

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
September 19, 2013
Student Heath Center, Main Conference Room

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on Thursday, September 19, 2013 at the Student Health Center on the Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Sue Henry. Also attending were Committee members Don Crain, Terry Hershey, Dennis Lieberman, Sharon Mitchell and Robert Shroder, along with National Trustee John Altman and Student Trustees Graham Bowling and Arianne Wilt. Committee member Harry Wilks was absent.

In addition to the Trustees, Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Peter Natale, Vice President for Information Technology; Mike Curme, interim Dean of Students and Associate Vice President for Student Affairs; and Scott Walter, Assistant VP for Student Affairs, were in attendance. Also present to address agenda items or to provide support, were: Robin Parker, General Counsel, Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; Michael Pratt, Dean, College of Professional Studies and Applied Sciences; Steve Wyatt, Chair, University Senate Executive Committee; John McCandless, Miami University, Chief of Police; Gwen Fears, Associate Dean of Students; Cheryl Young, Assistant Provost; Kip Alishio, Director, Student Counseling Services; Rebecca Baudry Young, Director of Student Wellness; Tim Kresse, Director of Budgets and Technology; Susan Vaughn, Director of Ethics and Student Conflict Resolution; Lindsay Carpenter, Manager of Budgets and Operations; Dan Stewart, Associated Student Government; and Ted Pickerill, Secretary to the Board of Trustees; as well as several others attending to observe or assist, including Cliff Peale of the Cincinnati Enquirer.

Executive Session

On a motion duly made, seconded, and voted upon by roll call vote, the Academic and Student Affairs Committee adjourned to Executive Session in accordance with the Ohio Open Meetings Act, Revised Code Section 121.22 to discuss personnel matters. At 8:45 a.m. the Committee adjourned the Executive Session and convened into the Public Business Session.

Public Business Session

Announcements

Chair Sue Henry opened the public session and welcomed everyone to the meeting.

Student Trustees

Student Trustee Graham Bowling was introduced to the Committee, and Student Trustee Arianne Wilt spoke of winter term and its study abroad opportunities. Trustee Wilt also relayed how many of the winter term sections are full and that she believes students are looking forward to the term.

Trustee Wilt's written report is included as Attachment A.

Associated Student Government

Secretary Dan Stewart stated there are not yet been any ASG legislation to report. He then spoke of the Armstrong Student Center, and all the building will offer to enhance student life on campus. He also touched upon the history of debate which generated the recommendation for a Good Samaritan policy, and that the piloting of the policy was receiving positive support and feedback.

Mr. Stewart's written report is included as Attachment B.

University Senate

Professor Steve Wyatt, Chair of the University Senate Executive Committee, reported that with only one Senate meeting having been held to date, there was no significant action to highlight. He then reported on possible agenda items for the upcoming year, which include the Miami Plan, Miami 2020, and a review of SR 08-09 (Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs).

Dr. Wyatt's written report is included as Attachment C.

Student Affairs Reports

Vice President for Student Affairs Update

Dr. Mike Curme, interim Dean of Students and Associate Vice President discussed the freshmen move-in, which included 122 welcome week events. Assistant Vice President Scott Walter discussed the Career Fair which has 260 employers participate – the most ever.

Alcohol Awareness

Rebecca Baudry Young, Director of Student Wellness began by providing some history and led the discussion, but was joined at several points by other Directors from Student Affairs, and Police Chief John McCandless in presenting information on alcohol and efforts to curb abuse.

Miami administers Alcohol.edu to its entering students. Miami's non-drinker trends match national, showing an increase, also there is a trend towards fewer heavy/problematic drinkers. However, responses measured after the start of college show Miami has greater erosion in the number of non-drinkers, and a greater increase in the number of heavy episodic drinkers, but has less growth than national averages in problem drinkers.

Where students are drinking and the frequency of negative consequences associated with each location were also examined, with bar or night club locations having more negative consequences.

Miami was compared to peer institutions finding that Miami trends are near that of their peers. Miami student discipline incidents and police data were also reviewed, showing wide variances year-to-year, likely due to shifts in focus year-to-year.

Efforts to combat alcohol abuse include involving parents. Some parent-based initiatives include parents taking alcohol.edu, the 21st birthday postcard, and engagement during orientation. It was suggested during this presentation that parent-based efforts should begin during student recruitment. Other efforts include parents being informed when their student has an alcohol-related offense, and a letter from the Prosecutor is sent if arrested.

Student Trustee Wilt raised the issue of the Ohio social host law, and parents providing alcohol for their students, which can cause difficulty in addressing alcohol abuse. However, the law requires parents to be present when the alcohol is consumed and the university policy is no alcohol in in first-year residence halls. Also regarding parents, children of alcoholics was discussed, and Student Counseling Services is well attuned to this issue.

