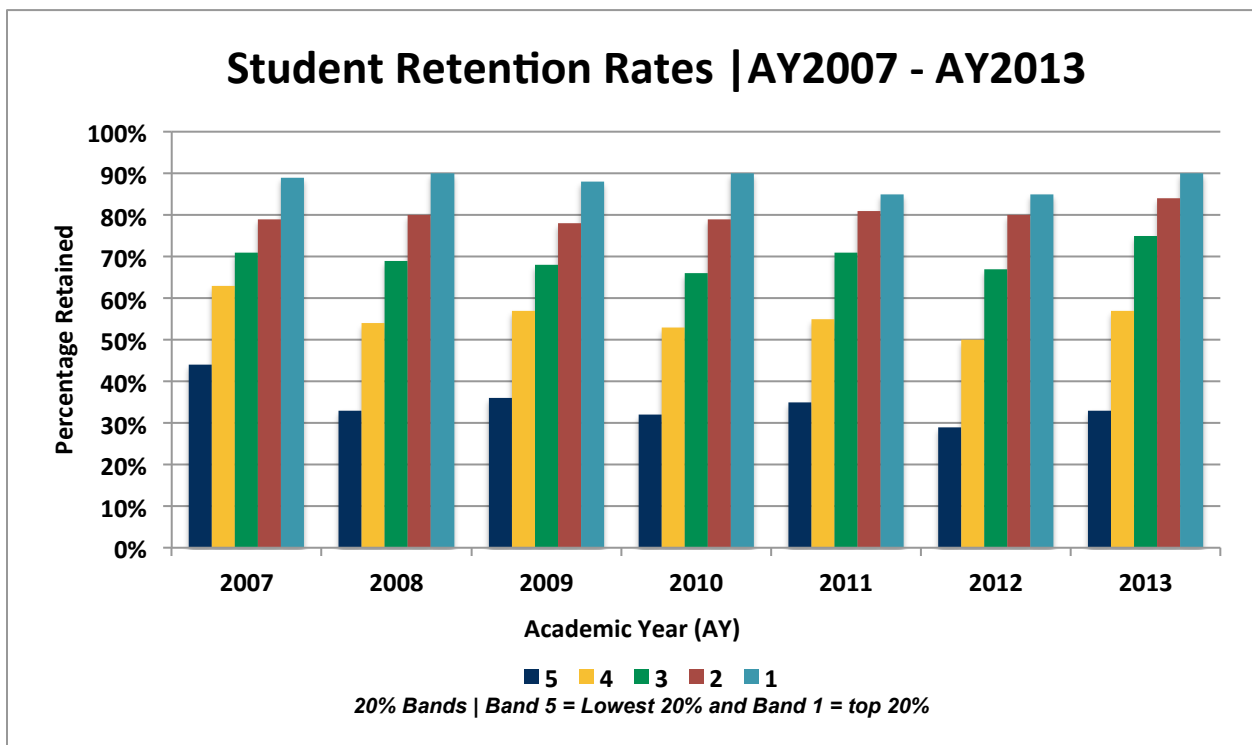
The University Completion Plan Working Group is comprised of members of the internal and external UT stakeholders who have shown a deep, personal commitment to The University of Toledo and the success of its students. This working group has been charged with developing a comprehensive University Completion Plan that addresses the needs of each individual student from acceptance to graduation.

- Margaret Fitzgerald Traband – Working Group Leader
Vice Provost for Academic Operations & Professor | Office of the Provost
- Brian P. Ashburner
Associate Dean & Associate Professor | College of Natural Sciences and Mathematics
- Marcia King-Blandford
Interim Director of University Libraries & Associate Professor | Office of the Provost
- Thomas Brady
Founder, Plastic Technologies Inc., UT Alumni and former Interim Dean, Judith Herb College of Education
- Karen Hoblet
Chair, Faculty Senate & Assistant Professor | College of Nursing
- Julie Anne Fischer-Kinney
Associate Dean | YOUCollege
- Barbara Schneider
Senior Associate Dean & Associate Professor | College of Languages, Literature and Social Sciences

BARRIERS TO PERSISTENCE AND COMPLETION

College Readiness

The University is a comprehensive university that has a substantial number of STEM majors that require significant skills in mathematics and science to succeed. The University's typical entering freshman class has seventy five percent of the students remediation free in English and sixty percent remediation free in mathematics. A clear understanding of the academic characteristics of a successful student at The University of Toledo by major is an important first step in preparing students for a positive experience at The University of Toledo and increasing persistence and completion rates.



Source: The University of Toledo, Office of Institutional Research

Financial Challenges

Over forty percent of the University's entering class are PELL eligible and qualify for additional federal financial aid. According to the National Survey of Student Engagement (NSSE) on questions related to employment, UT students report spending more time working on campus, off campus, and as volunteers than our peer institutions.



