University of CINCINNATI

COMPLETE COLLEGE OHIO

University of Cincinnati
College Completion Plan

Phase 3

Approved by UC Board of Trustees
June 19, 2018

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University of Cincinnati
Office of Advising & Academic Services

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I. Executive Summary

University of Cincinnati

For more than a decade, the University of Cincinnati (UC) has focused on an aggressive expansion of its student success initiatives within the framework of a high-quality education. Since 2003, UC has significantly increased student success, demonstrated by a 12% increase in student retention for first-time, full-time students and a 14% increase in 6-yr. graduation rates. The University (main campus) has earned recognition for its distinct programs that enhance student retention and completion and has been nationally acknowledged as number one for best educational value. UC's two regional campuses serve an important role in providing access to higher education, and, while strongly committed to student success and completion, these colleges with open admission face additional challenges in improving retention and completion rates -- though both are seeing gradual improvement via Reverse Transfer.

The development and execution of this Campus Completion Plan provides an excellent opportunity for the University of Cincinnati to refine existing strategies and to develop new initiatives to increase timely degree attainment and rates of completion. With this purpose, a task force of 17 faculty, staff, students and administrators from the three UC campuses was charged in December 2013 to develop this plan and update in 2016 and 2018. This team and related others have continually worked together. This update does not reflect major changes, rather refinements, as we believe we have the right design for UC.

Completion Goals

The university will build upon the UC Academic Master Plan, "UC2019," and has recently adopted its new Strategic Direction, "Next Lives Here". Each outlines and sets expectations for improving retention, graduation, and time-to-degree goals to attain by 2019 and 2028 respectively. Our initial goal was to increase retention and graduation rates by 1% a year. By 2020, we will increase current retention rates (86% baccalaureate and 61.6% associate) and graduation rates (69% baccalaureate and 17% associate) by 2% each year to achieve 90% retention for baccalaureate students and a 75% graduation rate. (See Appendix B). Under-represented minority (URM) retention rates are on par with "so called majority rates" though there is still work to do regarding graduation rates. In five years degree completions at UC have moved from 9,988 to 11,816.

Strategies to Accomplish the Goals

To accomplish these goals, we identified 16 current and proposed strategies under the overall goal to "Advance a Culture of Success" on the main and regional campuses. Within three groupings—(1) Advising and Technology, (2) Financial Support and Literacy, and (3) Curriculum and Culture—we identify the current strategies, progress, and new strategies to be implemented. In addition, the signature initiative in each group is a "big idea" that brings together many of the smaller strategies proposed within a section and is one that will require significant cross-unit planning and resources.

1. Advising and Technology

UC's goal of providing high-quality, personalized, proactive academic advising to all students is a key strategy in supporting student degree completion. While many best practices already exist, strategies to elevate the impact of advising include the following:

- Appropriate student-to-advisor ratios.
- Intrusive, outreach-oriented advising for all students.
- Expanded advisor training.
- Specialized advising for major selection and transition pathways.
- New technologies to improve documentation and tracking of student progress.
- Implementation of a university-wide early warning system.

The signature initiative previously called "The UC Graduation Promise" has evolved to the "Bearcat Promise." This aspect of our Next Lives Here strategic direction is to create a sharp, joint focus on student career-readiness and planning as well as degree completion.

2. Financial Support and Literacy

Unmet financial need of undergraduate students and affordability issues are among the greatest impediments to student retention and degree completion. To address these, fundraising activities are underway for increasing need-based scholarships. A textbook affordability committee is investigating, promoting and achieving cost-reduction strategies. The university has created a

comprehensive financial aid literacy initiative that involves education and coordinated messaging to staff, faculty, and students.

The signature initiative is to create a Financial Literacy Coalition that engages separate university offices in collaboration to offer financial counseling, coaching, and literacy education for all students. Loan and default rates are seeing declines.

3. Curriculum and Culture

Curricular enhancements will address key gateway courses, particularly math and STEM courses, and those with the highest rates of D, F and W grades (DFW rates). New assessments and review of required course placements will enable program modifications where needed. Expanding the use of mid-term course evaluations will address student success at the course level. Full implementation of UC's Prior Learning Assessment (PLA) Task Force recommendations will increase the award of alternative forms of earned credit and advanced standing, moving students more efficiently to degree completion. UC deploys a comprehensive College Credit Plus on all three campuses as well as the digital space. UC plans to deploy a comprehensive Degree Planner in the Fall 2018.

UC's student life and academic community, based upon a commitment of "inclusion for all," is well positioned to advance a culture of success. Building on the existing offerings, the university will promote inclusion through virtual communities and strategic messaging. UC's award- winning and highly successful Learning Communities program has been redesigned to embed coaches and other near peer strategies. We seek to add more available seats and to add offerings in programs not currently participating.

The signature initiative is the evolution of a Student Success Framework that connects all of the experiences our students should have during college in order to be successful. This framework, an outcome of the Success Collaborative, is being used to guide alignment of academic and co-curricular resources to help all students integrate their academic and career planning, their coursework and learning, and their curricular and co-curricular student experiences from admission to graduation.

Further Investigation

The task force identified other strategies that require further investigation. More study is needed to determine the various initiatives, student behaviors, and university policies that affect student completion, along with the potential benefits of investing in a comprehensive data analytics system to support our commitment to student success.

II. Introduction

The University of Cincinnati has long been focused on providing students with quality educational experiences that result in the awarding of degrees and certificates. There is in place an established suite of strategies and services designed to enhance student retention and success, and the commitment to providing such services, paired with UC's growth in retention and graduation of students over the past 12 years, are testaments to this. At present, UC graduates 69% of our first-time, full-time baccalaureate students and an additional 19% transfer to other colleges and universities. Legislation included in H.B. 59 allows us to look more closely at our opportunities to refine current strategies and pursue innovative approaches to further ensure timely degree attainment and increased rates of completion.

A task force of 17 faculty, staff, students and administrators was charged in December 2013 to provide UC's "Campus Completion Plan." To fully accomplish this plan, we will build upon the UC Academic Master Plan, "UC2019," and the recently adopted strategic direction, "Next Lives Here," which outline specific retention, graduation, and time-to-degree goals for 2019 and 2028 respectively. Our initial goal was to increase retention and graduation rates by 1% a year. Main campus retention declined in 2017 by 2% over the prior year and graduation rates by increased 2 percentage points to 69%. Regional campus retention improved modestly to 61.6% (See Appendix B). The Main campus retention decline is fully explained by students referred to a second or third choice program or to Exploratory. When capacity still did not allow movement we can trace transfers to other institutions.

University Mission, Barriers to Persistence, and Completion Goals

University of Cincinnati Mission

Most of the 44,700 students who enrolled at the University of Cincinnati this year did so with the intent to graduate. As a major, urban research university with a medical school, professional schools, and two regional two-year campuses, we are positioned to provide an accessible educational environment embedded in exceptional and unique learning opportunities. Our mission is:

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

One of the most remarkable characteristics of the university is our student body profile. We are attracting increasing numbers of National Merit Scholars and international students. Few research-extensive national universities also enroll such high percentages of both Pell- eligible and first generation students, whose college persistence and completion rates are generally far lower than other students.

Many of these students find access to higher education through UC's two regional colleges, which admit any student with a high school diploma or GED. Serving nearly 8,000 students from diverse backgrounds and with varied levels of preparedness, the regional colleges create life-changing opportunities for students who often face particular challenges in acclimating to the rigors of college or in managing life issues while pursuing their educational dreams. With small class sizes, dedicated faculty, and support mechanisms in place, the

regional colleges serve a major role in preparing students directly for the workforce or for providing clear pathways from the associate degrees into the third year of UC's baccalaureate programs. While presenting challenges to overall retention and completion rates, this access mission is an important and highly worthy endeavor of the university. Approximately 1000 per year transition to the Main campus and they achieve an 80% graduation rate.

Barriers to Persistence and Completion

The U.S. Department of Education's College Affordability and Transparency Center issues a College Scorecard on public higher education institutions. This tool allows students and parents to see comparisons across universities to assess college affordability. Scorecards for the University of Cincinnati can be found by campus:

- **University of Cincinnati – Main Campus** (link)
- **University of Cincinnati – Blue Ash Campus** (link)
- **University of Cincinnati – Clermont Campus** (link)

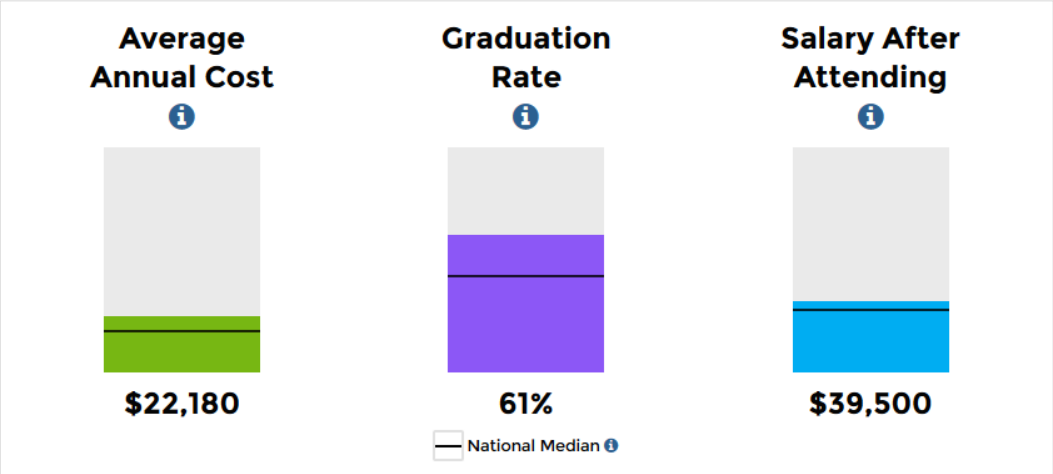


Figure 1: College Scorecard Overview, Main Campus

Based on institutional type, UC's main campus is reflected in the "medium" range for costs and the "high" range for graduation rates. UC's regional colleges are in the "medium" range for costs, but in the "low" range for graduation rates. Student loan default rates have declined to 7.0% second lowest in Ohio.

This demonstrates that the relative value of a degree earned at the University of Cincinnati is very high as compared to the costs. In fact, an article issued by PolicyMic.com in August of 2013, which was based upon the Department of Education's Transparency initiative, ranked UC as having the highest educational value in the nation: "Top 12 Colleges Where Students Get the Best Bang for the Buck".

However, the key student profile and campus context factors that continue to most impede persistence and completion of UC students remain significant. They include: unmet financial need, Pell-eligibility status, first generation status, and under-preparedness in math.

Unmet Financial Need

As of 2016-17, undergraduate students' unmet financial need based only on tuition and fees at UC is $4.8 million. If we were to book this against total cost of attendance (inclusive of costs of tuition, fees, room and board, books and supplies, and miscellaneous expenses) the amount approaches $230 million. This amounts have declined over the last 3 years due to a healthier economy, increased institutional aid and frozen tuition for the last four years. The upcoming comprehensive campaign associated with UC's 200th anniversary will targets scholarship and grant support to students.

Pell-Eligibility Status

The percentage of students who are eligible to receive federal Pell grants is significant. At 27%, this rate is unusually high for a research-extensive, national university though it has declined from 32% four years ago. Beyond students' often compromised ability to pay for higher education, many of these students are helping to manage heavy financial and personal demands within their low-income families as well. The associated impacts to student success are often based on the financial issues, but also include personal challenges and work demands that may require additional student support. Recently, University of Cincinnati President Neville Pinto wrote "A college education matters now more than ever." He continued, "A well-educated citizenry is absolutely key to helping Ohioans prosper and moving our state to its next level of competitive-

ness. As a public university, the University of Cincinnati is excited to be a partner in creating a better future for our state and proud of the fact that we are doing our part to maintain affordability. For the 2018-19 academic year and for the fourth straight year, UC has frozen tuition."

First Generation Status

UC has become known as a leader in support of first generation students. With more than 24% (a low estimate) of our students coming from families whose parents did not attend college, there are special challenges in helping to educate a student whose personal supports are not familiar with the college environment or how to most effectively support a college student. UC's Gen-1 Theme House has received national attention and awards for the success of the program to overcome some of these obstacles and help students to succeed. However, the program is small and expensive. More scalable means of supporting these students will be expanded in include the 1MPACT House which opens fall 2018. 1MPACT House will seek to offers the same types of programming support in a non-residential format and differently distributed financial aid.

Math Under-preparedness

Of the 30% of UC undergraduates who need remedial education, almost all need it in mathematics and mostly on the Regional campuses. Curricular innovation and support to help students become college-ready and succeed in math as quickly as possible is necessary. Math is the most significant curricular barrier that impedes positive degree progression and graduation. It is also the most significant factor in limiting student ability to choose an otherwise desired course of study. UC will participate in the Ohio Strong to Finish program this year.

Completion Goals for 2018-2020 and Beyond

The UC Academic Master Plan UC2019 and our Strategic Direction, Next Lives Here, have outlined specific goals and expectations that we aspire to achieve in student retention, progression and graduation. The university's shared vision places "students and learning at the center."