The majority of alcohol disciplinary reports are on-campus. The disciplinary consequences vary with the severity of the infraction and become more severe for repeated offenses. For a first, minor infraction offense (e.g. possession without intoxication) two hours of training and a fee are the immediate consequence, with the inability to become and a Resident Advisor and a likely denial of study abroad also resulting. A second minor infraction results in intervention, which data suggests are quite successful in significantly reducing excessive drinking (this is a first offence for a more severe disciplinary infraction). Infractions beyond this result in a one semester suspension. The goals of the system are to provide support, engage parents, and for continuing violations to provide time away from campus.

The majority of Miami students are not heavy drinkers, with 63% of Miami students making low risk choices – a behavior which is to be reinforced, and student organizations are encouraged to promote alcohol free events. Also, the new Armstrong Student Center will be an opportunity to create alternatives to drinking.

Ms. Baudry Young then highlighted the piloting of the Good Samaritan policy which allows students to call for those in distress, without disciplinary consequences for themselves, or the intoxicated individual. While there is no disciplinary response, the student requiring assistance will be enrolled in the appropriate intervention program to provide the help needed. The pilot has been embraced by students and is well-received by other stakeholder groups, such as University Senate, and the Student Affairs Council. Approximately ten cases have been addressed thus far this academic year.

Also discussed was the Oxford Police Department's recent policy to take all alcohol offenders, including underage possession without intoxication, to the Butler County Jail. This policy goes beyond that of the Miami Police which take only those students who are too intoxicated to care for themselves; the jail is used in such cases, because the hospital does not admit them and the jail has an EMT on site.

Ms. Baudry Young's report and presentation are included as Attachment D.

Program Review and Assessment

Dr. Gwen Fears and Mr. Tim Kresse updated the Committee on program review and assessment. Benchmarking against several peer universities has been conducted and a program to exam 14 areas, such as mission, leadership, ethics, etc. has been developed.

Also discussed was the use of technology to allow and enhanced measurement and assessments. An example is swiping student ID cards to quickly and accurately record attendance.

Their report and presentation are included as Attachment E.

Student Affairs Written Reports

In addition to the presentations, the following written reports were provided:

Student Affairs "Good News," Attachment F

Campus Safety, Susan Vaughn, Director, Ethics and Student Conflict resolution, Attachment G

Student Housing Occupancy, Brian Woodruff, Director of Housing Contracts and Meal Plans, Attachment H

Academic Affairs Reports

Provost Update

Provost Gempesaw discussed several resolutions to be considered by the Board of Trustees, including conferral of degrees for the 2014 academic year, a resolution of support for the Art Museum, and a resolution on remediation free standards.

Following a motion by Trustee Shroder and a second by Trustee Mitchell, the Committee voted unanimously to recommend approval of all three resolutions by the full Board of Trustees.

The resolutions are included as Attachment I.

Enrollment Management Update

Associate Vice President Michael Kabbaz reported that the profile of the first year class is sound, enrollment goals were met, and academic quality has improved. Mr. Kabbaz reviewed goals for the upcoming year, which included increased transfer enrollment, increased American Culture and English (ACE) enrollment, increased Pathway to Oxford participation at the Regional campuses, and steady first year entry enrollment of 3,600 students.

To enhance transfers and the opportunity for success by transfer students, Miami is crafting articulation agreements with Ohio Community Colleges. Mr. Kabbaz also reported that one of the highest retention rates, 98%, is in the English language program.

Mr. Kabbaz's presentation is included as attachment J.

College of Professional Studies and Applied Sciences Initiatives

Dean of the College of Professional Studies and Applied Sciences presented an enrollment update and information on initiatives currently underway or planned for the Regional Campuses. Historically, regional enrollment was fairly steady at approximately 4,500 in the early to mid 2000's. Following the recession, it rose to average of 5,800 per year, and as the recession has ebbed, it has stayed at the higher level, due to increased opportunities to enroll in four year programs. One new four year degree is health information technology which provides an alternative for those who do not advance in Nursing. It is a Regional campus goal to grow enrollment, and to increase retention and graduation rates.

According to a study of the adult student market, 84% of adult students seek a bachelor degree, with hybrid/online courses desired, including fully online options. Desired degrees focus on business, health professions, computer and IT, and criminal justice/law. To meet the need and create new degree options, the College of Professional Studies and Applied Sciences solicits faculty, prioritizes the focus based on the market and resources available, and identifies a faculty champion/leader to head the process.

Through this process a bachelors in Criminal Justice has been created. Possible future degrees include; a bachelor in Commerce and Administration, a masters in Criminal Justice, and a masters in Nursing.

Another initiative presented was the English Language Center, which is bringing Chinese students to the Middletown campus for English Language training and future college entry. It is a partnership program that includes lodging and dining for the students. 37 students are on campus this Fall in five different levels of language training, and they have integrated themselves very well into the campus community

Dean Pratt's presentation is included as Attachment K.

eLearning

Provost provided an overview and introduction of the topic, he explained that a national the search to find a dedicated eLearning leader is nearly complete. Assistant Provost Cheryl Young and Lindsey Carpenter then addressed the Committee providing greater detail on current eLearning efforts.