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The University continues to work diligently to control tuition and fees for students yet a gap remains between costs of earning a degree and financial aid even for PELL eligible students.

| Financial Challenges for Undergraduate Students | |
|--|-------------------|
| Tuition and General Fees (AY 13-14) | \$9,054.24 per AY |
| PELL Award | \$5,730.00 per AY |
| State Educational Opportunity Grant | \$600.00 per AY |
| Perkins Loan | \$2,500.00 per AY |
| Tuition and Fees Shortfall per AY | \$3,324.00 |

Source: The University of Toledo, Office of Institutional Research

Misalignment of Aspiration with Readiness

Seventy percent of students who matriculate at The University of Toledo with an intended major are very career orientated and see The University of Toledo as the launching pad for their professional career. A disconnect between student's aspiration and their preparedness for STEMM fields often result in discouragement and frustration on the part of the student. Students miss important milestones in their first year with failures in critical courses for their major and often fail to earn thirty hours of credit in their first year.

COMPLETION GOALS FOR 2014-2016

1. Strengthen relationships with feeder high schools

- 1.1. Develop a feedback loop to key feeder high schools providing data on the academic success of their graduates in introductory writing, mathematics and science courses. This is essential for the continuous improvement of the students entering the University direct from high school.
- 1.2. Provide clear delineation of career pathways including specific curriculum, skills and competencies necessary for success in career of choice.
- 1.3. Promote College Credit Plus Program; increase number of students enrolling in CC+ program by two percent per year for the next five years.
- 1.4. Enhance student and family financial literacy by expanding programming into the secondary schools.

2. Increase course success rate of students in introductory writing by five percent and success in introductory mathematics courses by three percent the next two years over fall 2013/spring 2014 completion rates.

- 2.1. Monitor student success using ACT state guidelines for College Readiness in English and Mathematics.
- 2.2. Implement embedded remediation through paired classes in introductory English and Mathematics courses for students not college ready in those subjects.

3. Increase the number of associate/baccalaureate degrees awarded by 1% annually for the next two years.

- 3.1 Monitor first to second year retention rates of first generation college students.
 - 3.1.1 Monitor attempted versus earned hours of students in their first year.
 - 3.1.2 Utilizing academic advisors and success coaches, promote students taking fifteen credit hours per term.
- 3.2 Increase the number of adults earning credit utilizing prior learning assessment by two percent per year for the next five years.
- 3.3 Align ninety per cent of entering freshman students schedule with the advising model for placement of incoming freshman students.
- 3.4 Increase General Education one thousand level course success by three percent by year over the 2013/2014 academic year.
- 3.5 Assign each new undergraduate portal college student a success coach and an academic advisor.
 - 3.5.1 Develop critical milestones that when not met trigger intrusive advising.

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- 3.6 Publish Graduation Planning System (GPS) pathways for each of the undergraduate majors.
 - 3.6.1 Develop pathways to baccalaureate degrees that allow for the earning of certificates and associate degrees.
 - 3.7 Publish three-year degree models for at least sixty percent of undergraduate majors.
 - 3.8 Expand use of Graduation Planning System to include Community College partners utilizing faculty content experts matching program requirements to associate degree program requirements.
 - 3.9 Fully participate in reverse transfer program.
4. **Strengthen relationships with employers in the northwestern Ohio region; increase the number of experiential learning opportunities for non-STEMM students.**
- 4.1 Expand career counseling for students not in professional schools.
 - 4.2 Work collaboratively with the Colleges of Business & Innovation and Engineering to build upon existing experiential learning relationships and create opportunities for students outside of their colleges.
 - 4.3 Engage regional employers with membership on academic program advisory boards to provide feedback thus enhancing the job readiness of our graduates.



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COMPLETION STRATEGIES

Current Completion Strategies

Learning Enhancement Center

The Learning Enhancement Center provides accessible, professional academic support services to all University of Toledo students that improve academic success and retention.

Services include:

- **Tutoring**
Tutoring in science, math, business, foreign language and study strategies; UT tutors help students prepare for tests, learn new concepts, improve study techniques, and answer questions about assignments. All LEC tutors are highly trained. Tutoring is on a walk-in basis and is free to UT students.
- **Supplemental Instruction (SI)**
Supplemental Instruction is a series of peer-led weekly review study sessions for UT students enrolled in select courses. The SI method has been proven to help increase student understanding of course material and raise grades. SI is open to students enrolled in the course offering supplemental instruction and is available at no extra cost to the students.
- **Online Tutoring Resources**
 - eTutoring Ohio Consortium: UT is a member of the eTutoring Ohio Consortium, sharing combined expertise and tutoring resources.
 - eTutoring.org: eTutoring.org is an online tutoring platform that allows tutors to work with students synchronously and asynchronously, answering questions in real-time or replying to questions.
 - Student Access: UT students may access online tutoring, where they can chat live with a tutor, post a question or submit a draft of a paper. An eTutor and student share a live workspace in which they communicate through various tools including chat, voice and video, whiteboard, file sharing, and application sharing.

The Writing Center

The Writing Center is a free service open to all UT students, providing face-to-face and online tutoring for writers in all disciplines working on various types of assignments. Experienced, polished writers read, review, and respond to papers to assist student writers individually at any stage of academic or personal writing. Students may meet with Writing Center tutors in order to generate ideas, organize notes and thoughts, and receive feedback on drafts or completed papers. Types of documents that are often brought to the Writing Center include essays and research papers, creative writing, thesis and dissertations, grant proposals, professional publications and scholarship/job applications.