UC2019 Academic Master Plan and Next Lives Here aspirations include:

- Raise retention rate to 90% for baccalaureate and 70% for associate's.
- Raise graduation rate to 75% for baccalaureate and 50% for associate's.
- Raise graduation rate for Black and African-American students to meet university goal of 75%.
- Improve time-to-degree measures by 10% for graduate students and undergraduates in non-coop required programs.

Emerging Goals in Next Lives Here

- Reinforce the support of academic excellence through full deployment of the Student Success Framework.
- Deploy Bearcat Promise – every student graduates with an integrated academic, career and futures plan.
- Complete our "right sizing plan" to guide future enrollment.
- Raise scholarships and grants to attract and retain competitive, diverse students.
- Design curricula and experiences to increase cultural competence and career pathways.
- Implement Co-op 2.0 – an expansion co-op, experiential, and interdisciplinary learning to reach every undergraduate.
- Enhance diversity via increases in under-represented minority (URM), international and out-of-state students.
- Advance our long standing partnership with the Cincinnati Public Schools via CPS Strong.

Advancing the Culture of Success

In Next Lives Here, President Pinto has challenged the UC community to "Own our Culture" – to be a place where every person counts – and can be counted on to go the extra mile. Consistent messages around high expectations for success as well as engaged and supportive faculty and administrators create a university environment in which students can thrive academically and develop the core foundational skills that lead to persistence, graduation, and career-readiness.

The Southern Regional Education Board (SREB) cited "attentive leadership" and "focus on the individual student" as the "two important characteristics that create and define" institutional cultures of success ("Promoting a Culture of Student Success," April 2010).

Implementation of a coordinated, university-wide "Culture of Success" initiative for the University of Cincinnati would include several specific changes to university policy, structure, marketing, and resourcing. Critical to the implementation of this university-wide initiative are shared partnership between student-centric faculty, professional staff and administrators, and well-informed students. The key components of this philosophical approach include: graduation and "Stay on Track" messaging and priorities, faculty and administrator commitment to completion, and inclusive best practices and messages.

Graduation and "Stay on Track" Messaging and Priorities

- A dynamic academic and career choice discovery process prepares students with adaptable mindsets and flexible skillsets to succeed in the world.
- UC will provide each student with the knowledge, tools and support to develop their plan through coordinated curriculum, advising, and programming.
- This includes a roadmap of the resources and structures to ensure all students are guided through a student-centered, engaging process to discover and achieve their ideal future.
- Students will actively co-design an evolving personal plan reflecting their aspirations, talents, and priorities.

Faculty and Administrator Commitment to Completion

Faculty and staff at all levels of leadership should consistently communicate their commitment to student success, degree completion, and career readiness, congruent with maintaining standards of academic excellence, both outwardly and in the allocation of resources and policy decisions. Important stakeholders of this "culture of success for students" initiative should include everyone from the Provost and senior leadership through faculty and front-line professional staff.

Inclusive Best Practices and Messages

Programs and messages that resonate with targeted populations at-risk for stopping out or not completing such as students from regional campuses, exploratory students, veterans, commuter students, students with disabilities, first generation students and under-represented minorities.

We anticipate that many pervasive and less structured shifts in culture should also occur as a result of the 16 discrete strategies and three signature initiatives proposed in the remainder of this document.

Guiding Principles

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

Students at the Center

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

Strategic Leadership

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

Sustainability

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

Cutting Edge Innovation

We will advance the university's existing cutting edge innovations in student success and experiential learning to further permeate our institutional efforts. We will also continue to actively investigate and develop new models and technological applications that increase college completion and success in employment and life after college. UC aspires to be a first-choice destination for students, faculty and staff.

Ethics & Educational Quality

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

III. Strategic Practices & Initiatives

Advising and Technology

Existing Strategies

Strategy 1: Provide High-Quality, Proactive, and Personalized Advising

Current standing: All UC colleges provide academic advising. In 2014, the level of advising support varied considerably. The university was still in deficit by at least 10 academic advisors at that time, with student enrollments continuing to rise. Through invested advisor hiring, student-to-advisor ratios have come more into alignment with National Academic Advising Association (NACADA) standards. While the national best-practice of 300-to-1 is not yet a reality for most UC colleges, as of 2018 all colleges now have either sufficient resourcing, or a deficit of less than one full-time advisor to meet our maximum limits of 400 students per baccalaureate advisor and 300 students per regional campus advisor. In addition, faculty continue to serve as effective mentors in every college. However, primary-role academic advisors now support the majority of UC students due to the growing complexity, training, and time demanded of advisors.

Academic advisors are provided with training at the departmental level, along with a centralized advisor training and professional development program. These opportunities come in multiple forms, such as online training modules on the theory and practice of academic advising, large in-person sessions about policies and procedures at UC, and smaller workshops that focus on specific topics as needed. Beginning 2017, training was aligned with NACADA's new Core Competencies for Advisors to reinforce quality student advising practice. In addition, over 160 advisors and staff participate in the Annual UC Advising Conference and many attend NACADA national and regional conferences each year. Over 80% of UC advisors hold master's degrees.

Today, all UC students have an assigned academic advisor with access to both college-based and specialized advising support to meet a range of student needs. This improved resourcing is fostering innovative new approaches at the

unit level. Moving forward, we expect to advance an even more structured "intrusive" or "proactive" advising approach through the expansion of curricularly-embedded advising, analytics, mentorship, and career advising.

The following enhancements are in place, in progress, or newly added strategies:

1) Maintain advising ratios and continue resource considerations to effectively advance intrusive advising and career advising.

- Establish truly intrusive advising models with proactive outreach from advising teams to students across all colleges, where and when needed.
- Establish knowledge and effective career advising practice across the entire advising community.

2) Ensure that every UC student's advising experience is highly personalized and coordinated.

- Ensure that every UC student has an identified, trusted and coordinated student success network. The "Catalyst"/PeopleSoft Student Information System (SIS) and Starfish Student Success Management System (SSMS) both allow for shared documentation and support role assignments. Student success networks are currently being built out, including both academic and student life resources and contacts.
- Advance a relationship development model between students and their advisors to establish a sense that someone students know and trust is "watching out for them."
- Establish these relationships via early outreach before freshman orientation. Students meet and are advised by their "permanent" advisor at Freshman Orientation. A pre-orientation survey helps advisors to prepare individualized recommendations for each student and have more meaningful conversations from their very first contact at orientation.

3) Systematize specific intrusive advising interventions for all students.

- Every undergraduate student will develop and continually update a personalized advising plan (see technology-based tools strategies), as part of a career and futures plan.

- Implement a mandatory pre-graduation review process during the junior year or in the penultimate semester of associate degree programs.
- Require students to meet with advisors during at least their first year. This now happens in either course-based or individualized meetings in all colleges.
- The success of underrepresented minority (URM) students, Veterans, and first-generation students are impacted most of all by intrusive advising and mentoring. These students often develop highly supportive relationships with Student Affairs personnel in the African American Cultural and Resource Center, Ethnic Programs and Services, Gen-One, etc. who should be connected as part of the student's formally assigned support network. (See "mentorship programs" below.)

4) Align with best practices.

- Ensure that all UC advising programs are high-quality models, applying national and internal best-practice strategies in units such as Honors (portfolio & reflection), Athletics (intrusive advising), Center for Exploratory Studies (career advising), College of Nursing and Lindner College of Business (curriculum-embedded advising), etc.
- Establish common touch points for every student's advising experience across the 2-years (associate), 4-years (baccalaureate) or 5-years (co-op) of the degree programs, in alignment with UC's signature General Education program.
- Practice active teaching to reinforce learning outcomes of advising, with infusion as possible in course-based formats. Develop an advising syllabus for each advising unit.

5) Professional development for professional and faculty advisors.

- Provide more extensive university-level training and development of primary-role advisors, particularly on the conceptual and relational topics of advisor training, and specifically including in-depth training on career advising.
- Establish a faculty development program focused on student mentoring. Provide faculty with tools to facilitate conversations about life and careers after graduation. Promote the faculty role in individual student success as mentors and career advisors whose greatest impact is in higher-level, highly personalized conversations with students. Avoid

deploying faculty time primarily for routine course planning, unless also serving as the student's primary assigned advisor.
- Encourage faculty and professional advisors to work together to promote student success.

6) Infuse financial literacy content into academic advising.
- Advisors reinforce "15 to Finish" strategies to students as appropriate to support on-time degree completion. Website content, new student orientation messaging, and the new student app help to reinforce this messaging as well. See the "Signature Initiative" for UC's Financial Literacy Coalition.

7) Support and enhance mentorship programs within Student Affairs, such as:
- Within the African American Cultural and Resource Center, the Transitions program serves as a first-year student mentoring program that supports 80 African American students each year. The program is founded on three pillars: academics, personal/leadership development, and service. Over the last three years, approximately 50% of the first-year students who participated in the program finished their first year with above a 3.0 GPA. During the 2015-2016 academic year, 42% of the participants were elected to campus leadership positions for the following academic year.
- The Darwin T. Turner Scholarship Program (within Ethnic Programs & Services/EPS) organizes a mentorship program where junior and senior level Turner scholars serve as mentors to first-year scholars. Mentors/mentees are paired up based on academic program/interest. The scholarship program boasts a 3.4 average GPA with 96.6% 6-year graduation rate.
- The Veterans' Programs and Services office hosts a voluntary mentorship program for first-year students where students are paired with upperclassmen with similar military experiences. This is currently a pilot program and plans are being made to create a formal mentorship program in the future.
- The Gen-1 Theme House is in the process of developing a formal mentoring program for 2019FY.

8) Ensure quality of graduate student advising resources.

- Modify the graduate school website to provide greater organization and clarity of processes and expectations.

Strategy 2: Tailor Support to Transfer & Transition Students

Current standing: UC established an innovative **new Center for Pathways Advising and Student Success** (CPASS) in the spring of 2016. This model supports students in transfer, transition and major-changing status to make informed choices about academic pathways, time-to-degree completion, graduate vs. undergraduate options, etc. A team of professional advisors on Uptown and regional campuses creates and sustains a culture of welcome, belonging and support for students in transition through high-quality academic advising, personal resource referral, social connections, and programming. The Center also provides broader student success outreach and advisor support. This UC model is being featured nationally in an Academic Impressions webinar in June 2018.

The Office of Institutional Research has produced various dashboards to track progress of transfer and transition students, such as demographic data, program enrollment, retention, and graduation statistics. Using predictive modeling, a risk assessment tool was developed to look at risk factors that may impact retention outcomes for incoming transfer students entering Fall 2016. In 2015-2016, **39% of degrees granted were awarded to transfer and transition students** (24.7% transfer, 14.3% transition.) First year retention rates of transfer students in 2016 was 83.5% and 67.0% for transition students. Transfer student enrollment increased 6.4% since 2013 with an average annual student enrollment of 1,890 students. Transition student enrollment declined 3.6% since 2013 with an average annual student enrollment of 955 students. Six-year graduation rates of transition students entering as First-Time Full-Time Baccalaureate-Seeking between years 2007-2009 averaged 80.3% and transfer students averaged 66.6%.

Programming for the Center has been designed in response to the data-driven recommendations made by the UC Transfer Task Force to provide better support and guidance for transfer and transition students, to ensure timely degree attainment and sound academic program decisions.

1) Establish a campus transition advising program:

- The Pathways Advising team is comprised of a team of professional advisors (4 at Uptown, 2 at Regionals). Students supported include major changers (45%), transfer (prospective and recent transfer - 23%), non-matriculated (visiting, senior auditors, etc.), and others with general academic concerns. 78% of all student traffic is walk-in.
- Provide advising specifically designed to create a smooth student transition and degree progression between regional campuses and main campus. A dedicated regional campus transition advisor is housed at each campus for this purpose. The Center is working to further streamline the campus/major change process with online forms, etc.
- The partnership between UC and Cincinnati State, called "Cincinnati Pathways" is part of this program and incorporated in all of the Center's programming, including Welcome Days. Pathways advisors work closely with Cincinnati State advisors to ensure smooth transitions. In 2017, 11.1%, came from Cincinnati State.
- Begin clearly identifying and tracking goals and target programs of regional campus students who intend to transition to main campus. With completion of Starfish/PeopleSoft integration in 2018, advisors will now be able to track this information.

2) Offer programming to meet the needs of the incoming transfer population:

- Transfer Welcome Day – an on-campus event that gives students to the chance to learn about their new campus, meet other transfer students, receive advising, and learn about the campus and various resources. Welcome Day is offered in full-day or mini-day options to accommodate work/life schedules. Since opening, 300 students have participated in a Welcome Day. Of those who attended in Fall 2017, 86.3% returned the following semester.
- Online Transfer Guide – Housed on Blackboard, the Transfer Guide is comprised of 12 modules designed to acclimate new transfer students to important campus resources. From Sept 2017-March 2018, 627 unique students have accessed the guide 1668 times.
- Mobile Transfer App – Powered by Guidebook - the transfer app was introduced in January 2017. This mobile app provides a menu of resources including an interactive map, schedule of events, and directed referrals. Housing all of this material in one place allows student to

have the material at their fingertips without logging onto a desktop or laptop. The app has been downloaded by 841 users and accessed for a total of 7,088 sessions.

