October 17, 2014

Chancellor Carey
Ohio Board of Regents
25 S. Front Street, 7th Floor
Columbus, Ohio 43215

Chancellor Carey,

Please find attached The University of Akron Completion Plan that the Board of Trustees endorsed at its meeting on October 15, 2014. This plan essentially describes many aspects of what has become to be known as "The Akron Experience."

Thank you for accommodating the opportunity for President Scarborough to be involved in finalizing the plan prior to our Board of Trustees endorsement and its submission. Their resolution endorsing the Plan is also attached.

As you know, The University of Akron has focused on student attraction, retention, persistence, completion and placement for many years. We view this as being accountable to the student, the University and the State. We have enhanced many aspects of the student experience that are known to have a positive impact on student success and the University community has "stepped up and stepped out" to assure the very best student experience.

After all, "Student Success is Our Success."

Please let me know if you have any questions.

Thank you,

William M. (Mike) Sherman, Ph.D.

THE UNIVERSITY OF AKRON

RESOLUTION 10-11-14

Pertaining to The University of Akron 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 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; and

WHEREAS, The University of Akron community and the two governance bodies have reviewed the attached Completion Plan, with the University Council considering at its October 8, 2014 meeting a recommendation by its Student Engagement and Success Committee to fully endorse the Completion Plan;

NOW, THEREFORE, BE IT RESOLVED that The University of Akron's Board of Trustees endorses the Completion Plan and authorizes the president to forward the plan to the chancellor, with consideration of the action taken by University Council on October 8, 2014; and

BE IT FURTHER RESOLVED, that the Board of Trustees be updated at least annually on progress toward the goals and objectives of the plan, anticipating that adjustments will be made when necessary to achieve the completion objectives of The University of Akron; and

BE IT FINALLY RESOLVED, that a copy of this plan be forwarded to the Chancellor of the Ohio Board of Regents.

Ted A. Mallo, Secretary
Board of Trustees

October 15, 2014

The University of Akron Completion Plan

Purpose: To increase degree completion rates by defining and implementing universal accountability measures, which will provide an integrated accountability structure for the University's Retention and Completion Plan. This plan supports the achievement of the student academic success goals established in the University's strategic plan, Vision 2020.

Informed by:

The University of Akron Students, Faculty and Staff

Student Success Steering Team

Division of Student Success

Office of Academic Affairs

Department Chairs and School Directors

University Council Student Engagement and Success Committee

The Council of Deans

The Vice Presidents

Office of the President

Board of Trustees:

Academic Issues and Student Success Committee

Strategic Issues Committee

Endorsed by University Council:	**Endorsed by the Board of Trustees:**
October 14, 2014	October 15, 2014

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The University of Akron Completion Plan

Introduction

The faculty and staff at The University of Akron (UA) value student development and academic success above all other goals. As a metropolitan university, Akron is experiencing many of the challenges that higher education faces today, particularly for public institutions that are inclusive in nature. While the University's total degrees awarded have risen 8 percent from 2011-12 to 2012-13, a challenge remains to increase first-year retention and overall degree completion.

Over the last ten years, the University's six-year graduation rates have ranged from 35 percent to 40 percent, and first-year retention rates have ranged from 65 percent to 72 percent. While we acknowledge the graduation rates at The University of Akron must improve, it is also important to note that UA is currently transitioning from a liberal admissions institution (ACT scores middle 50 percent is between 17-22) to a traditional one (ACT scores middle 50 percent is between 18-24). According to the ACT institutional data file (2012), the average six-year graduation rate for a four-year, doctoral degree-granting, public liberal admissions institution is 38.6 percent, while the same graduation rate for a traditional admissions institution is 45.3 percent.

The retention and completion strategies selected for this document have been chosen based upon the following principles: the University accepts a broad range of student-preparedness levels and strives for inclusive excellence to grow a diverse population of students; the University is strengthening admissions criteria at a gradual pace in response to poor completion rates of students most severely underprepared; the University's focus on retention and completion primarily includes the student's first year, where most attrition occurs; and specific strategies were selected based upon best practices and a current literature review of student development and persistence.