Office of Excellence and Multicultural Student Success

The mission of the Office of Excellence and Multicultural Student Success is to create a campus environment for students of various cultures and diverse backgrounds and provide opportunities and avenues to college success for underrepresented students. The Office of Excellence and Multicultural Student Success is a hub of academic, retention, enrichment, and recruitment programs and services.

These programs include:

- TOLEDO EXCEL
- TRIO Upward Bound
- TRIO Student Support Services
- Multicultural Student Success
- The Annual Conference for Aspiring Minority Youth

The services are targeted towards students who are underrepresented in higher education, including:

- African-American
- Hispanic-Americans
- LGBTQ students
- Asian-Americans
- Arab-Americans
- Appalachian-Americans

TRIO Student Support Services

TRIO-Student Support Services is a federal retention program at UT, providing an environment that encourages excellence, supports success and fosters involvement. TRIO Student Support Services is one of UT's oldest student retention programs.

In order to qualify, students must be meet one of the following eligibility requirements: their family has limited financial means; and/or they are the first in their family to seek four year degree; and/or foster care youth, homeless youth, veterans, students with disabilities.

Student Athletic Academic Services

Student Athletic Academic Service staff provides a variety of services to assist all student-athletes with their academic progress. Services include guidance with course scheduling, targeting (a time management program), study table, individualized and group tutoring, and academic and career counseling.

Academic Enrichment Center

Academic Enrichment Center on the Health Science campus provides resources and assistance for students to enhance their academic performance, such as: study plans for course clerkships, and licensure exams; learning style assessment and study techniques recommendations; test-taking strategies and overcoming test anxiety; time management; and tutoring and supplemental instruction for select courses.

Student Disability Services

Student Disability Services provides academic accommodations to students with disabilities as defined by the ADA. Their mission is to collaborate with and empower students who have disabilities in order to coordinate accommodations/adjustments and programs that enable equal access to education and university life.

Office of International Student and Scholar Services

Office of International Student and Scholar Services provides assistance and services to international students at The University of Toledo, helping students transition to life at UT and in the United States, serving as a resource regarding orientation, visa requirements, on-campus and off-campus housing, banking, and international student health insurance.

American Language Institute

The American Language Institute (ALI) at The University of Toledo provides students, scholars, and area residents of international origin with the language skills and the cultural background for successful engagement with the university and the community. ALI offers intensive English language instruction to non-native speakers of English from around the world and in the community who wish to begin academic study, or who need to learn English for personal or professional reasons. ALI also serves UT by evaluating the oral proficiency of international graduate teaching assistants and providing training for those who need it.

Brothers on the Rise

Brothers on the Rise is a retention effort comprised of Black and Latino faculty, staff and students. Their mission is to improve the human condition of UT students through the support of existing programs and the creation of new programs and activities that foster and encourage students' pursuit of academic and cultural excellence. Their mission is realized through five interrelated objectives:

- Develop, foster, and encourage a “Culture of Academic Success” that focuses on specific habits and customs outside of the classroom and enhances the academic efforts of the students.
- Promote collaboration among existing university social programs and organizations, particularly those with a significant number of underrepresented students at UT.
- Foster and encourage peer and non-peer mentoring programs.
- Increase student understanding of financial aid, financial responsibility, and money management in the context of the university environment.
- Assemble data relevant to academic preparedness and achievement among students of color that are accepted, matriculate, and graduate at UT.

Military Service Center

The University of Toledo Military Service Center recognizes the sacrifices of our service members and their families and is dedicated to helping them achieve continued success in life. This is accomplished by providing accessible educational and degree completion opportunities and a wide range of customized support services including but not limited to: educational benefit processing, mentoring, advocacy and networking while partnering with veteran service organizations that assist with the transition from military service to the classroom and beyond.

Undergraduate Research

The Office of Undergraduate Research is a focal point for research opportunities for undergraduate students. This office assists students with finding funding opportunities for student research.

Office of Student Involvement

The Office of Student Involvement is committed to student involvement on The University of Toledo's campus and in the community. Located in the Student Union, the office provides quality programs, services, and leadership opportunities that enrich students' experiences outside of the classroom.

Residence Life and Living Learning Communities

The mission of the Office of Residence Life (ORL) is to foster academic and social success for our residents by providing a safe community, excellent housing facilities, education, a culture of respect, and the formation of lifelong relationships. Our on-campus residence halls and Greek Village offer great living and learning experiences, comfortable and attractive facilities, and convenient services. Residential living is complemented by living learning communities, which focus on the needs and interests of first-year students. These and other out-of-class opportunities help to connect students with the university and are a significant and valuable part of the college experience. These communities extend learning outside of the classroom and promote intellectual, social and personal growth.

- **Living Learning Communities**
 - Arts Living Learning Community
 - Business Living Learning Community
 - Engineering Living Learning Community
 - Global Entrepreneurship and Innovation Living Learning Community
 - Health Professions Living Learning Community
 - Honors Living Learning Community
 - Politics, Law and Society Living Learning Community

Leadership UT

Based on the philosophy that “Leaders are made, not born,” Levis Leadership UT is a selective scholarship program that enhances and nurtures leadership development within its curriculum. Forty incoming freshman students, selected for the program, have the option to participate up to four years. To be eligible for the Levis Leadership UT Program, student must have a minimum 3.0 cumulative high school GPA, a 20 ACT composite or 940 SAT combined reading and math score and demonstrated potential for leadership exhibited through high school honors, activities, and community service.