3) Ensure that degree audit tools are available to prospective students.

- Transferology – In Fall 2017, the UC Degree Audit team worked on a project to upload the entire UC course equivalency database into Transferology to ensure updated and accurate degree audit functionality for prospective students (including fully-functional 'what-if' reports). Currently, the University of Cincinnati has 220,466 course equivalencies, and 391 degree audit programs that can be accessed through Transferology.

Strategy 3: Reinforce Specialized Advising for Major Selection & Exploration

Current standing: The Center for Exploratory Studies (CES) provided highly personalized, intrusive advising and programming on major selection and academic planning for 2235 exploratory (undecided) students in 2017-18. Major declaration is generally encouraged by the end of the first year. This center's model was published in the National Academic Advising Association monograph, Advising Special Populations (2007), as an exemplary practice for undecided students. This is due to the combination of specialized advising and curricular experiences these students can access for exploration of major and career pathways. Since the establishment of CES in 2003, students who choose to enter as "exploratory" (a.k.a. "undecided" and traditionally viewed as at-risk) have higher retention and graduation rates than other declared students admitted with similar profiles. Student to advisor ratios for exploratory students now align with the best-practice target of 250:1. In Fall 2018, all Uptown campus exploratory students in the College of Arts & Sciences will be enrolled in learning communities. Both regional campuses have now implemented exploratory programs as well. Similar to Uptown, UC Blue Ash has designated exploratory advisors, a specific first-year experience course, and a pilot peer-mentoring component. The new Center for Pathways Advising and Student Success (Pathways) has also extended the reach of CES over the last two years, offering walk-in and appointment based advising for students in need of immediate assistance regarding major change. This allows the advisors of exploratory students to focus exclusively on the intensive needs of that population,

while also meeting the more immediate needs of major-changing students. (See strategy #2 above.)

The following enhancements are in progress or planned to support the persistence and degree progression of exploratory students:

1) Mandate advising for exploratory students every semester, not just first-year students and those with more than 60 hours. Exploratory advisors should have caseloads of no more than 250 students each due to the time-intensive needs of that population.

2) Exploratory students are strongly encouraged to declare a major by the end of their first year of study. Mandated major declaration timeline policies can disguise students who most need assistance. Mandatory/intrusive advising intervention and outreach is preferred.

3) For the first time in Fall 2018, every Uptown exploratory/undecided student in the College of Arts & Sciences will be enrolled in a learning community (LC.) The LC structure of co-enrollment is considered a strong best-practice in student success and retention, with outstanding results at UC.

4) Establish major selection advising pre-orientation at the regional colleges. Students in two-year programs can be seriously delayed if they spend even one semester in a program that is not suited to their interests and abilities. Associate's degree students are required to declare a major by the time they reach 30 credit hours.

5) Provide a university-wide strategy on exploratory pathways to include multi-campus adoption of the CES nationally- recognized best practices.
vi. Partner with the newly redesigned Division of Experiential Learning & Career Education to support infusion of career advising practice among all UC academic advisors.

Strategy 4: Invest in Technology-based Tools and Systems to Facilitate Completion

Current Standing: Investing in appropriate technologies can facilitate a seamless and cohesive advising system, clarity of curriculum and requirements, and help to maximize UC's personnel investment and student self-service. In 2016, UC launched a new 46 million dollar student information system (PeopleSoft/"Catalyst.") This system has allowed for shared documentation to better coordinate advising efforts. It also afforded us a more powerful degree audit system, as well as faculty and advisor portals. In January 2018, UC licensed the Visual Schedule Builder (VSB) product. This is a self-service utility embedded within UC's online portal that supports students and advisors in planning single-term class schedules. VSB allows a user to search for desired courses carrying a variety of student-selected criteria, graphically view and filter all conflict-free class schedule options for those courses, view an optimal timetable based on selected classes and personal time commitment preferences, and then place their resulting selected classes into the student registration system shopping cart. This utility was first made available for student-use in March 2018 for Fall Semester 2018 registration. The university has selected and is in the process of licensing an academic planner tool (to be announced soon), with implementation planned for spring 2019. The academic planner is a self-service utility that leverages degree audit data, allowing students and advisors to build term-by-term course roadmap for the student's declared major(s), and to track the student's completion of roadmap milestones. Degree Maps course plan information for each term will be shared with Visual Schedule Builder via system integration so that students may identify the optimal class schedule within VSB for the specific courses defined in the student's optimized Degree Maps plan for that term. We expect the introduction of these two new utilities to support effective student planning and time-to-degree clarity. The utilities will function in tandem to facilitate the student's ability to work with UC advisors both in designing an optimal plan for degree completion and then building an optimal class schedule each term for realizing that degree completion plan.

The following enhancements will assure that campus technology resources are being fully leveraged to increase graduation:

1) Develop a personalized Academic Plan with every student early in their first year and update at least annually. Ensure that it is an integrated component of the student's overall career and futures plan.

2) Encoding of new degree audits with expanded functionality is complete.

3) Maintain accurate curricular pathway information & publications, utilizing the eCurriculum management system as the single-source authority.

4) Ensure clearly articulated pathways and course alignment between regionals & Uptown campus.

Strategy 5: Re-establish a University-wide Early Alert System

Current Standing: Starfish Early Alert usage has increased across all of UC campuses since the pilot with the Blue Ash campus and the gateway math courses during 2015-2016. New users include UC Clermont and additional gateway courses at Uptown campus (e.g. Anatomy & Physiology, Biology, Chemistry, etc.). The volume of early alerts (flags and kudos) raised has increased by 96.37% (over 22,000 additional items) since the pilot. The number of unique students contacted through Early Alert has increased by 113.65% for a total of 13,836 students. Additionally, Starfish was connected with the student information system in April 2018, which now gives academic advisors and campus partners a more complete profile of a student. While the retention impact of Early Alert alone is difficult to assess, increased contact with faculty and advisors is a known positive student engagement strategy.

The following strategies are underway to expand and appropriately target use of the Early Alert system:

1) Expand faculty usage of early alert university-wide for key gateway courses to support the culture of success on the Uptown campus.

2) Strategize a university-wide protocol for advisor response to early alert "flags." This will be particularly important in classrooms containing students from multiple colleges (primarily Arts & Science courses).

3) Prepare faculty to understand their role as primary in students' individual course success, compared with the advisors' role to monitor the student's overall academic success.

4) Strongly encourage use of early-term grades as necessary to the success of the early alert process.

5) Maintain the high level of usage and assess recently implemented intervention strategies for early alert at the regional campuses.

6) Integrate Starfish efforts with those existing in peer education, residence halls, and other student supports as needed:

- Resident Education and Development (RED): Within Living-Learning Communities (LLCs; Engineering Business, Leadership Honors), staff utilize Starfish to monitor students' progress. In addition to monitoring student success in Starfish, RED hosts REDChats. The program is designed for Resident Assistants (RAs) to have frequent, intentional conversations with their residents on RED core values (learning, leadership, inclusion, and community). RAs report this information to their senior residence staff in an effort to help formally address students' needs.
- Learning Assistance Center/Learning Commons and Gen-1 Theme House: These units participate in the university-wide early alert system via Starfish.
- Darwin T. Turner Scholarship Program (Ethnic Programs & Services/EPS): All first-year scholars participate in semesterly mid-term evaluations. Each scholar is required to have their faculty members complete an evaluation form listing their grades/status. Once this is completed, scholars participate in one-on-one meetings with EPS staff to discuss academic performance and resources. EPS also utilizes an academic recovery program for any scholar who achieves below 3.0 GPA in a given semester. Those students also participate in the mid-term evaluations, in addition to bi-weekly academic recovery meetings with the EPS staff. The staff member and scholar develop an academic action plan in partnership with the Learning Assistance Center/Learning Commons.

- Veterans' Programs and Services offers a dedicated academic coach and a psychiatrist who works for the VA. The psychiatrist, who is provided by Project Vital, is on campus three days a week.
- The Student Wellness Center plans to use participation its online prevention education program, Alcohol Edu, to track student retention and success. Other institutions are finding that students who do not participate in the online prevention education program are retained at lower levels than students who do participate in the program, often due to code of conduct violations or excessive alcohol use/abuse affecting academic performance.

Signature Initiative

The Bearcat Promise

UC's new Next Lives Here strategic direction, launched in 2018, includes nine strategic focal points for the university, including the Bearcat Promise.

The **Bearcat Promise** vision:
Every student graduates with an **integrated academic**, **career**, and **futures plan**

- Students will actively co-design an evolving personal plan reflecting their aspirations, talents, and priorities
- UC will provide each student with the knowledge, tools and support to develop their plan through coordinated curricula, personalized advising, and programming
- This includes a roadmap of the resources and structures to ensure all students are guided through a student-centered, engaging process to discover and achieve their ideal future

The Bearcat Promise vision was launched in Spring 2018, following the Provost's charge to the Bearcat Promise Steering Committee. Early concept development and investigation is underway as of Summer 2018. Initial planning with UC's advising community, career education community, faculty and colleges, and other key stakeholders will begin soon. We anticipate leveraging

student design labs in Fall 2018 to work closely with our students as key leaders and designers of this effort. Contracting for an academic planner tool is in progress. The Handshake career development tool has been purchased and is currently being configured. Advisors will be trained in career advising across the university. A career studio has been proposed, along with a peer career coaching team. Colleges have endorsed new career education outcomes to be integrated into the curricula beginning Fall 2019. And a vision for "Co-op 2.0" has emerged to provide every UC student that wants one the opportunity to engage in paid experiential learning. These are all assets in the deployment of the Bearcat Promise vision. Our next challenge, however, is to design a cohesive structure for students to explore, discover, plan, experience, document and accomplish their emerging career goals and future plans.

Financial Support and Literacy

Existing Strategies

Strategy 6: Address College Costs and Increase Affordability

Current standing: Unmet financial need of undergraduate students at UC is the largest contributor to impediments in student retention and graduation success. Nearly 17,000 UC undergraduate students have unmet financial need based on their total college costs. The sum for those students reflects an overwhelming $230M million. This is important to acknowledge because students' ability to persist in college is based largely upon financial factors.

In addition, UC continues to enroll a high percentage of Pell-eligible students (27%) for a research-extensive university. We have taken measures to keep costs as low as possible, including freezing tuition and fees for 6 or the last 8 years. Although our relative national ranking for cost is in the center of the "medium" range, we continue to be concerned with the student cost of college attendance and will continue to find means to make educational attainment at UC affordable.

The following proposed enhancements will further support improved affordability:

1) The UC Foundation is working with the Office of Enrollment Management to establish the Student Need Scholarship Funds.

2) The university will continue to find resource efficiencies. This is part of our ongoing strategy to help keep student cost as low as possible. One example is the decision to close the university between the winter holidays and readjust new employee vacation benefits to save costs, including utility costs.

3) The university will continue to direct expenditures toward those activities which most effectively support student success – advising, learning communities, pedagogical development in gateway courses.

4) The university has added approximately $2Million in new scholarships over the last two years.

Strategy 7: Reduce Textbook Costs

Current standing: The University of Cincinnati is strongly committed to lowering the cost of textbooks and other learning resources for our students. UC has created a partnership led by the Provost's Office that includes our UC Faculty and Faculty Senate, Student Government, our bookstore partner (Follett), UC@IT, and the Division for Administration and Finance and is utilizing multiple strategies to reduce student spending on course materials. Overall, we see an opportunity to leverage new technology, open educational resources, and the collective buying power through the state of Ohio's new master agreement with publishers to reduce costs, improve delivery, and better serve student needs. Our efforts have also focused on pedagogy and learning tools for students, as part of this effort UC has moved to a common reader platform for all students so they can fully leverage digital content.

Last year **UC saved students more than $2.2 million** through a variety of strategies, including:

- Rent-a-Text: University of Cincinnati Bookstores is in the sixth year of its Rent-A-Text Program, which provides savings up to 80 percent off the price of new textbooks. Last year the program saved students nearly than $800,000 as compared to purchasing new books.
- Price Match Guarantee: If a student finds a lower price on an in-stock comparable condition textbook locally or online the UC Bookstores will match the price right at the register. While some restrictions apply, this program is showing great potential in continuing to reduce the cost of course materials to students.
- Home-Grown eBooks: The Center for Excellence in eLearning continues to partner with faculty, staff, and instructional designers on the development of ebooks. This program encourages the creation of OERs that are shared with students for free or at a nominal fee. Our Gen-1 program has developed a free book that is used during orientation and throughout their first year in the program. Faculty at the UC Blue Ash College of Nursing have developed dozens of free custom eBooks for use with in their courses. Clermont College has a cohort of twelve faculty members and one class in the

process of developing ebooks. The first publicly accessible ebook, *Applied Anatomy and Physiology*, launched in the fall of 2017 and has been downloaded 528 times in 21 countries.

Proposed enhancements: Moving forward we will be utilizing the state's new master agreement with publishers on e-books through inclusive education to continue to increase student savings.