University Mission

The mission statement: *The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences, and professions; and provides service to the community. The university pursues excellence in undergraduate education and distinction in selected areas of graduate instruction, inquiry, and creative activity.*

Student Body Profile
Students enter the University across a spectrum of academic preparation, from associate degrees to baccalaureate degrees of varying competitiveness, to world-ranked graduate programs.

Specific fall 2013 student profile information:
- Total UA enrollment for fall 2013 was 27,079; 22,619 undergraduates, 4,460 graduate/professional degrees.
- Full-time students made up 74.1 percent of the student body; part-time students, 25.9 percent.
- Ethnically underrepresented[1] students made up 23.1 percent of the student body.
- Adults (25 years and older) made up 22 percent of the undergraduate population.
- First-generation students represented approximately 33 percent of undergraduates.
- Fifty-seven percent of new, bachelor degree-seeking freshmen entered UA with a "college-ready" profile (ACT 21 or higher; hsgpa 3.0 or higher).
- Forty-five percent of our students were Pell eligible.

Barriers to Persistence and Completion

In general, barriers to persistence and completion are inherent in the diverse population the University serves. Over 8,200 of our students attend part time and many juggle work and family responsibilities. In Ohio, part-time students seeking a bachelor's degree have eight-year graduation rates less than 15 percent. This measurement does not include the challenges in timely degree completion for students who earn credits from several institutions.

The University of Akron student profile includes a vast range of academic preparedness levels. About 30 percent of all new students require at least one remedial course. In fall 2013, 43 percent of entering bachelor's degree-seeking, full-time freshmen were below the college-ready level. For students seeking bachelor's degrees, college preparedness has been increasing as the University has put in place Pathways for Student Academic Success. The Pathways strategy is a multifaceted one, where students who are particularly under prepared for college coursework (e.g., predicted first-semester college GPA <2.0) first enroll at a partner community college or at our Wayne College, thereby enabling us to focus efforts on attracting more academically prepared students and increasing the success of our current students. The Pathways strategy addresses student preparedness levels by offering various entryways, such as direct admission to a degree program or beginning in one of three pre-major pathways, whereupon successful completion of coursework and college GPA requirements, students transition into degree programs. Academic advising support is structured to match student preparedness levels.

Finally, a remaining challenge to persistence and completion occurs due to the University's large percentage of first-generation and Pell-eligible students. These groups face unique challenges in both the transition to and persistence through college. Approximately 33 percent of our students are first–generation college attendees, and at least 45 percent are Pell eligible. The University has several support programs in place to help all students navigate the road to their degree and is working to improve and expand existing successful programs as well as develop new ones to mitigate the barriers

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[1] African American, American Indian, Asian American, Hispanic American, Native Hawaiian, two or more races

to completion that our students face. These programs will be discussed further in the upcoming Retention and Completion Strategies sections of this report.

Retention and Completion Goals

The retention and completion goals of this plan offer a clear vision for improving student academic success and eliminating the aforementioned barriers to completion at the University. Throughout this plan, we will outline several engagement strategies to increase first-year retention, persistence to degree and career placement. The major goals to achieve by 2016 include:

- 72 percent first-year retention rate;
- 42 percent six-year graduation rate;
- 75 percent job/graduate school placement; and
- develop a strategy to close student-preparation gaps.

As a strategy to set realistic goals for retention and graduation rates to achieve by 2016, we examined the ACT 2012 Institutional Data Profile. Recall that UA has recently transitioned from a liberal admissions institution to a traditional one. As a result, our first set of goals aims to ensure UA is minimally at the mean of traditional admissions, doctoral institutions for first-year retention and graduation rates. The two tables below show first-to-second-year retention rates and graduation rates by institution level of selectivity[2].