Engineering Leadership Institute (ELI)

The Engineering Leadership Institute provides opportunities for up to 12 sophomores and juniors in the College of Engineering each semester to hone their leadership abilities. The students, nominated by their departments and selected by a rigorous process including a personal interview with the dean of engineering, will participate in seminars, team-building exercises and public speaking opportunities, and will attend one or more national conferences. Student members of ELI will receive mentoring from leaders representing business, industry, academia, or government.

College of Business and Innovation JumpStart

The College of Business and Innovation offers Jump Start, a free program is designed to provide incoming business majors with a variety of activities focused on enhancing their success by helping new students through the transition from high school to college.

Counseling Center

The University Counseling Center is the primary university-based mental health service for University of Toledo students, serving currently enrolled undergraduate, graduate and professional students. The Counseling Center staff provides counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies. They also provide screening for alcohol and substance abuse services, counseling services, individual counseling, couples counseling and group counseling. Additional services include:

- **Sexual Assault Education and Prevention Program**
The Sexual Assault Education and Prevention Program provides confidential support and information to survivors of sexual assault, intimate partner violence, and stalking, and educational programs designed to create a campus culture of nonviolence.
- **Alcohol, Tobacco and Other Drug Prevention Program (ATOD)**
The Alcohol, Tobacco and Other Drug Prevention Program works to reduce substance abuse among University of Toledo students through the creation of an environment which fosters student health promotion and academic success by coordinating multidisciplinary prevention and treatment efforts.

Medical Center on Main Campus (MCMC)

The Medical Center provides quality health care that meets the medical needs of our students, faculty and staff. Students who are registered for at least one semester hour are eligible to utilize services.

Office for Student Experience

The Office for Student Experience is a resource for students' questions, concerns and problems. Students are encouraged to contact this office if they have a concern and are not sure how to resolve it, want to discuss a sensitive issue in confidence, have a complaint about an office or service at UT, feel that a policy or procedure has been applied unfairly or have suggestions for improving UT policies and procedures.

University Credit Assessment Center

- **Prior Learning Assessment (PLA)**

The University of Toledo allows students to receive college credit for relevant work, and life experiences through Prior Learning Assessment (PLA). Students can earn college credit for learning outside the traditional classroom and earn up to 30 credit hours through PLA. The PLA Program adheres and maintains best practices in assessing prior learning as recommended by the Higher Learning Commission (HLC) and the Council for Adult and Experiential Learning (CAEL).

- **Standardized Testing and Credit by Exam**

Students can receive credit from multiple exam subjects through the College-Level Examination Program testing (CLEP) or the DANTES Subject Standardized Tests (DSST). Students can also petition for credit by examination through the University Credit Assessment Center.

Quest Program

The Quest Program for undecided students gives students an opportunity to explore career interests. Undecided students receive help in assessing persona strengths and goals as they relate to major and occupational choice. Students work with success coaches in the Department of Exploratory Studies to declare a degree program before their third semester of college. The goal of the Quest program is to assist students with identifying a course of study and not delay timely graduation.

Transition Program

The Transitions program is a customized program for first year students not eligible for admission to the degree program of their choice upon entering college. It is designed to increase student success so that a student can transition to their chosen degree program. The program enrolls the student into learning communities based on their desired academic major at UT (e.g. Transitions to the STEMM Professions Learning Community, Transitions to the Nursing Community, etc.). The cornerstone of the program is that it brings together faculty, success coaches, tutors, peer mentors and

students with the goal of facilitating student learning and success. Within these communities, math and English courses offer tutoring and supplemental instruction connected to the courses. Students have meetings with success coaches 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.

Committee Structure to Support Retention and Degree Completion

UT has committees to help with college completion to ensure academic operation procedures and news is shared and discussed.

Toledo Academic Advising Association (TACADA)

TACADA is an affiliate member of the National Academic Advising Association (NACADA). Professional academic advisers and student services personnel at UT meet monthly from August to April to share information, discuss advising issues, and to improve service to students.

Assistant and Associate Deans

A representative from each college meet regularly with the vice provost of academic operations to discuss academic issues related to policy and procedure.

Services for First Year Students

- **New Student Orientation**
 - Rocket Launch is a one-day, mandatory orientation program for new students. During the program, students will have the opportunity to meet with their academic adviser and success coach, register for courses, complete procedural details such as obtaining a Rocket Card (student ID), and learn about the many educational opportunities that UT offers both inside and outside of the classroom. The goal is to ensure that students have the necessary tools and information to successfully begin their educational journey.
 - Rocket Transition is a one-day mandatory orientation program for transfer students and their families. Admitted transfer student have the option of completing orientation online (100% online) or attending a Rocket Transition orientation program on campus. During the program students will have the opportunity to meet with their academic adviser and success coach, register for courses, and learn about the many educational opportunities that UT offers both inside and outside of the classroom.

- **life@college.utoledo**

The life@college.utoledo is a two-part educational program targeted towards first year students. This program addresses high-risk student issues that affect student retention. Specifically, it covers the areas of character development, alcohol/binge drinking, healthy relationships, HIV/STD prevention, sexual assault, and adjusting to college life. These are critical issues that affect student retention and academic success. Each year the attendance in this program is over 3,000 students.