Strategy 8: Coordinate Financial Services and Education for Students

Current standing: The One Stop Student Service Centers serve as a resource to students seeking help with both financial aid and billing in addition to registration-based services. A financial literacy specialist was recently hired in the main campus One Stop Center. In addition, some outreach is being done (mostly via mass emails) by the Student Financial Aid Office to educate students in regards to Satisfactory Academic Progress expectations, loan aggregate limits, effects of failing to successfully complete classes, and other barriers to success. Any student that submits an application for an alternative loan (private loan through a bank or other lending institution) must complete an "alternative loan counseling" process. Historically speaking, alternative loans have a very high interest rate and are more likely to be defaulted on than federal student loans. UC provides outreach to prospective and confirmed students, before they even get to UC, to help ensure they understand the types of aid available, what they need to do to secure that aid, and where to go if they have questions. We have also started seeking out current students who have an outstanding balance but still have remaining aid eligibility and are providing them with personalized, one-on-one financial aid advising. The focus of this is to make sure students are aware of all of the financial aid options available to them, and to help guide the students through the process required to secure that additional funding.

Although UC Blue Ash students receive services from the central Financial Aid Office, the college has recently developed a financial aid FAQ sheet to increase student, staff, and faculty awareness of basic issues. The college now includes financial aid presentations in its FYE courses. UC Clermont has also reorganized to a One Stop Model.

Recent enhancements: The steps below further facilitate coordination across integral service groups.

1) Learning Communities, Orientation, and First Year Experience classes are used as a resource to help educate students on billing/financial aid issues that are most likely to lead to a student being unable to complete their program.

2) An increase in financial aid staff allowing for more targeted outreach and other direct contact with students regarding any issues they are having with finalizing their financial aid and getting their bill paid. They are also using the "To do" list within our new student system to educate/advise students.

3) The One Stop Center has funded Electronic Media students to create videos which better explain frequently misunderstood processes.

4) Incorporated education for students regarding managing room and board costs, credit card use, and other daily living financial management.

5) The Near Peer Student Call Center opened during fall 2017 semester. Our students in the student call center answered 35% of One Stop's call volume for a grand total of 11,986 out of 34,287 calls taken since the beginning of July through December 8th, 2017. The student call center continues to answer an average of 27-35% of the call volume received by One Stop. The result is the increased number of students One Stop has been able to reach and help during the 2017 Fall and 2018 Spring semesters. The One Stop Student Call Center has made a difference in the answered percentage of call inquiries also resulting in an increased percentage of walk-in students serviced and emails answered within 24-48 hours. Finally, the level of training our student call center student workers completed will result in a trained full permanent work-force should any of these student workers chose to work full-time for the One Stop Center after their graduation. We are poised to hire one of our graduating graduate student workers into a full-time permanent USA1 position effective May 1, 2018. The implementation and installation of the One Stop Student Call Center has been a success beyond our expectations.

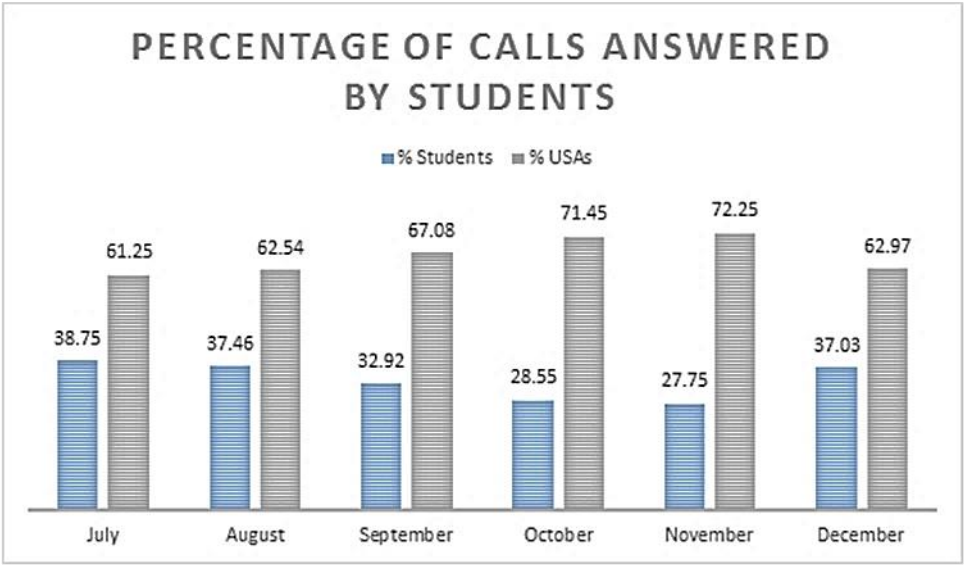


Figure 2

Proposed Strategies

Strategy 9: Increase Need- and Merit-based Funding

Proposed Implementation: Increasing the university's institutional aid capacity (need and merit-based) will help UC not only attract and retain competitive, diverse students, but it will also help close the need gap, thereby increasing accessibility and opportunity for prospective and current students. Actions to be considered include:

1) Financial assistance could be used as an incentive for "bread and butter" students (i.e. award "continuing student" scholarships to motivate students to achieve/maintain strong GPA's).

2) Enhance diversity strategies by creating academic achievement awards and scholarships for upper-class students.

3) Build on investment in scholarships for students in Gen-1, Honors, and National Merit programs.

4) Grow scholarships and grants that help fill the unmet need gap that the majority of students experience.

5) Review utilization of current funding sources for student scholarships to determine if they are being used in the most effective manner.

6) Review the UC Institutional Aid portfolio to assess the need/merit balance and alignment with UC opportunities.

The rationale for all of these has been built and provided to the UC Foundation. Fund Raising for student aid will be a cornerstone of the upcoming campaign.

Signature Initiative

Financial Literacy Coalition

Implementation: A university-wide coalition to significantly increase the financial literacy of UC students has been established. The coalition is working toward this goal by developing programming which provides financial coaching, financial counseling, financial literacy education, and financial awareness to UC students. The coalition includes staff from: One Stop Student Services Center and One Stop Centers on the regional campuses, the Student Wellness Center, the Economics Center (the largest center of its kind, this center is focused on the financial literacy for the K-12 environment and is affiliated with UC), the Student Financial Aid Office, and the Bursar's Office. This coalition is:

1) Coordinating resources that are currently available within each office.

2) Utilizing first year experience groups, learning communities, academic advisors, Greek life and other groups on campus to assist with student financial education.

3) Ensuring that students are receiving clear and consistent messages reaching as many students as possible.

The coalition is increasing the communication between key campus offices involved in student financial awareness and thus augmenting rather than duplicating efforts, resulting in resource savings that is being diverted to other enhancements in student financial literacy.

Recent Enhancements: The Financial Literacy Coalition has focused its efforts on three main areas to help empower students to be financially fit not only throughout their college career, but also after graduating. The three main areas are:

1) Graduating on time

2) Borrowing only what is needed in loans for education and understanding the process

3) Repaying federal loans on time

Students who graduate on time (taking 15 credits or more per semester) pay less in tuition and begin their earning potential sooner. The Financial Literacy Coalition worked with academic advisors to create awareness with students which brought on the initiative, "15 to Finish." A communication plan was created with posters and a website to promote this initiative. One Stop promoted this initiative by advising students where appropriate, posting information on social media, and creating informative take away cards. A student-made 15 to Finish video was created through a collaboration of the Coalition and CCM E-media students that streams on the One Stop digital displays, is posted on the One Stop website, and played in financial literacy workshops.

The Financial Literacy Coalition partnered with multiple groups across campus to inform students of the importance of borrowing less in educational loans and to assist in understanding the process. The Coalition provided workshops focusing on budgeting, smart borrowing, and resources to the Learning Commons students. For graduate and professional students, the Coalition held workshop specific to graduate aid sources. Collaboration between the Coalition and Athletics developed a pilot program for partial and full scholarship students with financial coaches that meet three times a year to create financial education and goals.

For graduating students, the Coalition has implemented an in-person exit counseling through One Stop. The assistance is to help students better understand how to repay their loans. The Coalition also participates in Grad Fest each semester to assist graduating students with repaying their loans.

To bring about awareness, the Financial Literacy Coalition branded a golf cart as the "Cash Cart". Students would receive rides to class on a decorated golf cart while being asked financial literacy questions. For correct answers, students were given prizes, including gift cards. The Coalition also continued to utilize Life after UC – The Game to bring an interactive way for students to learn budgeting upon graduation. The collaboration with CCM's E-media classes made other student created financial literacy videos, as well. One Stop has a monthly PLAN AHEAD initiative to promote a timely message to students each month. The plan for October was early FAFSA Filing. This information was promoted by chalking the information around campus sidewalks, using social media, posting the information on our website, creating "FAFSA kicks off October 1st" football poster and stress reliever footballs with the same message. One Stop also used the following months as PLAN AHEAD with similar promotions: February- Financial Aid Awareness Month, April- Financial Literacy Month, and November- National Scholarship Month.

Some of the resources the Coalition used throughout the past two years were Great Lakes webinars focusing on how to get students to participate in financial literacy events, a presentation "Working with Millennials and Beyond" by Joe Fries from Sallie Mae, and attended Higher Education Financial Wellness Summits to gain knowledge of how other schools run their financial literacy programs.

Curriculum and Culture

Existing Strategies

Strategy 10: Improve Gateway Courses, Placement and DFW Grades

Current standing: UC's "Great Gateways" initiative began in 2015 to decrease DFW rates by increasing student learning, and strategically enhancing the academic experiences of a large number of students. To efficiently increase impact, the effort targeted a manageable number of course titles shown to have the highest enrollment of students, and evidence of the potential for improvement. The program coordinates and establishes lasting partnerships, which has required development of financial and human resources through strategic investments. The initiative seeks to strengthen our university community by enhancing courses that are foundational to greater academic excellence and vital to the health of our university. This program coordinates pedagogical support, academic support, e-Learning support, and data analysis and collection to improve student outcomes in gateway courses. Last year the initiative provided funding and support for the following:

- A redesign of the Calculus and Applied Calculus sequences to accommodate flipped and semi-flipped learning experiences via a summer long curriculum-design pilot.
- Redesigns/refinements of four Chemistry courses via a week-long course design that included sections in Organic Chemistry, Biochemistry, and Analytical Chemistry.
- Conference attendance for three Biology faculty to redesign courses at the National Academies of Science Summer Institute to Improve Undergraduate Science Teaching.
- A Graduate Assistant to support the collection, analysis, and reporting of student success data in General Education, and specific gateway courses in STEM disciplines.
- Individual faculty consults for Calculus, including support for sections within the Langsam Active Learning Classroom.

- DFW reports by course and section are available through a secure Tableau server to faculty and staff in roles supporting student learning, with focused presentations to department heads, course coordinators, and associate deans.

In addition, UC Clermont's College Success Program (CSP) is designed to improve marginally prepared students' academic performance, course completion, term-to term persistence and year-to-year retention. A priority in participating in the program is given to the incoming matriculate student whose scores are below college-level in two to three areas (reading, writing, and mathematics). Students who actively participate in the program consistently outperform non-participants in GPAs, course completion rates, persistence and first retention rates.

Current Enhancements: To build upon UC's Great Gateways initiatives, we determined that much of the focus should be on Mathematics. These strategies are in various stages of development and monitored for efficacy:

1) Focus on Mathematics, including the following:

- Better prepare students for the math placement test so they are not taking it "cold."
- Supplement or refine the UC Math Placement test so that it makes better distinctions for developmental course placement, particularly for the regional colleges.
- Examine the developmental math courses leading to the college math requirement. In some cases students have to take too many semesters of developmental math before they are ready for college math. This is especially true at regional campuses. UC Blue Ash has formed a task force to revisit developmental course structures.
- Consider expansion of summer bridge or other intensive instruction that might help students move to a higher level math course earlier.
- Develop a student-friendly document on math success rates based on MPT scores to reinforce appropriate course and math resource utilization.

2) Identify strategies for other gateway courses, including the following:
Reading and writing enhancements as needed.

- Enhance utilization of tools such as ALEX to implement just-in-time teaching of math alongside of science.
- Expand the use of peer education models such as those used by our faculty in pilots for physics and biology.
- Consider moving students into more appropriate STEM courses after first test or providing intensive supplemental instruction. Biology pilots similar to the math approach are currently underway. Resources will be necessary if this pilot is expanded beyond this year and/or to additional academic disciplines.
- Coordinate annual meetings between administrators of our student support service offices, the vice provost for undergraduate affairs, CET&L, and the appropriate faculty and course coordinators for our critically large gateway courses. These meetings would serve to share knowledge and experience of success strategies and ensure that each course had addressed certain issues related to success.

Strategy 11: Expand Learning Communities

Current standing: Learning Communities (LC) are curricular structures that enroll small groups of 15-23 students together into cluster of related courses, forming an educational package. In addition to taking classes together, learning community students meet at pre-scheduled times either to study, work on team projects, or plan social and service related activities. Faculty, academic advisors, peer student leaders, and other invited content experts partner to create learning connections across classroom, experiential, and co-curricular contexts. The Learning Communities program has demonstrated significant retention and course performance success for participating students.