Internal faculty Learning Communities have been developed to help faculty understand how to develop a quality course. Summer and winter technology institutes for faculty are also being offered.

A current eLearning project targets those courses taken by students and transferred in to Miami. In the Business School, MGT 111 is being piloted, it has a common course template to aid faculty, but is flexible to accommodate each individual faculty member. Another feature is context modularity, with modules that can be used across courses. These features are planned for incorporation into the courses required for a business minor that would be available online. Ms. Carpenter outlined additional opportunities for online courses, to include; certificate programs, graduate programs, 2 + 2 partnerships, along with the establishment of eLearning Centers with international partners.

Financials and "what if" revenue and loss scenarios were reviewed, showing an estimated three years to turn a profit and a payback period of five years. Key next steps include the selection of the platform and infrastructure, and faculty and staff training

The eLearning presentation is included as Attachment L.

Academic Affairs Written Reports

In addition to the presentations, the following written reports were provided:

Academic Affairs "Good News," Attachment M
Winter Term Update, Provost Gempesaw, Attachment N

Additional Written Reports

The following additional written reports were submitted for Committee review:

Construction Update, Cody Powell, Associate Vice President for Facilities,
Planning and Operations, Attachment O
Information Technology Update, Peter Natale Vice President for Information
Technology, Attachment P

Adjournment

With no other business coming before the Committee, the Chair adjourned the meeting at 11:45 p.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



Arianne Wilt, Student Trustee
Report to the Academic & Student Affairs Committee

Good morning,

I would like to take a moment to briefly touch on the excitement surrounding the upcoming pilot winter term. I have checked the course offerings online and compared the amount of students that have signed up for these courses compared to summer courses and I am proud to report I have noticed a starkly similar number. As we test our first ever winter term, it seems that both students and faculty have already taken great interest and excitement at the possibilities ahead. In almost every academic building on campus there are a variety of posters advertising different study abroad opportunities, including trips to Russia, Ghana, London and many other interesting and exciting places where Miami students are sure to broaden their educational experience. As a voice for all students of this university, I would like to extend my thanks and gratitude to the Board and especially for this committee for all of your support and work to make what I am sure to be a wonderful experience for many students come true.

Also, here with me today is our newest Student Trustee, Graham Bowling. I will formally introduce him at the full meeting tomorrow but I would like to give him a few moments to introduce himself to you all, as he will become quite a familiar face over the next two years.



TO: Board of Trustees Academic/Student Affairs Committee
FROM: Dan Stewart
DATE: September 19th, 2013

ASG Update

With the 2013-2014 school year well under way, the Associated Student Government is very excited to begin its yearly operations. Though off-campus senator elections have completed, the on-campus senator positions are currently in the process of being executed, and the first student senate will not convene until September 24th.

Nonetheless, the ASG cabinet has been busy brainstorming and meeting with many administrative officials during our annual ASG cabinet retreat. I speak for all of ASG cabinet when I say we left these meetings rejuvenated, excited, and ready to get to work. Some of the goals we aim to focus on in the upcoming year are as follows:

- Improve communication between administrative officials and ASG
- Develop innovative and thoughtful ways to communicate with the student body
- Effectively use the Armstrong Student Center as a student resource

As a whole, the ASG cabinet realizes that this year is going to be a “perfect storm” of sorts, with the opening of the Armstrong Student Center. We will not let this opportunity slip between our fingers. The Armstrong Student Center has incredible potential to be a focal point for student activities, student life, while also providing a deterrent to issues such as the alcohol problem on this campus. We are working diligently to help develop this building into a resonating beacon on this beautiful campus, but are also aware it is not the solver of all evils. We look forward to thoroughly working on this project.

As for myself, I will be personally serving on the Academic Policy Committee, Academic Program Review Committee, Liberal Education Council, Library Committee, and the Undergraduate Academic Affairs Committee in the upcoming school year. I am extremely excited to serve on these committees, as it will allow me a holistic insight of important student issues.

Finally, on behalf of ASG, I would like to thank all of you for your help in the launch of the Good Samaritan Policy. This has been a contentious issue, and although I hope this policy never has to be used, it may potentially save the life of a student. Your meaningful debate and willingness to listen is appreciated more than you know, so again I say thank you.

For Love and Honor,

Dan Stewart
Secretary for Academic Affairs

A Report to the Board of Trustees Academic and Student Affairs Committee on the University Senate

From: Steve B. Wyatt, Chair, University Senate Executive Committee

Date: September 4, 2013

The enabling act¹ grants the following roles to the senate.