- **First Year Orientation Courses**

A required orientation course for all students, customized to fit their college program needs provides information on how to navigate the university, services available across the university and within their college.

- **Math Camp**

It's an intensive summer four-week review of math to help improve course placement and success in classes. Students are able to refresh math skills and re take math placement test to advance into a higher level mathematics course. Students can choose to attend on campus or online.

- **Placement and ALEKS**

Math placement tests are required for all new students unless they have credit for math that appears on a college transcript. The University of Toledo uses ALEKS Placement to provide an accurate measure of students' current mathematical skills so that they will be accurately placed in their mathematics courses. ALEKS uses adaptive questioning to determine exactly what students know and don't know about a topic. Students will gain a better sense of their strengths and weaknesses in math. They will then have a chance to work on those weaknesses and retake the placement up to two more times within a five-week period.

Enhanced Completion Strategies

College Credit Plus

The University of Toledo's College Credit Plus program gives college-bound high school students the opportunity to earn college credit and high school credit simultaneously. This gives students the advantage of starting the transition to college early, while reducing the cost and length of time needed to graduate once they enroll in college. A series of high-quality general education courses are offered in a variety of modalities and at no cost to students or their families.

Starfish EARLY ALERT™

Starfish EARLY ALERT™ is an early alert warning and student tracking system that allows for targeted student outreach based on trigger alert flags. The Starfish platform can automatically gather information from UT's student data management system (Banner) to put all of a student's profile and information into one central, secure, accessible place. The system will allow faculty to easily report on students who are academically at risk for a variety of reasons: lack of attendance, poor performance, and more. Starfish EARLY ALERT™ will provide UT Success Coaches the ability to identify students most at risk based on a variety of factors including academic preparedness, financial concerns. Success coaches and other UT personnel can then provide immediate intervention and connection to support services at the institution such as tutoring and counseling. UT is working toward implementation of Starfish EARLY ALERT™ by the end of Fall 2014.

Graduation Planning System (GPS)

Graduation Planning System will help students to meet their education goals by identifying courses that will transfer, providing interactive roadmaps for defining personal plans, and helping students monitor their progress. GPS is collaboration between the Offices of the Provost & Information Technology.

One of the primary goals of the Office of the Registrar is the continued automation and improvement of record systems which help to improve service and increase overall efficiency. GPS is made up of three areas: u.select, u.achieve and u.direct.

- u.select is an online tool that will help transfer students view program requirements, course equivalencies, and determine how courses taken or plan to be taken transfer to UT.
- u.direct leverages degree audit data to create interactive roadmaps defining a clear path to graduation.



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- u.achieve (a degree audit) provides students and advisors with an easy-to-read progress report that allows for "what if" planning and creates a clear picture of the degree requirements necessary for graduation.

Success Coaches

Every new and transfer student is assigned a Success Coach, a dedicated, full-time, trained professional. We are making a commitment to the academic success of every student with this new service model. A success coach is assigned to each new student, and remains with them throughout their entire academic journey, from orientation to graduation. The goal is to assist and empower students to develop skills and implement individual plans for academic and personal success. A success coach is the central point of contact for any question or problem a student may have while at UT

2014-2015 Undergraduate Policy Review

During the 2014-15 academic year Faculty Senate, Office of the Provost and our legal team will review all undergraduate policies. Working together they will seek input and feedback from all involved constituencies.

WORKFORCE DEVELOPMENT PRIORITIES

The University of Toledo's Strategic Plan, *Directions 2011* addresses the University's strategic plan outreach and global engagement strategy in goal six; stating "We will be distinguished for our community outreach and global engagement. We will be a key driver in the revitalization of the region's economy and quality of life."

In the 2010 publication, *The Relevant University: Making Community and Economic Engagement Matter* by Dr. Jacobs and Eva Klein, a national higher education consultant, outlined a framework for outreach and engagement designed to carry the institution into the future. The document identifies the university's engagement mission to a diverse set of constituents in four areas—human capital, innovation system, health care and wellness, and quality of place.

Building upon the University's role in outreach and engagement, UT's undergraduate and graduate academic colleges are heavily invested in experiential learning. The curriculum supports both regional and state economic development through research, scholarship, service and workplace development. Students spend a significant amount of time in clinical, internship, externships, co-op and directed practice. Students at the undergraduate and graduate level have opportunities to participate in research in laboratories, the community and local business and industry. All 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 the nine **JobsOhio** key industries and garner positions that are on the list of **Buckeye Top Fifty** high wage occupations in Ohio.

Given the breadth of The University of Toledo's academic offerings, it is no surprise that the University supports the development of a high-quality workforce for all of the state's nine key industries. Examples are summarized below:

- **Advanced Manufacturing**

UT supports this industry with majors in many areas but perhaps most closely aligned are UT's engineering and business programs that support world class manufacturing and through the college of engineering's co-op program that places students in manufacturing settings across Ohio.

- **Aerospace & Aviation**

UT's College of Engineering has been a leading source of talent for the aerospace industry for decades and has had a strong relationship with NASA Glenn in providing advanced education for NASA scientists and engineers in aerospace technology. UT's focus is on fluid dynamics and structures and has a Small Turbine Institute that provides students with hands on training on equipment that provides them with experience needed for the aerospace industry.