Expand participation in Learning Communities so that all baccalaureate students are in an LC or a similar curricular structure (for example, DAAP studios, CCM performance cohorts). In Fall 2017, 3,580 first-year students were enrolled in a Learning Community; 66.3% of the baccalaureate class. Expansion in the College of Arts and Sciences has grown from 61 (Fall 2017) to 77 Learning Communities offered for Fall 2018 which will affect approximately 320 additional students.

- Overall retention: 1st to 2nd year (Fall 2016-Fall 2017): 86.2%
- LC enrollment: 1st to 2nd year (Fall 2016-2017): 87.4%
- Non-LC enrollment: 1st to 2nd year (Fall 2016-2017): 70.8%

Current Enhancements:

1) Strengthen the role and alignment of the LC educational package for integrative learning purposes. This would include creating more connection of learning across the LC courses.

- First Year Experience and Learning Communities hosted a forum with Dr. Jillian Kinzie in May 2017. The forum focused on how participants could apply high impact practices at UC to enhance student learning and success. Participants learned about the latest national research on high impact practices for teaching and learning, particularly learning communities but also others like first-year seminars and experiential learning, as measured by the National Survey for Student Engagement (NSSE). NSSE is a survey widely used to help colleges and universities benchmark and understand how students are engaged in their learning as first-year and senior-level students. Referencing UC's NSSE results and related UC data, participants explored ways to improve student learning within and across courses and experiences. Currently, students enrolled in Learning Communities in Fall 2017 reported on their evaluation (2358 respondents) that the Learning Community strengthened their ability to connect what they are learning in one class to content of another class (75%) as well as to connect their current experience to longer-term goals (83%). Also relevant to integrated learning, students indicated that the LC helped them learn about and access enhancing experiences like research, study abroad, community service, or others (83%) and to reflect on their goals and how they will achieve them (90%). Overall, student satisfaction with their Learning Community experience is high, with 87% recommending the experience to incoming students.

2) Strengthen the role and alignment of the LC educational package to more specifically address student mastery of learning outcomes in gateway courses.

- A tool for collecting student performance data in gateway courses has been developed, which has allowed us to begin examining the impact

of packaging these courses into Learning Communities. Enrolling in STEM gateway courses as part of a Learning Community appears to have a substantial positive impact on student performance. Data from this tool continues to show the positive impact of Learning Communities on student outcomes, as shown in the example below:

Biology LC students (Fall 2016)	Biology Non-LC students (Fall 2016)
All class levels = 341 Freshman = 290 *51 first-year students entered as sophomores or juniors	All class levels = 540 Freshman = 284 *256 students were classified as sophomores, juniors, pre-juniors, seniors, or graduate students
B or higher grade, all class levels = 56.5% B or higher grade, freshmen = 57% DFW, all classes = 18.2% DFW, freshmen = 21%	B or higher grade, all class levels = 43.7% B or higher grade, freshmen = 36.9% DFW, all classes = 29.1% DFW, freshmen = 34.2%

The Center for First Year Experience and Learning Communities merged with the Learning Assistance Center, effective January 2018. Due to the transition, there are new opportunities for models in Learning Communities for Fall 2018. Those models include additional learning assistance support for the gateway courses embedded in the Learning Communities.

3) Explore the expansion of FYE to include Learning Communities on the regional campuses.

- UC Blue Ash has continued their Learning Communities in their two pilot areas, and has expanded to the Art program in Fall 2016.

Strategy 12: Apply Analytics to Increase Success at Course and Program Levels

Current standing: We are actively using assessment data and tools to responsibly identify curricular opportunities for student success and improvement. This includes a) reviewing the placement of courses in the curriculum through the Cross College Committees (CCC); b) reviewing data in regards to student success in newer semester-based curriculum and modifying programs as necessary; and c) considering use of classroom assessment techniques and early student course evaluations to help faculty improve course teaching.

UC Blue Ash is performing an extensive analysis of poor performing, non-returning, and non-completing students that involves mapping students' academic paths and course-taking patterns to identify specific course or program roadblocks.

Enhancements:

1) Worked carefully with the implementation of the new SIS to ensure no functionality or necessary data were lost regarding the connectivity of courses and the curriculum, student learning outcomes, and course attributes such as type of experiential learning or the degree to which a course addresses the GenEd outcomes.

2) Expand and improve the use of teaching evaluations by all students for all courses to have this data for course improvement and faculty development.

Strategy 13: Strengthen General Education

Current standing: With the GenEd committee members' endorsement, this revision is currently under review through each undergraduate degree awarding college's faculty governance process. With endorsement of the new GenEd program, each academic program would rearticulate the way it meets each GenEd touchpoint during the 2018-19 academic year, and introduce new graduation requirements for students entering fall 2019. Our General Education framework has undergone a comprehensive evaluation by our faculty using the annual assessment of student achievement of baccalaureate outcomes collected since our conversion to semesters in 2012. Findings from survey data during this period, including comments from capstone faculty members completing the survey, have guided substantive changes affecting our undergraduate programs, but also of our assessment practices themselves. Four significant examples follow.

- Faculty members identified a need to share results more broadly with the capstone faculty members completing the survey itself, in easily accessible electronic formats. To address this need, the Office of the Provost has created a new full-time Assistant Director, Academic, staff position. The Assistant Director will provide support by gathering assessment data and pre-

senting in easily accessible visible formats, but also by making observations and communicating recommendations to support faculty in curricular planning.

- Assessment results, in combination with institutional priorities, indicated a need to address diversity and inclusion in our General Education curriculum. A committee of faculty members developed learning outcomes related to diversity and inclusion, which were subsequently reviewed, discussed, and approved by the GenEd Coordinating Committee during 2016/17, with the creation of two Breadth of Knowledge (BoK) course identifiers, Diversity, Equity, and Inclusion (DEI), and Society, Culture, and Ethics (SCE), eliminating two previously used BoK codes.
- In order to build the institution's strengths in career education and experiential learning we are rearticulating the GenEd touchpoints to address Student Learning Outcomes in career education for all disciplines.
- After having decided to utilize VALUE rubrics recognized in the AAC&U's LEAP campaign 2014-15, we now use only VALUE rubrics in the annual gened assessment survey instrument.

Proposed enhancements:

Pending final approval UC is implementing changes to our GenEd offerings to provide heightened attention to diversity and inclusion in the form of the above-mentioned additions, as well as rearticulating touchpoints to address career education. Enhancements will include integrating the new BoK attributes and SLOs within our eCurriculum system, implementing a faculty-led process for the evaluation of existing and proposed courses to meet the new BoK designations and touchpoint enhancements, and aligning program rubrics and assessments to integrate the new structures for continuous improvement efforts.

Strategy 14: Increase Prior Learning Assessment and Alternative Course Credit

Current standing: One of the most accessible ways for students to strategize for timely degree completion is by earning college credit for knowledge gained prior to arrival on campus or outside of the classroom experience. In 2016, UC deployed a Prior Learning Assessment (PLA) task force which issued a list of recommended actions to advance the university's means of evaluating and

awarding credit through PLA. This initiative is primarily targeted to advance time-to-degree for adult learners. In addition, the amount of advanced standing that a new student brings to the university through advanced placement (AP), international baccalaureate (IB), post-secondary (PSEOP), and dual enrollment credit can reduce time-to-degree by up to a year.

A small PLA-working group has convened to translate the information outlined in the original CCO document and PLA Task Force Report into tangible on-campus policies and processes. Key offices have been identified for the implementation of new PLA workflows, including the increase of departmental-developed exams and the implementation of a thorough Portfolio Assessment rubric and program.

Proposed Enhancements:

1) Increase awards for PLA and other forms of alternative credit.

- Between Fall 2016 and Fall 2017 there was an overall increase in the number of students earning credits for prior learning or alternative course credit, number of students awarded advanced placement credits increased 12.9%.

2) Adopt full implementation of PLA Task Force Report recommendations.

- The PLA Task Force Report focused on several initiatives in advance of the State's most recent PLA Framework recommendations. UC has currently identified a single-stop, PLA processing policy. This proposed policy has been presented to the Academic Affairs Committee of Faculty Senate, Associate Deans and the full Senate – with endorsement. Departments will identify all PLA-eligible 1,000- and 2,000-level courses, as well as an appropriate PLA mechanism. A dedicated staff person has been proposed to coordinate all PLA applications, and the application process has been designed to require both degree-alignment confirmation with advising staff and faculty-development of assessment measures. The portal, which went live in Fall 2016 Semester, promotes all PLA-eligible courses, include an online application process, and allow for tracking of all advanced standing applications and student outcomes.

Strategy 15: Reinforce a Culture of Connection, Community & Inclusion

1) Create virtual communities, celebrations and strong university connection for on-line students

- The Division of Student Affairs is updating all websites with current information, social media platforms that target on-line students and commuter students. For example, we're incorporating #UCYourStory, a passive program with short videos introducing co-curricular programs especially those designed to build community. Student Affairs staff share information such as LGBTQ stories (blogs) to help students connect with what is happening in identity based units such as the LGBTQ Center. All websites are also being updated in accordance with the Americans with Disabilities Act to provide accessibility for all students, faculty and staff.

2) Create gathering space and programs to enhance social inclusion for non-traditional or non-residential students such as a commuter or veteran student lounge.

- The lounge spaces in the campus Student Life building have been renovated to create multifunctional spaces for study and/or group interaction.

3) Semesterly events offered by academic departments to welcome students to the community and meet faculty informally.

- The Division of Student Affairs hosts student welcomes each Fall semester for each of the following identity groups: Asian, Hispanic/Latino/a, LGBTQ, and African American students. Currently, there are two additional receptions; one for Black Graduate Students and one for Hispanic/Latino students to connect with faculty and staff. Individual colleges host welcoming events at the beginning of each semester students to provide opportunities for informal faculty engagement.

4) In Fall 2017, UC Blue Ash college began a mentoring program in partnership with Cincinnati Youth Collaborative.

- The program targeted incoming first-year students receiving the college's Academic Achievement Scholarship (HS GPA > 3.2). Students met with a faculty, staff, alumni, or community mentor for two hours a month. Discussion topics were provided for the pairs monthly as well

as kick-off and check-in group meetings. Participation was tracked by an online platform, Mentorcliq. Of the 83 students starting the program, 76% of the students earned a GPA of 2.8 or higher compared to 64% in the year prior to the mentoring program. For fall 2018, the mentoring program will be expanding to serve an additional 20 incoming first-year students from selected high schools with a 2.7 – 3.2 HS GPA. Additional strategies to support student success at UC Blue Ash include:

- College Program for Academic Success (CPAS) program for conditional admission.
- Outreach to students on academic warning status.
- Extensive student support through the Math Lab, Science Learning Lab, and Writing & Study Skills Center.
- OnCourse training for over 100 faculty and staff in active learning strategies to increase student self-directedness.
- Emporium models are being used effectively in developmental English & math courses.

5) In partnership with Cincinnati Public Schools (CPS), the UC Office of Admissions created an ambassador program to assist with the efforts of increasing the college-going rates for CPS students.

- The program launched in spring 2017 with the selection of 22 rising seniors selected to serve as CPS Ambassadors. Thirteen CPS high schools were represented. The intent of the CPS Ambassador program is to utilize a peer advisor to promote college attendance via programming, individual conversation, and leading by example. The inaugural class of ambassadors began their training in July before their senior year and then continued to work with Office of Admissions team members and the CPS school counselor(s) to develop programming that served the students and families of their respective school. Topics such as the college admission plans, the application process, timeline and importance of deadlines, and financial aid and affordability were common themes of the programming. Based on the experience of the first year, admissions and CPS are currently discussing how to continue to develop the CPS Ambassador Program for the coming year and further assist our CPS partners and the students we both serve.

Proposed enhancements:

1) Equip parents of first generation students with the information they need to support college completion of a first generation college student.

2) Ensure sufficient resourcing of Testing Services, Veterans and Disability Services.

3) Ensure efforts to better include Spanish-speaking family members in the Admissions process and New Student Orientation.

Proposed Strategies Update

Strategy 16: Develop a Collaborative Peer Education Initiative

The Peer Education Network was created in Fall 2015 under the leadership of the Directors of First Year Experience and Academic Excellence and Support Services. The mission of the Peer Education Network is to improve student learning, retention, progress towards degree, academic satisfaction, and similar student success measures utilizing peer education.

PEN conducted a fact-finding scan of peer education activity and authored an internal white paper on the state of peer education at the University of Cincinnati, and has begun development of selected sharable resources. Moving forward, PEN will:

- Continue ongoing strategic planning.
- Develop a structure for engaging all peer education supervisors across the university to ensure consistent use of high quality practices and to generate efficiencies and innovations across the university (ex. hiring processes for student leaders).
- Expand and maintain a web-based resource repository (framework currently in development).
- Create an annual scan of peer education activity at UC.
- Develop an annual, university-level reporting and assessment tool for peer education.