First-Year Retention Rates: Four-year public institutions offering bachelor's, master's and doctoral degrees by level of selectivity

Admissions Selectivity	Doctoral degree-granting institutions		
	Mean	*N*	*SD*
Highly Selective	92.7	25	3.1
Selective	83.9	74	7.1
Traditional	**71.7**	**104**	**12.1**
Liberal	54.7	9	29.3
Open	72	46	17.6
Total for all doctoral degree-granting	76.7	258	15.0

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[2] The selectivity categories used by ACT (2012) in the institutional data profile:

Selectivity	ACT Middle 50%	Definition
Highly Selective	25-30	Majority admitted from top 10 percent of H.S. class
Selective	21-26	Majority admitted from top 25 percent of H.S. class
Traditional	18-24	Majority admitted from top 50 percent of H.S. class
Liberal	17-22	Majority admitted from bottom 50 percent of H.S. class
Open	16-21	Generally open to all with H.S. diploma or equivalent

Six-Year Graduation Rates: Four-year public institutions offering bachelor's, master's and doctoral degrees by level of selectivity

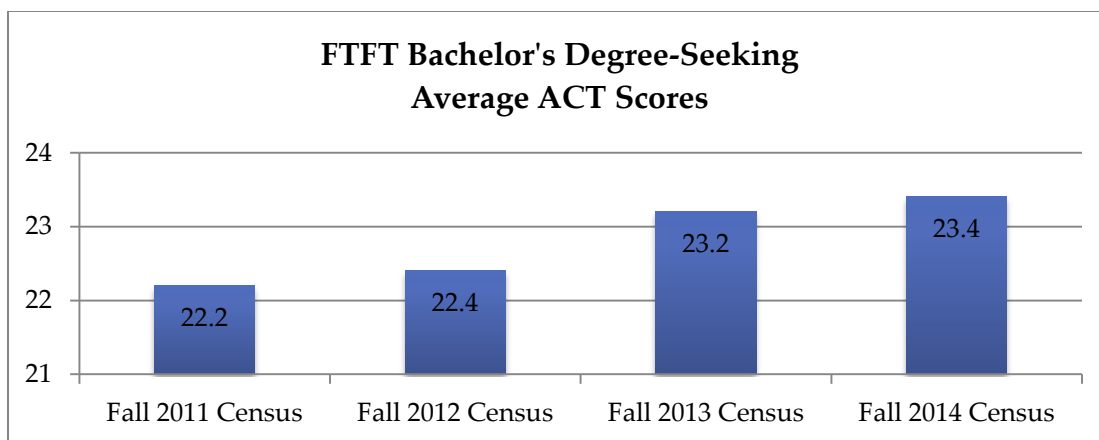| Admissions Selectivity	Doctoral degree-granting institutions		
	Mean	*N*	*SD*
Highly Selective	80.8	26	7.8
Selective	61.7	68	12.1
Traditional	45.3	95	11.6
Liberal	38.6	5	17.4
Open	48.2	45	13.4
Total for all doctoral degree-granting	54.2	239	16.6

In addition to measuring the major goals above, additional retention and completion strategies with accompanying targets are outlined in the next sections of the document. A robust retention metrics system has been developed to accompany this plan and measure progress to our goals. A list of retention and completion metrics is shown in the Appendix.

Retention and Completion Strategies: Addressing academic preparation, giving students the best start and the right support

Pathways to Student Academic Success

Guiding students to the academic pathway that will contribute most to their success is paramount to providing a strong Akron experience. The need for the Pathways strategy was evident in the data we collected, as we found the most underprepared students (ACT<17 and HS GPA<2.5) had less than a 10 percent chance of obtaining a bachelor's degree in six years. As mentioned, the Pathways strategy addresses the varied student preparedness levels by offering different entryways with tailored academic support.

While it is early to measure the initial years of the Pathways strategy, we are seeing very positive results. Our fall 2013 first-time full-time (FTFT), bachelor's degree-seeking students were the most academically prepared to date, with an average ACT of 23.2 and a 3.3 high school grade point average. With a strategic focus on the pathways strategy, the University will be on target to reach the initial goals of 72 percent first-year retention and 42 percent six-year graduate rate by 2016 with continued improvement beyond that year.