- **Agribusiness & Food Processing**

UT supports the agriculture and food industry by programs in biological sciences, environmental sciences, business, and engineering. UT is heavily engaged in the Northwest Ohio greenhouse industry and is working with growers on the introduction of new technology into the industry.

- **Automotive**

UT's College of Business and Innovation and its College of Engineering have a long history of providing talent to the automotive industry and its value chain. UT trains students on quality control methods, robotics, information technology, and materials that are needed for industry.

- **Biohealth**

UT's has strong programs in health and biology across its two campuses and has three colleges dedicated to preparing health professions across a range of occupations needed for the industry. Occupations include new physicians trained at the College of Medicine, pharmacists trained at the College of Pharmacy and Pharmaceutical Sciences, nurses trained from the College of Nursing, and a wide range of health professionals including physical therapists, occupational therapists and respiratory care professionals trained at the College of Health Sciences.

- **Energy**

One of UT's strengths is its program in the energy industry. UT is particularly strong in solar and renewable energy with programs in the College of Natural Sciences and Mathematics and the College of Engineering. In addition, UT supports the electric power and oil and gas industry with students who graduate with degrees in chemical and electrical engineering.

- **Financial Services**

UT's College of Business and Innovation supports the financial services industry across all of its academic programs, particularly those in finance and accounting. In addition, the College supports related industries such as insurance. The Department of Mathematics produces students trained in quantitative methods needed for both the financial services and insurance industries.

- **Information Services and Services**

UT supports this key industry with programs in the College of Business and Innovation, the College of Engineering and other specialized programs such as GIS training from the Department of Geography and Planning. A particularly innovative program is the Bachelor of Science in Information Technology (BSIT), a unique program offered jointly by the College of Engineering and the College of Business and Innovation. The program features a hands-on education leading to careers in the management of the technology infrastructure of organizations of all types and sizes. The curriculum covers the operational support and administration of diverse computing systems and the integration of existing technologies, components and products.

- **Polymers & Chemicals**

UT supports this industry by training students in chemistry and chemical engineering. UT chemistry graduates learn how to synthesize and characterize materials and chemical engineering graduates are broadly trained to support the polymer and chemical industry.

Centers and Institutes

The University of Toledo is actively involved in the Northwest Ohio region's economic development efforts. Many centers and institutes have joined the economic development endeavors to help strengthen and grow the communities in and around Toledo.

- **The Center for Photovoltaics Innovation and Commercialization (PVIC)**

The Center for Photovoltaics Innovation and Commercialization 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 (PVIC) sector. Companies active in the PV industry, from those researching advanced materials development to those deploying the energy producing devices, advise and coordinate experts in Ohio universities and national laboratories in their PVIC contributions.

- **The Clean and Alternative Energy Incubator**

The Clean and Alternative Energy Incubator gives university spin-off businesses and alternative energy companies who want to collaborate with the university a place to nurture and grow into stable, expanding businesses that can enhance the business community of Northwest Ohio and the region.

- **The University of Toledo's Urban Affairs Center**

The Urban Affairs Center is an applied research unit of The University of Toledo within the Office of Research and a member of the Ohio Urban University Program. Their mission is to enhance the economic vitality and quality of life of Toledo and its metropolitan region. The University of Toledo's Urban Affairs Center, working collaboratively with Bowling Green State University's Center for Policy Analysis and Public Service, identified a number of technology clusters for Northwest Ohio that are the focus of a coordinated economic development program involving the Regional Growth Partnership, the Toledo-Lucas County Port Authority, the City of Toledo, and Lucas County.

- **I SEE Southern Africa**

The threefold mission of I SEE Southern Africa is to advance broad and applied knowledge on Southern African affairs; to produce future leaders and experts on Southern Africa for public, private, and nonprofit sector institutions in the United

States and nations in Southern Africa; and to support sustainable economic activity between Northwest Ohio and Southern Africa. I SEE Southern Africa seeks to foster deep and multifaceted engagement between the two regions by serving large numbers of students from both regions, by collaborating on innovation around our complementary niched expertise and needs, and by pursuing and executing grants and contract work.

- **The Center for Family Business**

The Center for Family Business recognizes excellence in locally owned family businesses and encourages greater understanding, provides resources and support, and keeps family businesses informed. Programs are offered annually to provide information on family business topics of interest to members by employing nationally known speakers, case studies, family business owners and other experts to discuss business issues and challenges from their personal perspective or professional experience.

- **Intermodal Transportation Institute (ITI)**

Intermodal Transportation Institute works cooperatively with public and private sector partners in transportation, logistics, and supply chain management to increase economic opportunity and improve the quality of life.

- **The Global Business Development Institute (GBDI)**

The Global Business Development Institute (GBDI) is dedicated to strengthening the global competitiveness of firms in the Great Lakes region through educational programs, contract research, training services, management consulting, and timely publications. The GBDI is committed to advancing international programs at UT through faculty development, international business co-ops/internships, study-abroad programs, and a world-class curriculum.

- **Technology Transfer**

Technology Transfer is the office that facilitates industry collaboration by clarifying intellectual property concerns.