- Establish cross-unit professional development programs for faculty, staff, and peer educators.
- Prepare presentations and papers for submission to peer-reviewed journals and conferences.
- Submit proposals to external funders.
- Host local and national workshops and institutes on peer education.

Signature Initiative

Student Success Framework

Student Success Center models, wherein several connected support centers are aligned via shared planning, space or resources in order to effectively and collaboratively promote student success, are increasingly common on university campuses. These centers generally make resources more accessible and visible to students, improve efficiencies and facilitate staff-to-staff communication about individual students and university-wide initiatives to assure that services are cohesive and intentional.

UC's Student Success Framework will strengthen and reinforce existing partnerships between offices in Student Affairs, Enrollment Management, and Academic Affairs to help all undergraduates to thoughtfully integrate their academic and career planning, coursework and learning, experiential learning, and curricular and co-curricular experiences from the time they are accepted to UC through graduation. By coordinating the efforts of UC's professional advising centers, advising resources, academic support services, analytics on student success, and course-based improvements, the Student Success Framework will provide a roadmap for infrastructure, coordination, and leadership to more fully realize the vision for UC's signature undergraduate experience called Integrated Core Learning (ICL) and support the Bearcat Promise.

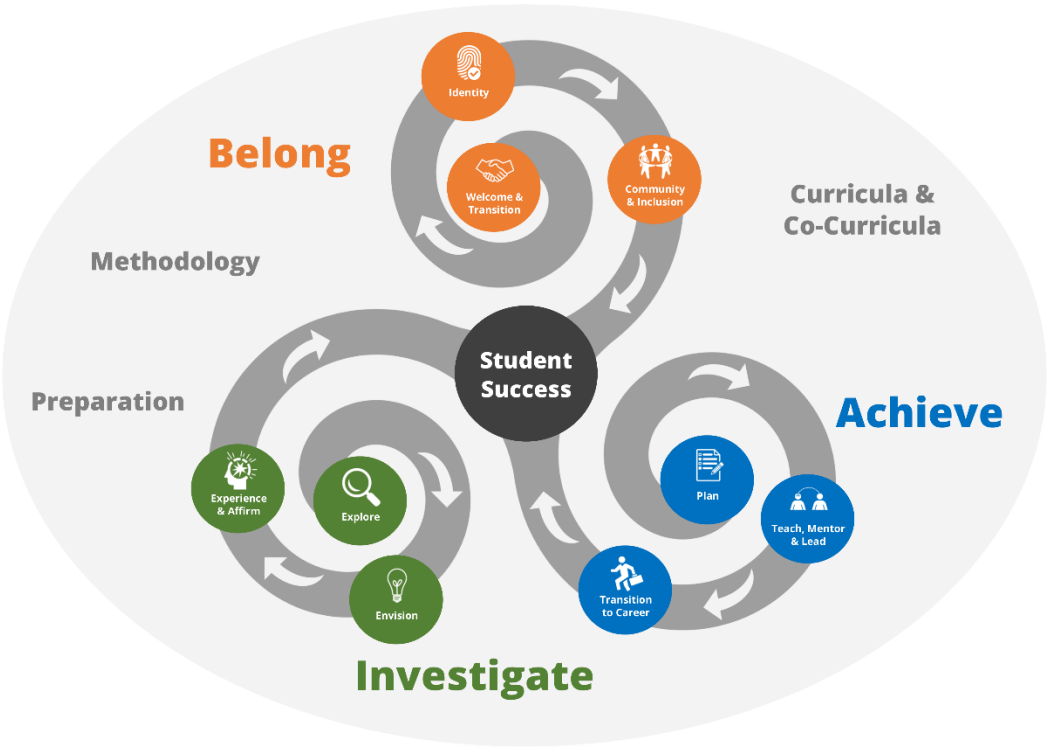


Figure 3: UC's Student Success Framework

The impact of many of these programs is outlined within this document, as is their need for expansion and increased coordination across programs. Fully resourcing our key student success supports will not only enhance the operations of these offices, but help to mitigate some of their current challenges. In addition, UC administrators will investigate which additional resources will prove integral to the Bearcat Promise; these may include life skills and financial literacy mentoring, new peer education programming, career advising and experiential learning supports, among others.

To accomplish these changes, the following steps will be necessary and are in progress:

1) Develop a common vision and guiding principles for all of the offices and activities that support student success.

2) The Center for Pathways Advising & Student Success (CPASS) has been created and will be a critical asset within the collaborative framework.

3) UC made a one million dollar investment to strengthen core student life and support services

4) More fully resource and staff proven academic support offices such as Learning Assistance Center programming (Math and Science Support Center, Writing Center, Tutoring, Coaching, etc.).

5) UC has re-aligned several career education efforts under a new office of Experiential Learning and Career Education

6) Continue to build collaborative connections across academic support services in the colleges including the regional campuses and other university units, as appropriate.

Conclusion

This suite of 16 existing strategies and their proposed enhancements are specific areas in which the university is making progress toward advancing our student persistence and graduation rate goals. Some of these strategies are related and interdependent. Among them are national best-practices, many of which have been proven to be successful within the university but may need to be expanded to reach more students. In addition, the three signature initiatives are “big ideas” that can help us truly move the dial on college completion. It seems we are very much on the right track with our efforts around retention and persistence. In most cases, these strategies simply need to be prioritized and resourced for implementation.

IV. Further Investigation

The following ideas and strategies require further investigation to support more robust implementation:

1) Review Effectiveness of Supports for Online Learning Students
Online learners are a student population with similar needs for academic support as other students. Because most do not spend time on-campus, however, we must determine how to effectively meet their needs in an exclusively online format. Access to appropriate student services, advising, and academic services and resources should be planned with this population in mind. Online learners apply later in the cycle and thus many processes (like financial aid) are compressed. This population includes the following demographics:

- Average age is 35 years old (vs. 24 for non-distance learners)
- 63% graduate students and 37% undergraduates
- 21.9% students are unrepresented minorities
- 80% female and 20% male
- Majority are part-time students (this is 20% for non-distance learners)

UC recently hired a Vice Provost and Dean for Cincinnati Online, the University's centralized online learning organization. The new VP&D is reviewing all of our practices for marketing, recruiting, retention services, and online instruction. University resources that have dedicated to this effort are being channeled into creating a high-touch, consultative, interactive, and engaging set of connections and services that will support online students throughout the online student lifecycle as they join, participate in, and complete Cincinnati Online's programs.

2) Identify the impact of university policy, processes and supports on completion rates of unique populations. International students, transfer and transition students, veterans, adult learners, under-represented minorities, first generation students, and students with disabilities need particular types of support for college completion. Significant work and change practices are now in place to support transfer and transition students. Transfer and transition students are inclusive of significant percentages of veterans, adult learners and under-represented minorities. UC Blue Ash is piloting more intrusive

onboarding strategies for students with disabilities to more fully orient students to the differences in service delivery between K-12 and higher education. The needs of these identified populations should be better understood in designing additional services and interventions.

3) Identify discreet behaviors that lead to students being successful and graduating on time, such as meeting with an advisor to develop a plan, meeting regularly to review that plan and make change, class attendance, etc. Determine how those behaviors can be rewarded or incentivized to get more students to do them. Learn more about groups of students that are not doing what they should (in terms of securing financial aid, paying their bill on time, etc.) so that we can identify ways to help. Analytics-based intrusive advising and peer coaching are strategies that will support these efforts going forward.

4) Provide support through mentoring in the development of "life management skills." Students often do not have or exhibit the management skills that are critical to accessing the resources or information they need to achieve their short and long term goals. In many cases, prior to arriving on campus their lives have been managed by parents or, as for students who are first generation college students, they have had limited opportunities to acquire the necessary skills. It's often assumed that college students are equipped with the foundational competencies needed to be independent and successful in a completely new environment.

5) Identify which UC student supports are having the greatest impact on student success and completion. Assessment of these efforts is underway through our Office of Institutional Research. Predictive analytics can provide insights in how we support student success. A framework in development by Institutional Research will allow UC to correlate student success with existing programs, practices, and interventions, and further tailor these programs to better serve potential at-risk populations. Using four student cohort years, a decision tree analysis was conducted. The results of the decision tree provided a basis for further analysis, identifying variables and attributes (academic, environmental, and social) that are shown to impact student success, student engagement, and learning.

V. Workforce Development Priorities

The University of Cincinnati has been a globally recognized frontrunner in the development of workforce-ready college graduates over the past 110 years. The Cooperative Education (co-op) program was started at UC by Dean Herman Schneider in 1906. Today, UC facilitates in excess of 5,800 co-op work terms annually with more than 1,000 Ohio employers.

The University is investing considerable resources into making experiential learning opportunities such as co-op, internships, undergraduate research, practica and clinical experiences available to all students enrolled at the University regardless of their major. The University also launched cross-disciplinary UC Forward courses offered as multidisciplinary projects designed to create graduates prepared to apply integrated knowledge to solve today's problems. UC's cutting edge programs in service learning, entrepreneurship, and global learning initiatives prepare students that are technically and culturally ready to enter the workforce.

These initiatives have been supported by three successive Ohio Means Co-op and Internship (OMIC) grants having a total budget exceeding $3 million. The grants have allowed the University of Cincinnati to serve as a lead institution in work force development in the SW Corner of Ohio. The grants have allowed the University of Cincinnati, Cincinnati State Technical and Community College, Xavier University, The College of Mount Saint Joseph, Rio Grande College and University, Shawnee State University, and Great Oaks to share and develop best practices in workforce development.

The State of Ohio's workforce development priorities and needs are categorized by the OhioMeansJobs key industries and business functions. In 2016-17, UC graduated 11,876 students with undergraduate degrees, graduate and professional degrees and certificates, which include significant feeders to every one of the OhioMeansJobs key industries and business functions. According to a 2015-16 survey of graduating seniors, 61% were headed for employment, 30% were planning graduate or professional school or post-baccalaureate coursework and 1% were planning military service or volunteer activity such as the Peace Corps. Among those planning to work full-time, over half were headed to employment within a STEMM (Science, Technology, Engineer-

ing, Mathematics and Medicine) area and 80% of students who reported accepting full-time employment said the position was related to his/her respective major. Many UC graduates qualify for jobs across multiple OhioMeansJobs industry categories and regional in demand occupations.

Two regional colleges – UC Blue Ash and UC Clermont – contribute significantly to development of the Ohio workforce. Together, the colleges offer nearly 30 applied or technical associate degrees that prepare students for employment in areas, such as manufacturing engineering, information technology, electronic media, as well as in a host of health professions, including but not limited to nursing, radiologic technology, dental hygiene, health information systems, medical assisting, and emergency medical services. Other opportunities requiring shorter length education and training to contribute to the Ohio workforce in health care are offered by the regional campuses. For example, one year certificates can be obtained in paramedic education, medical assisting, and surgical assisting. Other opportunities that can be obtained in one semester or less include state tested nurse aide training, pharmacy technician, phlebotomy, EKG, splinting and casting, EMT-Basic, First Responder, and CPR/First Aid.

OhioMeansJobs has designated nine key industries as priorities. The University prepares students for these as stated in figure 3 below.

Industries	Certificates	Associate Degrees	Baccalaureate Degrees	Graduate Degrees
Advanced Manufacturing	X	X		
Aerospace & Aviation	X	X	X	X
Agribusiness & Food Processing		Exploring		
Automotive			X	X
Biohealth	X	X	X	X
Energy			X	X
Financial Services	X	X	X	X
Information Services & Software	X	X	X	X
Polymers & Chemicals		X	X	X

Figure 4: OhioMeansJobs Nine Key Industries

Through stackable certificates and pipeline programs outlining pathways from workforce training and certificates to advanced degrees in the various health care areas that have been identified as a need in the Greater Cincinnati metro area, the regional campuses are strategically located and equipped to produce graduates to contribute to the workforce. Regional campuses offer short-term certificates in areas such as accounting that can be used to qualify immediately for jobs and also count toward associate degree programs. Two online one year post associate degree certificates, Physician Practice Management and

Healthcare Privacy and Security, will provide curriculum to prepare students to take the CPPM and CHPS credentials. The Physician Practice Management certificate prepares students in managing a physician practice for revenue cycle, compliance regulations, human resources, health information and general business processes. The Privacy and Security certificate is designed to prepare students to implement, administer comprehensive privacy and security programs in all types of healthcare organizations. In addition, the completed project to develop the Martin Luther King/Interstate 71 interchange is anticipated to bring 6,000 new jobs to Uptown Cincinnati, mostly in health care.