**FTFT Bachelor's Degree-Seeking
Average ACT Scores**

Fall 2011 Census	Fall 2012 Census	Fall 2013 Census	Fall 2014 Census
22.2	22.4	23.2	23.4

Targets: Continue to execute the Pathways strategy

Restructured Advising Offices

In fall 2012, advising offices were reorganized to focus on students' level of preparation and their corresponding needs.   The benefits of the new advising structure, designed for pre-majors, in our Division of Student Success, include: 1) advising is tailored to students' academic preparedness; 2) the advising model ensures increased student contact and more meaningful contact; 3) students are connected to majors and potential careers during the first year; and 4) advising centers and college advisors work together to streamline student's pathway to an appropriate major.

While it is early to assess the effectiveness of this new structure, we are seeing some encouraging results. The first-year retention rate of the college-ready pre-major group has risen from 64.7 percent (fall 2012 to fall 2013) to 75.3 percent (fall 2013 to fall 2014), and for the emergent pre-majors, it has risen from 53.8 percent (fall 2012-fall 2013) to 63.7 percent (fall 2013-fall 2014). Also, the rate of matriculation of pre-major students into degree programs has significantly risen, from 840 in 2012 to 1,565 in 2013, an 86 percent increase.

Targets:

- *By fall 2016, most full-time enrolled, pre-major students with 48 credit hours or more and in good academic standing to be matriculated into a degree-granting college according to the college's admission and ICT criteria*

Summer Bridge for Bachelor's Degree-Seeking Students at Risk

The University plans to offer a summer bridge program for incoming freshman students at risk (17-20 ACT and < 3.0 HS GPA) in summer 2014. For the initial year, the target population will include the at-risk students who enrolled for ZipStart summer courses. The start of the freshman year can be an overwhelming experience for students. Identifying student needs and addressing them before the fall semester begins is ideal. Reaching at-risk students early enables the University to help prepare them for

successful outcomes during their freshman year, thus increasing their retention rates and likelihood of succeeding.

Target: Establish summer bridge program by summer 2014

First-Year Student Success Seminar
The University has offered various student success courses for first-year students. Currently, a first-year experience course is not required for students. With the restructuring of advising offices to support students who are not directly admitted to a degree program, a required student success seminar has been approved and developed for fall 2014. This new course, The Akron Experience: University 101, combines the previous student success seminar with career-planning elements to engage students early.

Target: By fall 2014, implement a required student success course for new bachelor's degree-seeking freshman not directly admitted into a college on the emergent and preparatory pathways; college-ready students not directly admitted to a college will be strongly encouraged to participate in this course.

Improve Learning Communities
The University is currently reviewing student-success outcomes of learning communities to identify retention challenges and improve learning communities. Students participating in learning communities engage in structured learning experiences that foster connections with their peers, establish relationships with their faculty members and academic advisors, as well and enable them to form positive connections to the campus community. Utilizing the information gathered from these experiences will enable us to identify what aspects of the learning communities influence retention. Our data indicate that the *living learning* community structure shows much promise in increasing first-year retention rates, with current success at 84 percent.

Beginning fall 2014, students will have the opportunity to register for 40 thematic academic learning communities that range from global issues to tools for academic and professional success. Additionally, faculty teaching in learning communities will work in collaboration to increase integration across the curricula and provide experiences that promote both the academic and social integration of first-year students. In addition, a more comprehensive assessment of the program will include qualitative data from participating faculty; first semester persistence as well as first-year retention, GPAs and overall student satisfaction for all student participants.

Targets: By fall 2016, analyze learning communities to determine impact

Early Alert Initiatives

The earlier students have contact with full-time faculty, the more likely they are to remain in school and succeed. The combination of full-time faculty contact with professional advisor and staff guidance and intervention, will improve retention and persistence. Although faculty and staff contact take many forms, measureable feedback in relation to student progress includes the use of early-term progress reports, primarily for the 100 and 200 level courses, where faculty enter satisfactory or unsatisfactory indicators during the second to fifth week of the term. The initiative began in fall 2013 and faculty members have already increased their participation, from 42 percent in fall 2013 to 60 percent in spring 2014.