- The senate is the main governance body where university policies and issues are discussed and debated among students, faculty, staff, and administrators. The conclusions reached by Senate can either be advisory or legislative depending on the issue.
- The senate is the legislative body on matters involving educational programs, requirements, and standards; faculty welfare; and student conduct.
- The senate is advisory to the university on all matters pertaining to Miami University.

Major Anticipated Legislative Action

The revision of the Miami Plan for liberal education will come before senate and will be evaluated before being submitted for approval. This is the single most important curricular issue that will come before senate this year. It is anticipated that the Miami Plan proposal will come before senate before the end of the fall 2013 semester and perhaps again the spring of 2014. It is anticipated that a final revision of the Miami Plan will come to a vote before the end of the 2014 academic year.

Major Anticipated Advisory Actions

The 2020 plan is currently being revised and it is anticipated that a plan with metrics will be presented to senate on October 7, 2013. At this meeting senate will have an opportunity to discuss the revised plan and offer suggestions about metrics and implementation.

An ad hoc committee is considering revisions to the Senate Resolution SR 08-09 (Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs). Membership: Carolyn Haynes (Associate Provost), chair; Phyllis Callahan (Dean, College of Arts and Science); Jim Oris (Dean, Graduate School); and John Weigand (chair, architecture and interior design).

A preliminary schedule of reports anticipated to come before senate is given as appendix A.

¹ See <http://community.miamioh.edu/senate/node/5> for the enabling act of the senate and bylaws of senate along with standing committee lists and descriptions.

Appendix A

A tentative schedule for special reports to University Senate during the 2013-2014 academic year

Responsibility Centered Management (Dr. Creamer / David Ellis)	September 9
Retention Steering Committee / Undergraduate Academic Advising Council (M.Curme / C.Haynes)	September 9
I am Miami (Deedie Dowdle)	September 23
Enrollment Center / U-Direct (Michael Kabbaz)	September 23
Miami 2020 Plan Redesign (P.Callahan/J.Kiper)	October 7
E-Learning Advisory Council	November or December meeting
Global Initiatives	November or December meeting
Armstrong Center Activities and Policies	November or December meeting
Graduate Program Review / Academic Program Review (Jim Oris)	Fall Semester
LEC Miami Plan	Late Fall Semester
Ad Hoc Committee for Developing Promotion Guidelines for LCPL Faculty (Judy Rodgers, Chair)	Spring Semester
Undergraduate Research Committee	Spring Semester
Winter Term Results	Spring Semester
LEC - Miami Plan	
Accreditation	
Academic Institutional Partnerships Committee	
Benefits Committee	
Faculty Welfare Committee	
Interdisciplinary Advisory Council	
Farmer School of Business – Code of Honor	

Presentation to Miami University Board of Trustees
Rebecca Baudry, Office of Student Wellness
Sept 2013

History of Alcohol Prevention Strategies

At the previous Board of Trustees meeting many current and future prevention strategies to reduce high risk drinking were examined. But it is important to also look at the efforts of the past to better understand strategies and programming that have impacted the current environment. Representatives from Miami University Police Department, Office of Ethics and Student Conflict Resolution, Student Counseling Services, Dean of Students Office, Legal Counsel and faculty met to discuss and summarize past efforts to reduce high risk drinking. Beginning in 1996 there was a national push for colleges to address underage drinking. In 1999 Miami University secured a 10 year federal grant to implement prevention, education, and enforcement strategies and to collaborate with community stakeholders. Successes during this time period included hiring full time staff for the Office of Health Education (now the Office of Student Wellness), hiring a full time substance abuse counselor for the Student Counseling Center, a revision of the Student Code of Conduct to include alcohol violations, prohibiting marketing and promotion by alcohol distributors on campus, and a ban on all alcohol deliveries on campus. However, until the Garland Initiative was introduced in 2006, these efforts lacked a comprehensive and coordinated approach. The Garland Initiative and recommendations provided leadership on the issues of high risk drinking, and provided a framework for implementation. The Garland Initiative also formalized campus and community partnerships with the creation of the Student and Community Relations Committee and the Coalition for a Healthy Community-Oxford Ohio. The federal grant received by Miami University financially supported this collaboration and provided resources for implementation of environmental strategies. This grant also supported activities through the Office of Health Education such as social marketing campaigns, After Dark alcohol free programming, development of peer education programming, leadership on the Coalition for a Healthy Community-Oxford, Ohio, and for dedicated community mobilization staff. In 2009 the grant expired and the university was unable to sustain the level of funding needed for these activities. Office of Health Education staff was eliminated, and funding for community efforts diminished. Many activities however persist. Continued and frequent dialog within the Division of Student Affairs about high risk drinking helps guide strategic goals for departments such as the Office of Student Wellness, Student Counseling Services, Office of Ethics and Student Conflict Resolution, and the Office of Residence Life. There is a continued partnership with the Miami University Police Department and there is consistent messaging from university leadership about the expectations for student behavior. Moving forward, a unified approach by the university is paramount with a focus on student safety. This will be achieved through ongoing efforts, a review of current research, and an examination of best practices.