VI. Appendices

Appendix A: University Undergraduate Student Profile; All Campuses

University Student Profile, Fall 2017

Student Demographic	Entering		Returning		Transfer		Total Fall 2017	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
Undergraduate Total	7,385	100.0%	24,913	100.0%	1,889	100.0%	34,187	100.0%
Undergraduate Enrolled Part-Time	285	3.9%	5,923	23.8%	735	38.9%	6,943	20.3%
Not Degree/Certificate Seeking			1,880	7.5%			1,880	5.5%
Financial Need - Pell Eligible	2,116	28.7%	5,726	23.0%	663	35.1%	8,505	24.9%
Remedial Education Needed (student cou	1,071	14.5%	2,906	11.7%	137	7.3%	4,114	12.0%
Female	3,702	50.1%	12,730	51.1%	1,150	60.9%	17,582	51.4%
Male	3,675	49.8%	12,160	48.8%	725	38.4%	16,561	48.4%
Unknown	8	0.1%	22	0.1%	14	0.7%	44	0.1%
Under 18	365	4.9%	1,082	4.3%	1	0.1%	1,448	4.2%
Age 18-24	6,955	94.2%	19,770	79.4%	1,134	60.0%	27,859	81.5%
Age 25 and older	65	0.9%	4,061	16.3%	754	39.9%	4,880	14.3%
Ohio Resident	6,279	85.0%	21,043	84.5%	1,333	70.6%	28,655	83.8%
High School-to-College Factors								
Average High School GPA		3.4		3.5		3.1		3.4
Average ACT		24.4		24.8		23.4		24.7
Undergraduate Student Diversity								
American Indian or Alaska Native	10	0.1%	40	0.1%	3	0.1%	53	0.1%
Asian	285	3.9%	922	4.0%	50	4.0%	1,257	4.0%
Black or African American	727	9.8%	2,072	8.4%	264	8.4%	3,063	8.4%
Ethnicity Hispanic/Latino	284	3.8%	783	3.7%	90	3.7%	1,157	3.7%
Native Hawaiian or other Pacific Islander	7	0.1%	14	0.1%	4	0.1%	25	0.1%
Non-Resident Alien	183	2.5%	1,024	7.7%	62	7.7%	1,269	7.7%
Two or more Races	315	4.3%	850	3.3%	89	3.3%	1,254	3.3%
Unknown	96	1.3%	1,015	3.8%	61	3.8%	1,172	3.8%
White	5,478	74.2%	18,193	68.9%	1,266	68.9%	24,937	68.9%

Appendix B: Retention and Graduation Rates

Entering Cohort Year 2003 to 2016							
Uptown Baccalaureate Seeking							
Entering Cohort	Adjusted Cohort	Retained			Graduation Rate		
		1st year	2nd year	3rd year	4 year	5 year	6 year
2016	4,974	86.1%					
2015	4,393	87.9%	79.4%				
2014	4,564	88.3%	80.3%	74.7%			
2013	4,429	86.2%	78.7%	74.6%	36.2%		
2012	4,103	84.6%	76.0%	71.6%	34.4%	62.9%	
2011	4,240	85.6%	76.9%	72.5%	29.5%	60.8%	68.9%
2010	3,870	84.7%	76.6%	72.8%	31.6%	59.9%	68.0%
2009	3,619	84.5%	76.5%	70.9%	28.9%	59.6%	65.8%
2008	3,137	84.6%	77.4%	72.2%	28.1%	59.9%	65.3%
2007	3,525	82.9%	74.3%	70.0%	25.0%	57.5%	63.5%
2006	3,120	82.0%	73.8%	69.6%	23.8%	55.2%	62.1%
2005	3,114	80.0%	71.2%	66.4%	22.2%	51.7%	58.6%
2004	3,005	78.7%	70.0%	64.3%	21.3%	49.0%	55.7%
2003	2,763	77.5%	68.2%	64.7%	20.3%	48.8%	54.9%

Blue Ash Associates Seeking			
Entering Cohort	**Adjusted Cohort**	**Retention 1 year**	**3 Year Graduation**
2016	1,109	62.4%	
2015	1,108	61.0%	
2014	1,157	64.3%	14.9%
2013	921	61.3%	14.4%
2012	928	59.1%	12.3%
2011	926	54.5%	8.6%
2010	933	60.2%	8.8%
2009	807	58.0%	11.0%
2008	589	61.5%	9.7%
2007	504	56.5%	7.7%
2006	484	61.2%	11.8%
2005	499	61.1%	8.8%
2004	433	58.4%	8.5%
2003	451	63.2%	10.9%

Clermont Associates Seeking			
Entering Cohort	**Adjusted Cohort**	**Retention 1 year**	**3 Year Graduation**
2016	516	59.9%	
2015	528	61.0%	
2014	548	59.9%	20.1%
2013	668	56.4%	20.5%
2012	645	57.1%	19.1%
2011	732	53.3%	15.2%
2010	775	60.6%	16.6%
2009	773	56.1%	16.6%
2008	666	63.7%	15.9%
2007	556	60.4%	14.6%
2006	481	59.0%	15.0%
2005	513	62.0%	15.5%
2004	381	64.8%	16.5%
2003	408	61.8%	19.6%

Appendix C: Other Enrollment Metrics

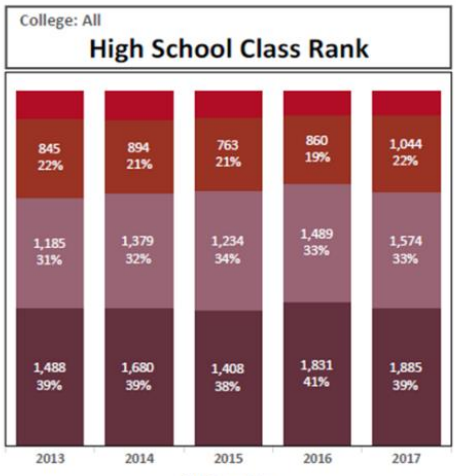
University of CINCINNATI

OFFICE OF INSTITUTIONAL RESEARCH

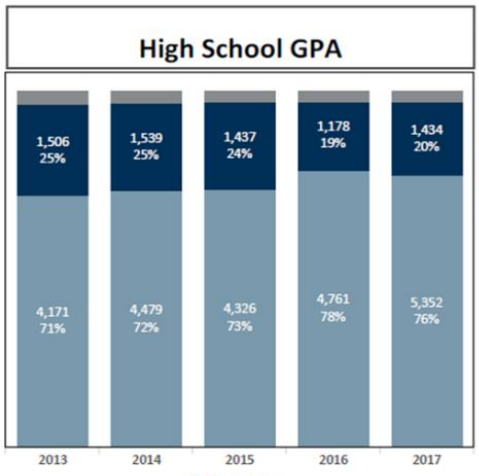
First-Time Degree-Seeking Undergraduates

By High School Class Rank and GPA

College: All



	2013	2014	2015	2016	2017
1st to 25th	299 (8%)	347 (8%)	275 (7%)	312 (7%)	338 (7%)
26th to 50th	845 (22%)	894 (21%)	763 (21%)	860 (19%)	1,044 (22%)
51st to 75th	1,185 (31%)	1,379 (32%)	1,234 (34%)	1,489 (33%)	1,574 (33%)
76th to 100th	1,488 (39%)	1,680 (39%)	1,408 (38%)	1,831 (41%)	1,885 (39%)
Total	3,817 (100%)	4,300 (100%)	3,680 (100%)	4,492 (100%)	4,841 (100%)



	2013	2014	2015	2016	2017
Below 2.0	234 (4%)	224 (4%)	198 (3%)	188 (3%)	226 (3%)
2.0-2.99	1,506 (25%)	1,539 (25%)	1,437 (24%)	1,178 (19%)	1,434 (20%)
3.0+	4,171 (71%)	4,479 (72%)	4,326 (73%)	4,761 (78%)	5,352 (76%)
Total	5,911 (100%)	6,242 (100%)	5,961 (100%)	6,127 (100%)	7,012 (100%)
Avg. GPA	3.226	3.245	3.260	3.432	3.383

Campus
- ✓ Clifton
- ✓ UC Blue Ash
- ✓ UC Clermont

HS Percentile
- 1st to 25th
- 26th to 50th
- 51st to 75th
- 76th to 100th

GPA Category
- Below 2.0
- 2.0-2.99
- 3.0+

Notes:
Based only on students who reported a High School Rank and/or a GPA on a 4-point scale.

Source:
Starting 2017: Slate extract
2016: Radius extract
Prior years: UniverSIS Student Data Model

Student Fact Book - Fall 2017

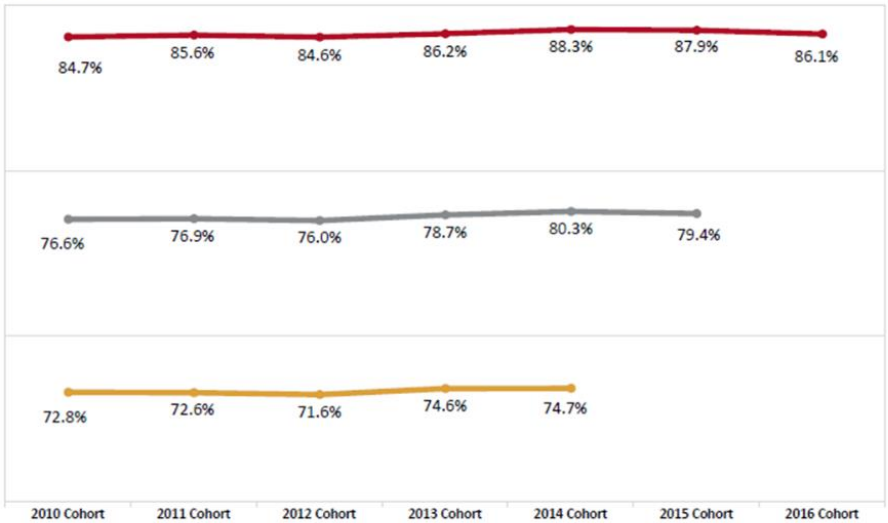
University of CINCINNATI

OFFICE OF INSTITUTIONAL RESEARCH

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

College: All

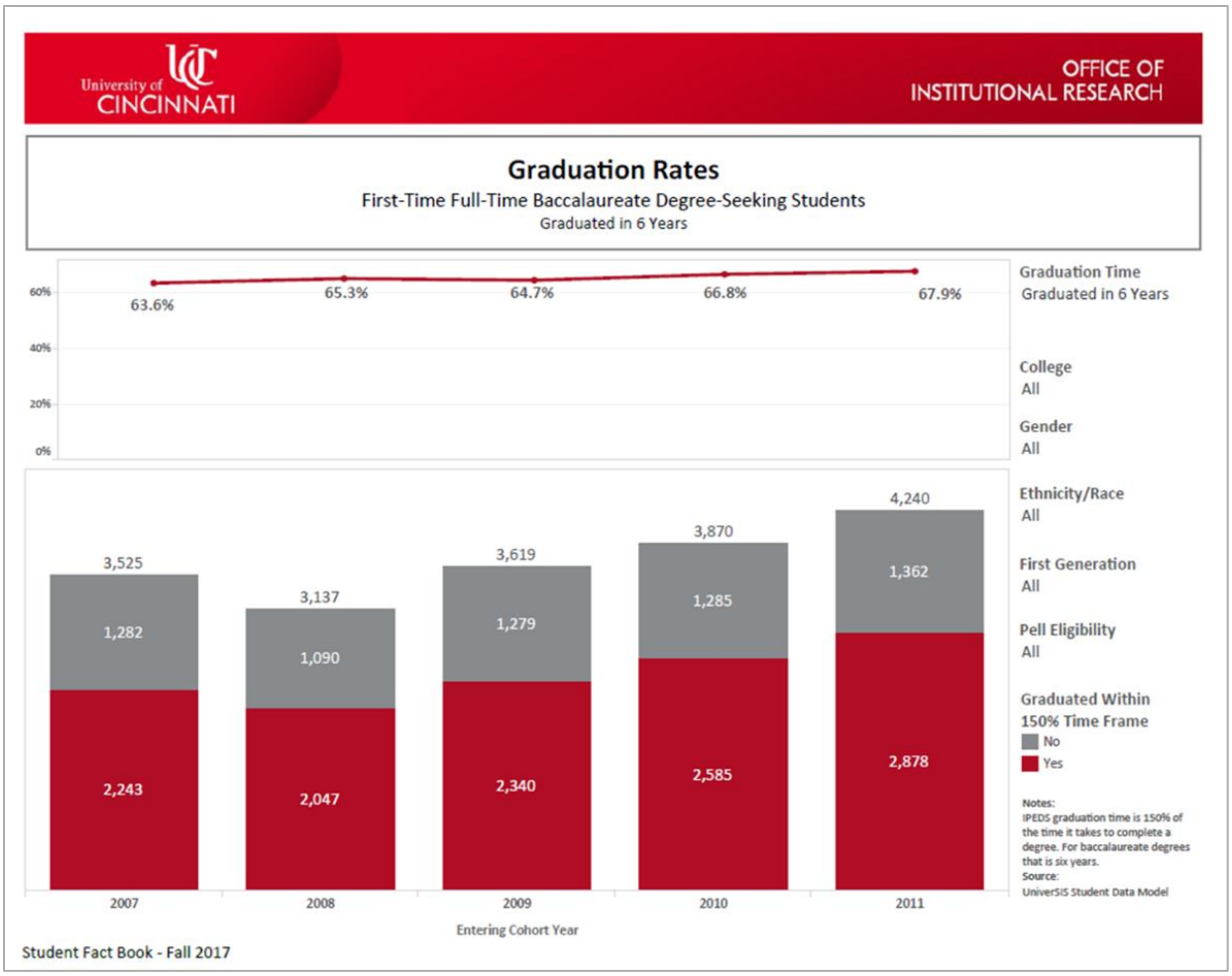
Award Objective: Baccalaureate



	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort
% Retained Year 1	84.7%	85.6%	84.6%	86.2%	88.3%	87.9%	86.1%
% Retained Year 2	76.6%	76.9%	76.0%	78.7%	80.3%	79.4%	
% Retained Year 3	72.8%	72.6%	71.6%	74.6%	74.7%		