Targets:
- *By fall 2014, 80 percent faculty participation for early-term progress reports in 100-200 level courses*
- *By fall 2014, develop effective processes for utilization of progress reports and student interventions*

Alternative Forms of Credit

Decreasing the time to degree completion is a top priority, and several initiatives are currently in place. For example, students can earn alternative forms of credit, which include advanced placement, CLEP, credit by exam and military credit, to name just a few. In 2012-2013, more than 3,300 University of Akron students were awarded 30,000 student credit hours in the form of alternative credit. One of those methods is through the Akron Early College High School, where mostly first-generation college students graduate with a high school diploma from their high school and an associate degree from the University. Last year alone, over 5,000 credit hours were awarded to these students who are well on their way to attaining a college degree.

Target: By fall 2015, investigate strategies to increase alternative credit hours awarded to students and as warranted, develop a plan to increase alternative credit hours awarded

Peer Mentoring

The program, coordinated through the Office of Multicultural Development, has increased its number of mentored students to nearly 800. Peer Mentors are successful sophomores, juniors and seniors who have demonstrated the ability to relate well with first-year students from varied ethnic, social and cultural backgrounds. They serve as role models who lead and support incoming first-year students by setting a positive academic example, encouraging mentees to make good decisions as well as utilize campus resources that include tutoring, counseling, meeting with their academic advisors and faculty members, and getting involved with campus activities.

Target: Increase participation in peer mentoring programs to serve 1,000 students by fall 2015

Learning Assistants

The learning assistant initiative was created in 2001 to help students succeed in the traditionally difficult courses that tend to be the "gateway" course to successfully completing the degree program. Compared with students who do not have learning assistants, students with learning assistants earn three to four more credits per semester, are less likely to drop courses and have a greater chance in successful course completion.

Targets: Increase the number of learning assistants as appropriate based upon data analysis of gateway courses and predictive modeling (Currently there are 21 learning assistants reaching 1,385 students.)

Retention and Completion Strategies: Changing the University's culture to focus on completion and placement

Zip Retention Scholarships

The new Zips Retention Scholarship targets a group of academically eligible students at risk for attrition. Specifically targeted are students who, a) are at risk for being dropped for non-payment prior to the beginning of each semester; b) have completed at least 15 credits in good academic standing; c) are Pell eligible; and d) have unpaid balances that typically total less than $2,000.

For some time, we have believed retention to be an academic issue; however, our own data suggest the top-two reasons students stop out of college are financial and personal. Additionally, as is the case at institutions across the nation, a majority of our students who are dropped from classes for non-payment are in good academic standing and simply cannot return due to finances.

Target:
- *Continue analysis of return on investment for retention scholarships to determine the total amount of dedicated monies each year*

Retention Analytics

The University purchased a retention analytics system in fall 2013, the Student Success Collaborative (SSC), from the Education Advisory Board (EAB). In our research and RFP process, we found key attributes of this system that could have a positive impact on student retention and completion. EAB developed this product as a tool to focus advisor efforts to best impact student success. By measuring success in gateway courses, the system uses predictive analytics to identify challenges and solutions for student academic success. The system predicts graduation rates based upon the student's performance and can suggest other majors in which students may perform well.

Targets:
- *Implement the retention analytics system for identified pilot programs (pre-major students) by fall 2014 and assess impact*

Finish in Time

Our data indicate that approximately 50 percent of full-time, bachelor's degree-seeking students enroll in 15 or more semester credit hours each term. In working with various stakeholder groups, we have found the major reasons for this are: many students work and enroll in the minimum 12 credit hours to maintain full-time status; at-risk students may be advised to take 12 credit hours; students may be advised to "start out" by taking 12 credit hours; students who enroll in 15 + credit hours may drop perceived difficult courses. This percentage needs to improve to move students toward their degree at a faster rate.