- **UT Polymer Institute**

UT Polymer Institute is an educational and industrial training center for polymer science and engineering that is designed to provide industrial support through contract research and development activities.

- **Small Turbine Institute**

Small Turbine Institute private-public sector partnership focuses on the advancement of small turbine power systems for civil aviation, military, and space propulsion systems. Research and development on fuel utilization is evaluated in order to secure the most effective performance.

- **The Center for Geographic Information Sciences and Applied Geographics (GISAG)**

The Center for Geographic Information Sciences and Applied Geographics (GISAG) at the University of Toledo serves as a focal point for GIS contract research on campus and in the local and regional community, a clearinghouse for GIS research opportunities, and provides sources of expertise to enhance student learning at all levels and across a wide range of academic disciplines. The GISAG Center will offer GIS graduate certification programs, provide geospatial databases to campus users, and administer system-wide GIS software licenses. In addition, the center seeks to solve complex problems related to regional and community issues, environmental protection, land use planning, economic development, site characterization, resource mapping and GIS/GPS support.

World Class Manufacturing

The University of Toledo organized and led a workforce-training consortium to support Chrysler's workforce development plans through its World Class Manufacturing initiative. World Class Manufacturing (WCM) is a process, based on employee development and involvement that unites key cross-functional actions such as product development, material acquisition, lean manufacturing, and quality management to meet specified customer requirements. The Consortium was organized in the spring of 2012 and developed the process for training operators and team leaders to support the launch of the Cherokee and the continued success of the Wrangler. In addition to The University of Toledo, the Consortium includes Owens Community College, Terra State, Northwest State, Lourdes University, and Davis College. The Consortium trained more than 1,800 operators and 120 team leaders. The Consortium is putting together a plan to expand the training to suppliers of Chrysler to provide the highest quality workforce needed to meet demands of the new manufacturing workplace

Northwest Ohio Greenhouse Cluster

Beginning in 2001, The University of Toledo has been working to modernize and expand the Northwest Ohio Greenhouse Cluster. The cluster has approximately 66

University Completion Plan

greenhouses, is responsible for over 750 jobs, and has a local economic impact of nearly \$100 million. The greenhouses in the cluster comprise a mix of retailers and wholesalers, with the former selling directly to the final customer and the latter to big box stores such as Home Depot and Wal-Mart. In addition to the greenhouses, there are a small number of suppliers in the region (greenhouse buildings, chemicals, containers, etc.) as well as two major grower associations. The industry is dominated by the floriculture segment of the market, with an increasing amount of food grown under glass. Approximately 80% of the industry's output is sold in Ohio. UT, with support from the USDA's Agricultural Research Service and NIFA, formed an organization, Maumee Valley Growers, to promote the industry and facilitate the exchange of information among growers. In addition, the University brought new technology to use for the growers following the best practices of the Flanders greenhouse cluster in Belgium. This has resulted in growers investing in new greenhouse structures, using new lighting technology such as LED's and strobe lights, and using biocontrols. Some growers are now operating 12 months a year and selling a higher quality, branded product.

UT also works with community economic development resources that include:

- 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

Connecting Students with Employers

The University of Toledo has a wide range of programs at the undergraduate and graduate level that prepares our students for a place in the economic, civic and cultural future in the State of Ohio. The University helps prepare students for their future by providing services that help them select their course of study, identify experiential learning opportunities that will advance their future and assist them in placement post-graduation.

- **Center for Experiential Learning & Career Development (CELCD)**

Center for Experiential Learning & Career Development offer resources and strategies for choosing a college major, developing career plans, preparing for a job search and interview, finding on and off campus part-time jobs, and identifying internships and full-time career positions. CELCD also provides service learning and community engagement opportunities.

- **The Women in STEMM Excelling (WISE) Mentor Program**

WISE is a mentor program for women interested in pursuing undergraduate degrees in any of the Science, Technology, Engineering, Math or Medicine (STEMM) areas of study. WISE will link women science students with mentors, academic support, and a peer community during their first year of study. The goal is to ensure that all women students interested in a STEMM degree will receive the necessary support and encouragement to have a successful career at UT and beyond.

- **Business Career Programs Office**

The Business Career Programs Office in the College of Business and Innovation (COBI) administers and coordinates internships and permanent placement for the COBI students. The program offers undergraduate and graduate students the opportunity to work in jobs directly related to their career fields while they are pursuing their degrees. Upon nearing graduation, the program aids the student in seeking a permanent position. The program's facilities are available for on-campus interviews and coordinates campus recruiting visits and a candidate referral system to help fill employer vacancies. Career advisers assist students with their career research, resume preparation and interview strategies.

Approximately 85 percent of the COBI students will have participated in at least one internship prior to graduation. The College consistently has an 80-85 percent placement rate upon graduation.

University Completion Plan

- **College of Engineering Career Development Center**

The College of Engineering adopted a mandatory co-op strategy for all incoming engineering cohorts starting fall 1997 and over the past 15 years has had more than 12,654 student co-op placements with 1,484 employers at 2,200+ employer sites. Geographically, the placements have spanned 38 countries and 42 states, with 70 percent of these placements in Ohio, including 70 of the 88 counties. The College has a well-organized Career Development Center, sophisticated software, and relationships with over 1,400 employers. The Center assists students nearing graduation with career placements.