Source:
Starting 2016: Term enrollment extract from Catalyst Reporting Tool (CaRT)
Prior years: UniverSIS Student Data Model

Student Fact Book - Fall 2017


University of CINCINNATI
OFFICE OF INSTITUTIONAL RESEARCH
Graduation Rates
First-Time Full-Time Baccalaureate Degree-Seeking Students
Graduated in 6 Years
60%
40%
20%
0%
63.6%
65.3%
64.7%
66.8%
67.9%
Graduation Time
Graduated in 6 Years
College
All
Gender
All
Ethnicity/Race
All
First Generation
All
Pell Eligibility
All
Graduated Within 150% Time Frame
No
Yes
3,525
1,282
2,243
3,137
1,090
2,047
3,619
1,279
2,340
3,870
1,285
2,585
4,240
1,362
2,878
2007
2008
2009
2010
2011
Entering Cohort Year
Notes:
IPEDS graduation time is 150% of the time it takes to complete a degree. For baccalaureate degrees that is six years.
Source:
UniverSIS Student Data Model
Student Fact Book - Fall 2017

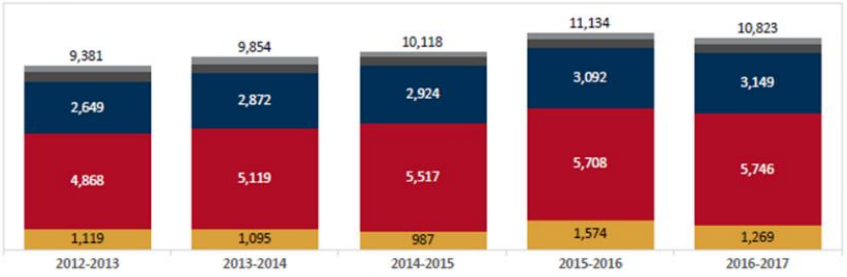
University of CINCINNATI

OFFICE OF INSTITUTIONAL RESEARCH

Degrees and Certificates Awarded

By Degree Type

College: All



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Associate	1,119 *(11.9%)*	1,095 *(11.1%)*	987 *(9.8%)*	1,574 *(14.1%)*	1,269 *(11.7%)*
Baccalaureate	4,868 *(51.9%)*	5,119 *(51.9%)*	5,517 *(54.5%)*	5,708 *(51.3%)*	5,746 *(53.1%)*
Masters	2,649 *(28.2%)*	2,872 *(29.1%)*	2,924 *(28.9%)*	3,092 *(27.8%)*	3,149 *(29.1%)*
Doc Res/Scholar	230 *(2.5%)*	265 *(2.7%)*	213 *(2.1%)*	284 *(2.6%)*	233 *(2.2%)*
Doc Prof. Pract	515 *(5.5%)*	503 *(5.1%)*	477 *(4.7%)*	476 *(4.3%)*	426 *(3.9%)*
Total	9,381 *(100.0%)*	9,854 *(100.0%)*	10,118 *(100.0%)*	11,134 *(100.0%)*	10,823 *(100.0%)*

Demographics

Degree Type

Term

- [x] Summer
- [x] Fall
- [x] Winter
- [x] Spring

College

All

Award Type

All

Gender

All

Legend

- Doc Res/Scholar
- Doc Prof. Pract
- Masters
- Baccalaureate
- Associate

Notes:
Includes students graduating between Summer and Spring of a Reporting Year.

Source: Degrees Conferred (DC) File

Student Fact Book - Fall 2017

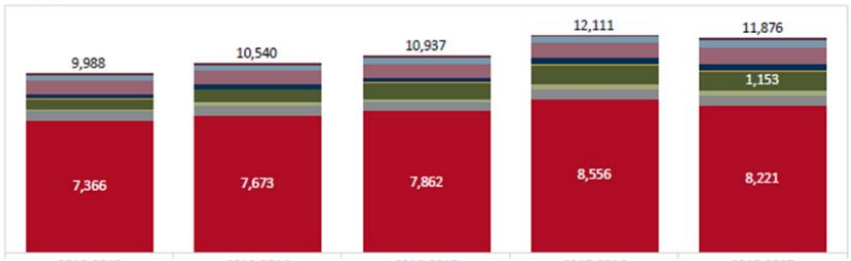
University of CINCINNATI

OFFICE OF INSTITUTIONAL RESEARCH

Degrees and Certificates Awarded

By Race/Ethnicity

College: All



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
American Indian or Alaska..	14 *(0.1%)*	26 *(0.2%)*	24 *(0.2%)*	22 *(0.2%)*	17 *(0.1%)*
Asian	360 *(3.6%)*	370 *(3.5%)*	366 *(3.3%)*	393 *(3.2%)*	431 *(3.6%)*
Black or African American	765 *(7.7%)*	726 *(6.9%)*	772 *(7.1%)*	817 *(6.7%)*	881 *(7.4%)*
Hispanic / Latino	232 *(2.3%)*	260 *(2.5%)*	257 *(2.3%)*	353 *(2.9%)*	370 *(3.1%)*
Native Hawaiian or Other ..	8 *(0.1%)*	9 *(0.1%)*	8 *(0.1%)*	18 *(0.1%)*	8 *(0.1%)*
Nonresident Alien	662 *(6.6%)*	781 *(7.4%)*	913 *(8.3%)*	1,102 *(9.1%)*	1,153 *(9.7%)*
Race/Ethnicity Unknown	522 *(5.2%)*	563 *(5.3%)*	551 *(5.0%)*	620 *(5.1%)*	522 *(4.4%)*
Two or More Races	59 *(0.6%)*	132 *(1.3%)*	184 *(1.7%)*	230 *(1.9%)*	273 *(2.3%)*
White	7,366 *(73.7%)*	7,673 *(72.8%)*	7,862 *(71.9%)*	8,556 *(70.6%)*	8,221 *(69.2%)*
Total	9,988 *(100.0%)*	10,540 *(100.0%)*	10,937 *(100.0%)*	12,111 *(100.0%)*	11,876 *(100.0%)*

Demographics
Race/Ethnicity

Term
- [x] Summer
- [x] Fall
- [x] Winter
- [x] Spring

College
All

Award Type
All

Gender
All

Legend
- American Indian or Alaska Na..
- Asian
- Black or African American
- Hispanic / Latino
- Native Hawaiian or Other Pac..
- Nonresident Alien
- Two or More Races

Notes:
Includes students graduating between Summer and Spring of a Reporting Year.

Source: Degrees Conferred (DC) File

Student Fact Book - Fall 2017

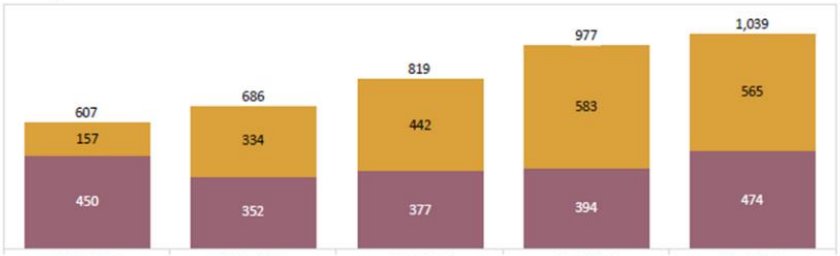
University of CINCINNATI

OFFICE OF INSTITUTIONAL RESEARCH

Degrees and Certificates Awarded

By Certificate Type

College: All



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Graduate Certificate	157 *(25.9%)*	334 *(48.7%)*	442 *(54.0%)*	583 *(59.7%)*	565 *(54.4%)*
Undergraduate Certificate	450 *(74.1%)*	352 *(51.3%)*	377 *(46.0%)*	394 *(40.3%)*	474 *(45.6%)*
Total	607 *(100.0%)*	686 *(100.0%)*	819 *(100.0%)*	977 *(100.0%)*	1,039 *(100.0%)*

Demographics
Certificate Type

Term
- [x] Summer
- [x] Fall
- [x] Winter
- [x] Spring

College
All

Award Type
All

Gender
All

Legend
- Graduate Certificate
- Undergraduate Certificate

Notes:
Includes students graduating between Summer and Spring of a Reporting Year.

Source: Degrees Conferred (DC) File

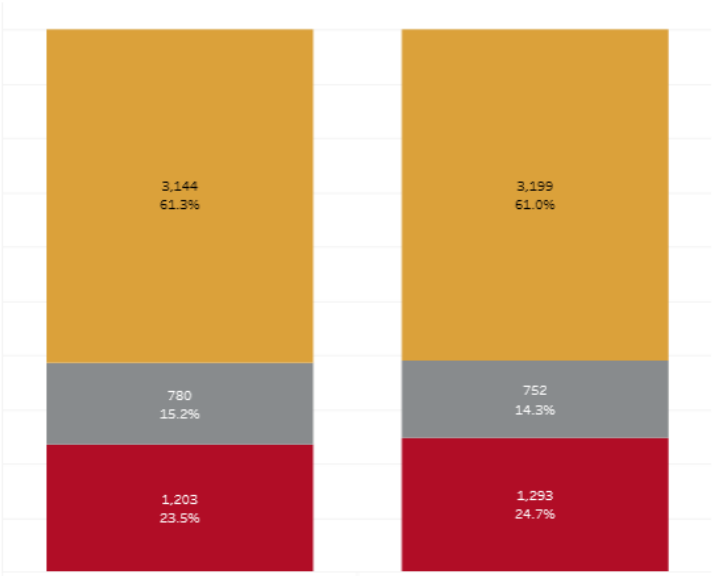
Student Fact Book - Fall 2017

University of CINCINNATI

OFFICE OF INSTITUTIONAL RESEARCH

Baccalaureate Degree Earners

By Student Entry Type



Race/Ethnicity: (All)

Graduated College: (All)

Academic Area: (All)

Institution Type: (All)

Student Type
- UC Native
- Transition
- Transfer

	2014-2015	2015-2016
Transfer	1,203 *(23.5%)*	1,293 *(24.7%)*
Transition	780 *(15.2%)*	752 *(14.3%)*
UC Native	3,144 *(61.3%)*	3,199 *(61.0%)*
Grand Total	5,127 *(100.0%)*	5,244 *(100.0%)*

Source:
HEI Degrees Conferred File
UniverSIS Student Data Model

Post-Graduation Outcomes for the Graduating Class 2015–2016

University of CINCINNATI | EXPERIENCE-BASED LEARNING AND CAREER EDUCATION

All Colleges

Top Employers List:

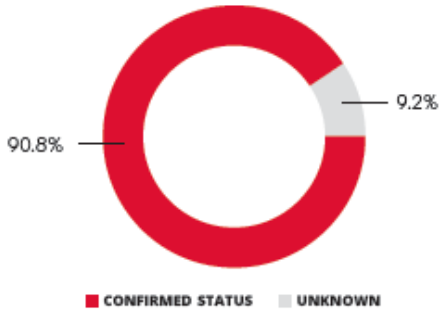
1. Cincinnati Children's Hospital Medical Center
2. University of Cincinnati
3. Mercy Health
4. Kroger
5. Bethesda Hospital, Inc.
6. The Christ Hospital
7. Cincinnati City Board of Education
8. Electronic Classroom of Tomorrow
9. Good Samaritan Hospital of Cincinnati
10. Hamilton County Auditor

Top Continuing Institutions:

(Based on students pursuing either a Master's or PhD program)

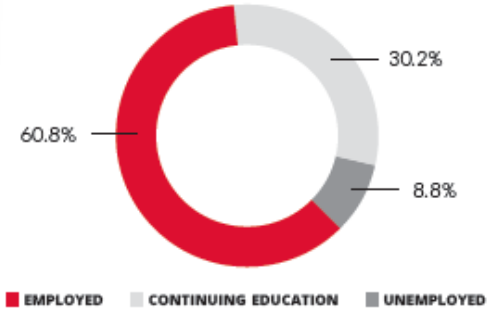
1. University of Cincinnati
2. University of Cincinnati—College of Medicine
3. Northern Kentucky University
4. The Ohio State University
5. Miami University
6. Bowling Green State University
7. Kent State University
8. Liberty University
9. New York University
10. University of Kentucky

Confirmed Status for Undergraduates



Outcome Rates for Undergraduates

(excluding persons with unknown outcomes)



Employed Graduates with Salary Information

- **3,376 out of 3,893** employed graduates responded
- Percentage of Respondents that are employed with a salary: **86.7%**
- Average Salary: **$36,714.02**
- Median Salary: **$33,864.00**

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

Office of Advising & Academic Services

uc.edu/advising