Finish in Time is an initiative to move the culture of the University to on-time completion. It is both a communications and a marketing strategy. The target audiences include students, parents and the campus community. The benefits are clear. Students who complete on time accrue less debt and reach their career or graduate school goals sooner. In addition, our data suggest that, regardless of level of academic preparation, those students enrolled in 15 or more credit hours per semester tend to achieve more academic success than those who enroll in less than 15.

Targets:

- *Increase the number of new full-time, undergraduate students enrolling in 15+ credit hours per semester (currently 44 percent)*
- *Increase the number of continuing full-time, undergraduate students enrolling in 15+ credit hours per semester (currently 47 percent)*
- *Of those new full-time students who enrolled in 15+ credits, increase the number of students completing 15+ credits per semester (currently 70 percent)*
- *Of those continuing, full-time students who enrolled in 15+ credits, increase the number students completing 15+ credits per semester (currently 80 percent)*

Career Placement of Graduates

Students attend The University of Akron to achieve their goals and fulfill their dreams. For the large majority, part of this includes meaningful employment. It is our responsibility to ensure our graduates are well prepared for the job market. That is, students must understand themselves and know what career areas fit their personalities, interests and skills. Important to this discovery process is the opportunity to have relevant career-related work experiences, like internships and co-ops, which are highly desirable to employers. In survey and interview data from 2012-2013, employers recruiting at The University of Akron reported the number-one student attribute they look for is career-relevant experience. Currently, 67 percent of University of Akron students report participating in a career-relevant learning experience prior to graduation. These include internships, co-ops, practicums, assistantships, student teaching, field experiences, clinicals and education-abroad experiences.

Based on a combination of UA survey data that students are asked to complete first immediately prior to graduation (first destination survey; over 90 percent response rate) and then six months after commencement (post-graduation survey; 40 percent response rate), the conservative (i.e., employment is only counted if the UA degree was required for the position or if the job is in the field of the student's degree) job/graduate school placement rate is 72 percent. We are committed to improving this rate to 75 percent by 2016. The University maintains high placement rates for graduates in the College of Engineering (92 percent) and Honors College (80 percent). In 2012, UA School of Nursing graduates continued to exceed the state average pass rate of 90 percent for the National Council Licensure Examination for Registered Nurses (NCLEX) with a pass rate of 94 percent. And notably, 2012 Akron Law graduates had a nine-month, post-graduation employment rate of 91 percent, exceeding the national average of 85 percent.

Targets:
- *Increase student participation in career-relevant learning experiences (currently 67 percent with the objective of reaching 70 percent of students by 2016); specific targets will be identified by college*
- *Improve job/graduate school placement rate in a degree-relevant position six months following graduation (currently 72 percent with the objective of reaching 75 percent by 2016); specific targets will be identified by colleges and by the Career Center*

Workforce Development Priorities

In response to the call for campus retention and completion plans to align with the state's workforce development priorities, a document is included in the Appendix that shows a matrix of the program offerings at The University of Akron compared to the nine key industries in JobsOhio (shown below). The information also includes the number of degrees produced over the last three years.

- Advanced Manufacturing
- Aerospace and Aviation
- Agribusiness and Food Processing
- Automotive
- Biohealth
- Energy
- Financial Services
- Information Services and Software
- Polymers and Chemicals

The University of Akron has over 30 programs that align with the nine JobsOhio industries. An important ingredient to the success of the programs includes opportunities for students to engage in internships and co-op experiences. About half of the 30 programs have a required internship or co-op component. We will focus on increasing these opportunities for students, as our data indicate the positive impact on career placement. One example includes the successful hiring rate of co-op

students; 50 percent of our students are hired by their co-op employer. As previously mentioned, 67 percent of University of Akron students report participating in a career-relevant learning experience prior to graduation, including internships, co-ops, practicums, assistantships, student teaching, field experiences, clinicals and education-abroad experience.

Appendix

Retention and Completion Metrics

Metrics have been developed and separated into two general categories: general retention and completion metrics that will be reported for various bachelor's degree-seeking student cohort groups, and initiative specific metrics. The student cohort groups will include remedial, at risk pre-majors (ACT 17 or below and high school GPA of 2.5 or below), bottleneck Nursing and Engineering pre-majors, college-ready pre-majors (ACT 21 and a 3.0 high school GPA), first generation, Pell eligible, African American, Hispanic, adults 25-plus years, learning communities and international. A list of metrics within each general category follows.