- **College of Medicine and Life Sciences**

The Office of Student Affairs services the College of Medicine and Life Sciences provides career and residency advising throughout the four years of medical school. They provide a systemic approach to career advising and residency counseling that spans all four years of medical school.



University Completion Plan

APPENDIX A

Source: *The University of Toledo – Office of Board Affairs*

THE UNIVERSITY OF TOLEDO BOARD OF TRUSTEES

RESOLUTION NO. 14-06-14

UNIVERSITY COMPLETION PLAN

WHEREAS, the 130th Ohio General Assembly added Ohio Revised Code 3345.81 (Strategic Completion Plan), effective September 29, 2013; and

WHEREAS, ORC 3345.81 requires that, by no later than June 30, 2014, the Board of Trustees at each Ohio institution of higher education adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, ORC 3345.81 states that the plan shall be consistent with the mission and strategic priorities of the institution, include measureable student completion goals, and align with the state's workforce development priorities.

NOW, THEREFORE, BE IT RESOLVED,

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

BE IT FURTHER RESOLVED,

that a copy of this plan be forwarded to the Chancellor of the Ohio Board of Regents; and

BE IT FINALLY RESOLVED,

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

*Adopted by Vote of The University of Toledo Board of Trustees
Date: Monday, June 16, 2014 during a meeting of the full board*

University Completion Plan

APPENDIX C

| Buckeye Top Fifty UT Analysis | | |
|---|---|---------------------------------------|
| Buckeye Fifty | Program | UT College |
| Accountants and Auditors | Accounting | College of Business and Innovation |
| Public Relations Specialists | Communications/Marketing | College of Business and Innovation |
| Computer Software Engineers, Applications | Computer Network Specialist | College of Business and Innovation |
| Financial Analysts | Finance | College of Business and Innovation |
| Real Estate Sales Agents | Finance (minor in Real Estate) | College of Business and Innovation |
| Personal Financial Advisors | Finance or Financial Services | College of Business and Innovation |
| Employment, Recruitment & Placement Specialists | Human Resource Management | College of Business and Innovation |
| Compensation, Benefits & Job Analysis Specialists | Human Resource Management | College of Business and Innovation |
| Network Systems & Data Communication Analysts | Information Systems | College of Business and Innovation |
| Computer Systems Analysts | Information Systems | College of Business and Innovation |
| Network and Computer Systems Administrators | Information Systems | College of Business and Innovation |
| Computer and Information Systems Managers | Information Systems | College of Business and Innovation |
| Database Administrators | Information Systems | College of Business and Innovation |
| Market Research Analysts | Marketing | College of Business and Innovation |
| Training and Development Specialists | Organizational Leadership and Management Human Resource Management | College of Business and Innovation |
| | | |
| Public Relations Specialists | Communications Marketing | College of Communication and the Arts |
| | | |
| Cost Estimators | Construction Engineering Technology | College of Engineering |
| Network Systems & Data Communication Analysts | Information Technology | College of Engineering |
| Computer Systems Analysts | Information Technology | College of Engineering |
| Network and Computer Systems Administrators | Information Technology | College of Engineering |
| Computer Software Engineers, Systems Software | Information Technology | College of Engineering |
| Computer and Information Systems Managers | Information Technology | College of Engineering |
| Database Administrators | Information Technology | College of Engineering |
| Biomedical Engineers | Biomedical Engineering | College of Engineering |
| Civil Engineers | Civil Engineering | College of Engineering |
| | | |
| Athletic Trainers | Athletic Training Program | College of Health Sciences |
| Medical and Health Services Managers | Health Care Administration | College of Health Sciences |
| Occupational Therapists | Occupational Therapy | College of Health Sciences |
| Physical Therapists | Physical Therapy | College of Health Sciences |

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| | | |
|--|------------------------------------|--|
| Respiratory Therapists | Respiratory Care | College of Health Sciences |
| Speech-Language Pathologists | Speech Language Pathology | College of Health Sciences |
| | | |
| Market Research Analysts | Economics | College of Language Literature and Social Sciences |
| Mental Health Counselors | Psychology | College of Language Literature and Social Sciences |
| | | |
| Physicians & Surgeons | Doctor of Medicine | College of Medicine and Life Sciences |
| Physician Assistants | Physician Assistant Program | College of Medicine and Life Sciences |
| | | |
| Medical Scientists, except Epidemiologists | Biology | College of Natural Science and Mathematics |
| | | |
| Registered Nurses | Undergraduate Nursing | College of Nursing |
| | | |
| Pharmacists | Pharmacy Doctorate | College of Pharmacy and Pharmaceutical Sciences |
| | | |
| Mental Health Counselors | Counselor Education | College of Social Justice and Human Service |
| Paralegals and Legal Assistants | Paralegal | College of Social Justice and Human Service |
| Mental Health & Substance Abuse Social Workers | Counselor Education Social Work | College of Social Justice and Human Service |
| Medical and Public Health Social Workers | Social Work | College of Social Justice and Human Service |
| | | |
| Instructional Coordinators | Curriculum and Instruction | Judith Herb College of Education |



University Completion Plan

APPENDIX D

University of Toledo

Progress and Completion Report

March, 2014

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