Trends in AlcoholEdu for College Data, 2007-2012

The data from AlcoholEdu for College provides the opportunity to look at trends over time and to compare to national data. The best data from AlcoholEdu for College is from 2007 through 2012. Prior to 2007 there were changes to the survey instruments used by AlcoholEdu and thus makes the data more difficult to compare. Survey 1 data suggests that incoming students prior to arriving at Miami

University who report being Abstainers (defined as no drinks in the last year) make up a similar proportion of the incoming class as they do nationally. Abstainers and Non Drinkers are an increasing population of incoming first years students both nationally and at Miami. However, when we look at Survey 3 data (4-6 weeks after arriving on campus) we see that fewer students report being Non Drinkers. Nationally this decrease happens at a 15% rate of change, whereas, at Miami this rate of change is 24%. Simply put, students are less likely to remain non-drinkers than the national average after arriving on campus. Miami and national data were also compared to data from a list of Peer Institutions as defined by the Miami University Office of Institutional Research. These institutions were as follows: Clemson University, College of William and Mary, Indiana University, University of Alabama, UC Santa Cruz, University of Connecticut, University of Delaware, University of Mississippi, UNC Chapel Hill, UNC Greensborough, University of Oregon, University of Vermont, University of Wyoming. The best data available includes only years 2010 through 2012, but we see that when compared to peer institutions our rate of change is slightly higher.

When we look at our Heavy Episodic drinkers data, we see that the proportion of incoming students in this category has decreased between 2007 and 2012. However, by Survey 3 we have remained at about 26% of students reported as heavy episodic drinkers during this time. One third of our students that are reported as Non Drinkers on Survey 1 move to the heavy episodic drinker category by Survey 3. Students reported as Moderate/Light Drinkers are also moving to the heavy episodic drinker category. Miami sees an increase in students in the heavy episodic drinkers category more than the national or peer institutions averages. Miami has seen less change between Survey 1 and Survey 3 in the problematic drinker categories than the national and peer institutions averages. This is a good sign as our goal is to see less growth in this category between Survey 1 and Survey 3. The increase we are seeing in this category is mainly from students in the heavy episodic drinker category moving to the problematic drinker category.

In summary, Miami's incoming students drinking behaviors generally reflect national trends and trends seen by our peer institutions. What is different is that Miami sees more growth between Survey 1 and Survey 3 in the heavy episodic drinking category than the national and peer institutions averages. The other difference is that Miami loses more students in the Non Drinker category between Survey 1 and Survey 3 than is seen in national trends and by our peer institutions. This data can be used to support strategies that help connect Non Drinkers and Light/Moderate drinkers to each other so that responsible behaviors around alcohol are encouraged and reinforced.

Negative Consequences

When we look at the data about negative consequences related to alcohol consumption, we see that fewer students report being taken advantage of sexually or taken advantage of someone sexually than the peer institution and national averages. But when asked if students experienced a blackout related to alcohol consumption, Miami percentages are well above both the national and peer institutions averages. To understand this better, we looked at the trends in risk behavior. Miami data suggests that students report pre-gaming, an activity that puts students at greater risk for negative consequences, is significantly higher than both the national and peer institutions averages. Other negative consequences can be seen in the data provided by the Miami University Police Department and the Office of Ethics and

Student Conflict Resolution (judicial office). The Oxford Police department forwards all arrest and citation data to the Office of Ethics and Student Conflict Resolution, so this data is captured by the university.

2013-14 Goals to Reduce High Risk Drinking

The research strongly supports the use of comprehensive, integrated programs with multiple complementary components that target: (1) individuals, including at-risk or alcohol-dependent drinkers, (2) the student population as a whole, and (3) the college and the surrounding community (Hingson and Howland, 2002; DeJong et al., 1998; Institute of Medicine, 1989). Evidenced based strategies and best practices will be presented to support the following goals proposed by the Office of Student Wellness:

1. **Individual Level Goal:** The Office of Student Wellness will design and implement a comprehensive parent based intervention plan in partnership with Miami University Parent's Office.

Strategies:

- a. Parents of incoming first year Oxford students will take AlcoholEdu for Parents
- b. Parents of first year students will receive a "Step Up Step Out card" addressing Ohio social host laws (with Parents Council)
- c. Develop "A Parent Handbook" for talking to their student about alcohol and distribute to 100% of parents of incoming first year students
- d. Include in the Parents Newsletter conversation tips at critical time periods during the academic year, i.e. Spring Break.
- e. Parents who have been notified that their student received an alcohol violation will be surveyed regarding conversations with and expectations of their student

2. **Student Population Level:** The Office of Student Wellness, in partnership with The Office of Student Activities, will advise on best practices for alcohol free programming, coordinate data collection, and identify cosponsors to support a culture in which students spend recreational time in positive and meaningful ways.