General Retention and Completion Metrics
- First-semester retention
- First-year retention
- Percentage of full-time students completing 15+ credit hours per semester
- Percentage of full-time students completing 30+ credit hours in the first year
- Percentage of pre-majors matriculated into majors at 30 and 48 credit hours
- Job/graduate school placement six months after graduation

Initiative Specific Retention and Completion Metrics
- Pathways for Student Academic Success: high school average GPA and ACT composite score
- Restructured Advising Offices: first-semester and first-year retention rates by pathway
- First-Year Student Success Seminar: number and percentage of credits completed, GPA for students in the course compared to same data for those not in the course (historical data)
- Learning Communities: performance data for students in learning communities compared to similar students not in learning communities
- Early Alert: percentage of faculty participation for early-term progress reports in 100-200 level courses
- Alternative Forms of Credit: number of student credit hours for fall and spring semesters
- Peer Mentoring: number of students served; performance data for those who receive mentors compared to those who do not
- Learning Assistants: number of students served; percentage of students earning DFW scores in courses with learning assistants compared to comparable courses without learning assistants

- Zips Retention Scholarships: retention and completion rates of students who receive the scholarship
- Career Placement: percentage of students participating in relevant learning experiences
- New Student Orientation: percentage of students attending NSO who matriculate the next fall semester
- ZipStart: performance data for ZipStart students; retention rates for ZipStart students

The University of Akron Degree Programs Aligned with JobsOhio Key Industries

College	Program	JobsOhio Key Industries								
		BioHealth	Energy	Automotive	Polymers	Aerospace & Aviation	Food Processing	Financial Services	Information Technology	Consumer Products
College of Engineering	Aerospace Systems					X		X		
	Biomedical	X			X					X
	Chemical	X	X	X	X	X	X			X
	Civil		X					X		
	Computer	X		X	X	X	X	X	X	X
	Corrosion			X		X				X
	Electrical		X	X	X	X	X	X	X	X
	Mechanical	X	X	X	X	X	X	X	X	X
College of Applied Sciences and Technology	Automated Manufacturing Engineering Technology		X	X	X	X	X	X	X	X
	Computer Information Systems	X	X	X	X	X	X	X	X	X
	Electronic Engineering Technology	X	X	X	X	X	X		X	X
	Mechanical Engineering Technology	X	X	X	X	X	X	X		X
	Manufacturing Engineering Technology		X	X	X	X	X	X	X	X
	Construction Engineering Technology		X							
	Drafting and Computer Drafting Technology		X	X	X	X	X		X	X
	Surveying and Mapping Technology								X	
Buchtel College of Arts & Sciences	Applied Math	X	X			X	X	X	X	
	Biology	X	X				X			X
	Chemistry	X	X	X	X		X			
	Communications	X	X			X		X		X
	Computer Science	X	X	X	X	X	X	X	X	
	Physics	X	X		X	X				
	Statistics	X						X	X	
	Geology		X							
	Economics							X		
	Family & Consumer Sciences	X								X
	Psychology	X								
College of Business Administration	Accounting	X	X	X	X	X	X	X	X	X
	Finance	X	X	X	X	X	X	X	X	X
	Human Resources	X	X	X	X	X	X	X	X	X
	Information Systems		X	X	X	X	X	X	X	X
	Marketing	X	X	X	X	X	X	X	X	X
	Supply Chain		X	X	X	X	X			X
College of Health Professions	Nutrition	X					X			