Strategies:

- a. Advise on best practices for alcohol free programming
- b. Assist with appropriate messaging.
- c. Invite departments and student organizations to cosponsor events.
- d. Secure funding for alcohol free events.
- e. Collect baseline data to measure the number of reported acts of vandalism noise complaints/violations, arrests, violations of the a student code of conduct, and BAC levels recorded at MHMH emergency room on nights programming is offered

3. **Community Level:** The Office of Student Wellness will build relationships and collaborate with university and community stakeholders to influence the culture by employing environmental strategies.

Strategies:

- a. Encourage University policies and City of Oxford laws and enforcement to emphasize student safety
- b. Market and offer structured non-alcohol related activities
- c. Correct student misperceptions of heavy use as the norm through Social Marketing Campaigns

Update: Good Samaritan Policy

Last Spring, the Student Senate Government passed a resolution supporting the creation of a Good Samaritan policy. President Hodge created a work group to look at best practices, compare policies at other institutions, and to create a Good Samaritan policy for Miami University. The work group included representatives from the Miami University Police Department, Student Counseling Services, Office of Ethics and Student Conflict Resolution, Office of Student Wellness, and University Legal Counsel.

Applying a “soft launch,” the Good Samaritan policy for Miami University has been instituted for school year 2013-14 and allows a student to call for medical assistance for a fellow student who is intoxicated without fear of a citation for violating the Student Code of Conduct. The student for which medical assistance is needed will be treated according to their medical needs and may also avoid judicial action. Although no citation would appear on their permanent student record, educational interventions may be required of the student, such as meeting with a counselor or attending an alcohol education class.

Update: Student Health Services Audit Data

Brief Motivational Interviewing is a technique to move students through the stages of change from pre-contemplation to contemplation around alcohol use. It brings attention to the student’s current alcohol use and is followed up with referrals or encouraging feedback. The clinicians at the Student Health Center were asked to give students a survey called the AUDIT, Alcohol Use Disorders Identification Test. A referral or encouraging statement was to be given to each student after scoring the test. After a 7 week pilot in Spring 2011, it was decided to institute this practice into the medical history taken at each appointment. In Spring 2013 the formalized implementation ceased due to changes in the organizational structure, however many clinicians continue to use this tool. Discussions with MHMH will occur in Fall 2013 to discuss future integration of this practice. A copy of the Pilot Study results and the AUDIT tool can be found as an addendum to this report.

Presentation to the Miami University Board of Trustees

Rebecca Baudry Young, Office of Student Wellness

Chief John McCandless, Miami University Police Department

Susan Vaughn, Office of Ethics and Student Conflict Resolution

Dr. Kip Alishio, Student Counseling Services

September 2013

History

- Efforts Prior to the Garland Initiative
- The Garland Initiative and SDFS Grant
- Community Collaboration
- Ongoing efforts

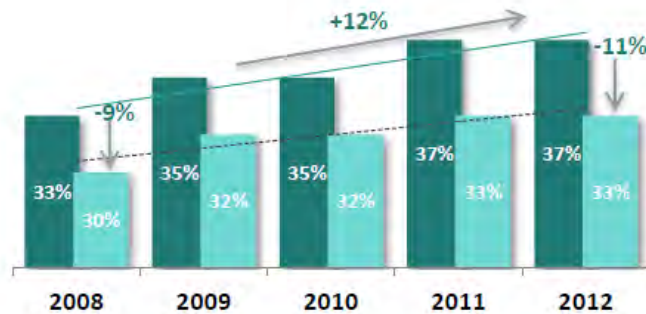
Trends Nationally and at Miami University

S1 = Pre-Matriculation
S3 = 30-45 Days Post Matriculation

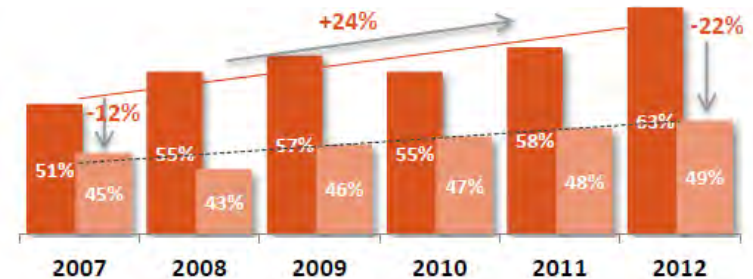
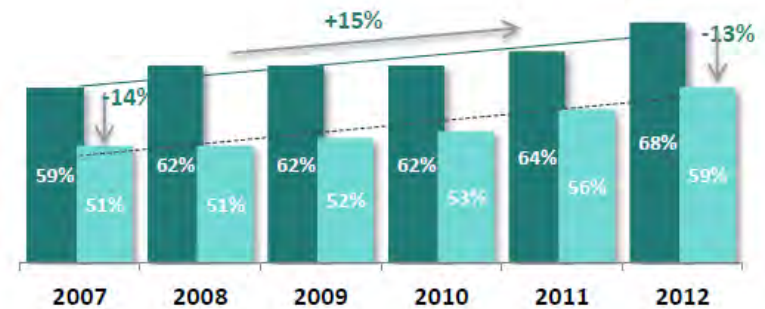
NATIONAL AVERAGE
S1 ■ S3 ■
S1 TREND — S3 TREND - - -