The University of Akron: Programs Aligned with JobsOhio

Degrees Awarded		2010-11	2011-12	2012-13	3-yr total
College of Engineering	Aerospace Systems	new program			
College of Engineering	Biomedical Engineering	20	22	37	79
College of Engineering	Chemical & Biomolecular Engr	20	31	31	82
College of Engineering	Civil Engineering	48	40	46	134
College of Engineering	Computer Engineering	10	10	19	39
College of Engineering	Corrosion	new program			
College of Engineering	Electrical Engineering	30	31	31	92
College of Engineering	Mechanical Engineering	68	96	115	279
		2010-11	2011-12	2012-13	3-yr total
Summit College	Automated Manufacturing Engr	9	8	12	29
Summit College	Computer Info Systems	25	55	36	116
Summit College	Computer Info Systems*	88	127	135	350
Summit College	Electronic Engineering Tech	20	21	13	54
Summit College	Electronic Engineering Tech*	35	32	32	99
Summit College	Mechanical Engineering Tech	32	32	38	102
Summit College	Mechanical Engineering Tech*	59	51	80	190
Summit College	Manufacturing Engineering Tech	5	9	6	20
Summit College	Construction Engineering	71	50	75	196
Summit College	Drafting & Computer Drafting	6	4	4	14
Summit College	Surveying & Mapping	25	14	9	48
		2010-11	2011-12	2012-13	3-yr total
Arts & Sciences	Mathematics	13	9	8	30
Arts & Sciences	Biology	98	103	98	299
Arts & Sciences	Chemistry	9	18	27	54
Arts & Sciences	Communication	257	221	212	690
Arts & Sciences	Computer Science	22	27	30	79
Arts & Sciences	Physics		3	3	6
Arts & Sciences	Statistics	5	4	7	16
Arts & Sciences	Geology	11	14	11	36
Arts & Sciences	Economics	9	12	12	33
Arts & Sciences	Family & Consumer Sciences	81	60	78	219
Arts & Sciences	Psychology	115	117	122	354
		2010-11	2011-12	2012-13	3-yr total
College of Business	Accountancy	117	131	135	383
College of Business	Finance	94	78	51	223
College of Business	Management - Human Resources	43	33	38	114
College of Business	Information Systems	18	16	13	47
College of Business	Marketing	125	140	122	387
College of Business	Management - Supply Chain	25	25	21	71

* Indicates associate's degree; all other degrees are bachelor level

Connection: Undergraduate Enrollment at University of Akron Fall Term 2012

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	4,160	100.0%	16,721	100.0%	1,718	100.0%	22,599	100.0%
Enrolled Part Time	284	6.8%	4,616	27.6%	461	26.8%	5,361	23.7%
Not Degree/Certificate Seeking	0	0.0%	541	3.2%	167	9.7%	708	3.1%
First Generation College	1,449	34.8%	5,782	34.6%	595	34.6%	7,826	34.6%
Pell Eligible	1,963	47.2%	7,343	43.9%	778	45.3%	10,084	44.6%
Took Remedial Courses	1,390	33.4%	5,849	35.0%	799	46.5%	8,038	35.6%
Female	1,981	47.6%	8,111	48.5%	832	48.4%	10,924	48.3%
Age 18-24	3,924	94.3%	11,929	71.3%	1,140	66.4%	16,993	75.2%
Age 25 and Older	216	5.2%	4,779	28.6%	575	33.5%	5,570	24.6%
Race / Ethnicity								
American Indian or Alaskan Native	13	0.3%	40	0.2%	6	0.3%	59	0.3%
Asian or Pacific Islander	110	2.6%	330	2.0%	35	2.0%	475	2.1%
Black, non-Hispanic	698	16.8%	2,273	13.6%	318	18.5%	3,289	14.6%
Hispanic	101	2.4%	290	1.7%	35	2.0%	426	1.9%
White, non-Hispanic	2,928	70.4%	12,790	76.5%	1,119	65.1%	16,837	74.5%
Two or More Races	174	4.2%	267	1.6%	58	3.4%	499	2.2%
Nonresident Alien	15	0.4%	330	2.0%	94	5.5%	439	1.9%
Race Unknown	121	2.9%	401	2.4%	53	3.1%	575	2.5%
Earned a Certificate/Degree Prior to Current Year	28	0.7%	1,151	6.9%	190	11.1%	1,369	6.1%