MIAMI UNIVERSITY
S1 ■ S3 ■
S1 TREND — S3 TREND - - -

ABSTAINERS
(0 drinks in past year)



NON-DRINKERS
(0 drinks in past two weeks)



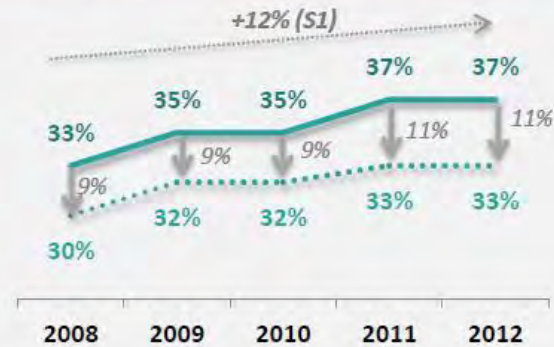
Trends Nationally and at Miami University

MU SURVEY 1
MU SURVEY 3 (30-45 DAYS POST-MATRICULATION)

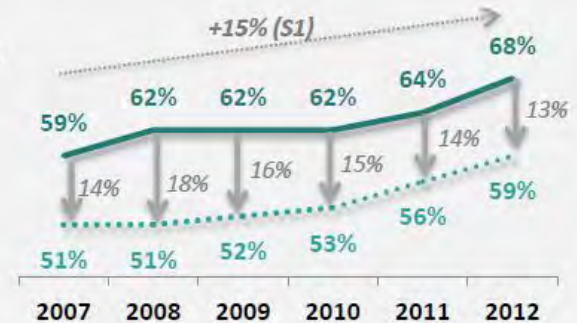
NAT'L SURVEY 1
NAT'L SURVEY 3 (30-45 DAYS POST-MATRICULATION)



ABSTAINERS
(0 drinks in past year)



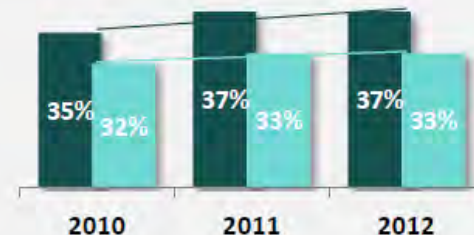
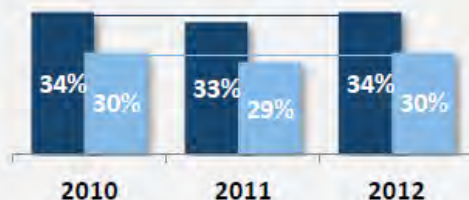
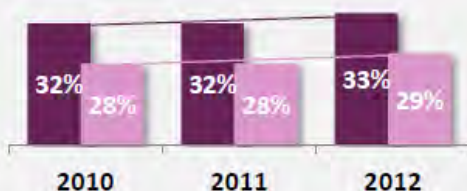
NON-DRINKERS
(0 drinks in past two weeks)



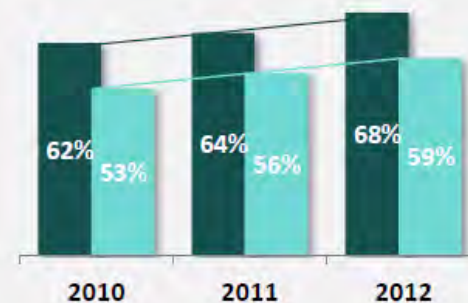
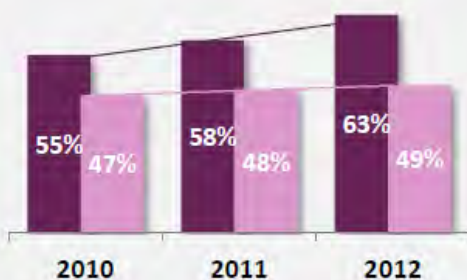
Trends Nationally and at Miami University



ABSTAINERS (0 drinks in past year)



NON-DRINKERS (0 drinks in past two weeks)



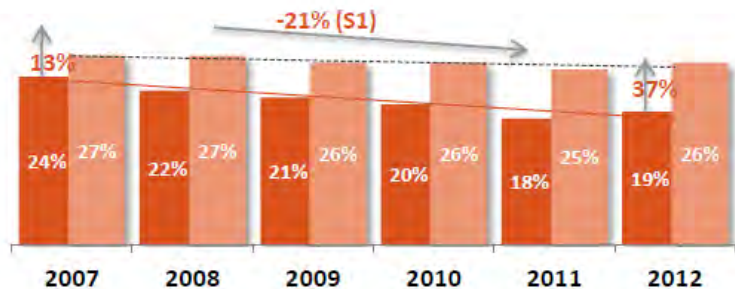
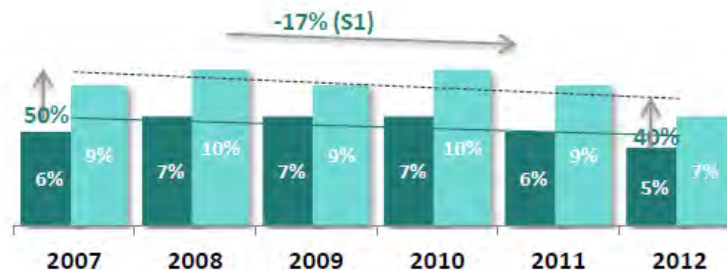
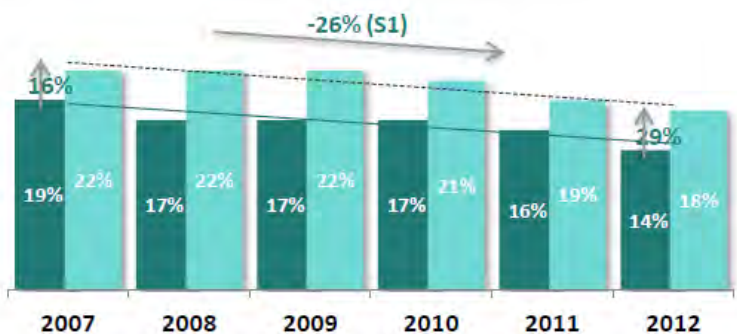
Opportunities to address High Risk drinking

NATIONAL AVERAGE
S1 ■ S3 ■
S1 TREND — S3 TREND —

MIAMI UNIVERSITY
S1 ■ S3 ■
S1 TREND — S3 TREND —

HEAVY-EPISODIC DRINKERS
(4-7 drinks for women; 5-9 drinks for men in past two weeks)

PROBLEMATIC DRINKERS
(8+ drinks for women; 10+ drinks for men in past two weeks)

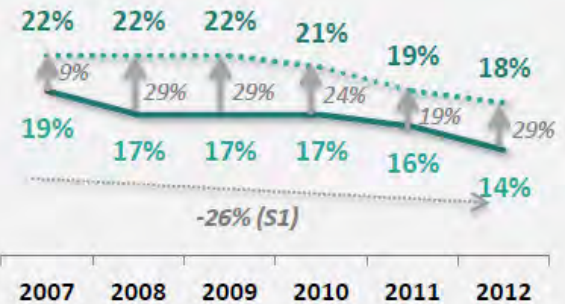
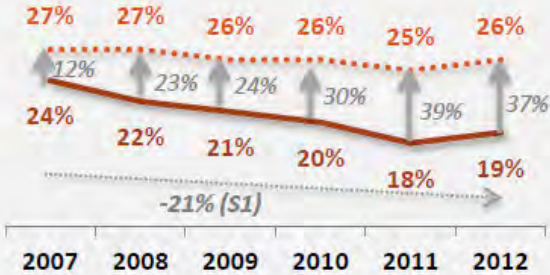


Opportunities to address high risk drinking

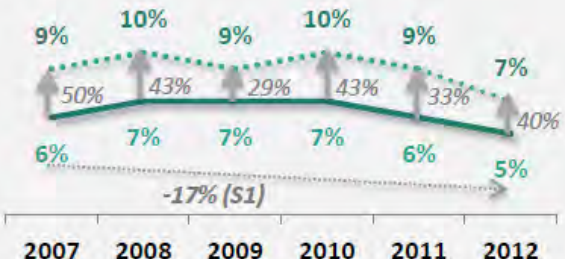
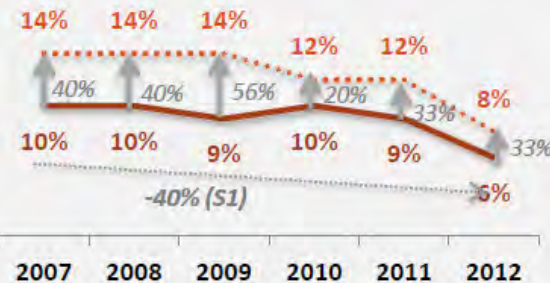
— MU SURVEY 1
- - - - - MU SURVEY 3

— NAT'L SURVEY 1 (30-45 DAYS POST-MATRICULATION)
- - - - - NAT'L SURVEY 3 (30-45 DAYS POST-MATRICULATION)

HEAVY-EPISSODIC DRINKERS
(4-7 drinks for women; 5-9 drinks for men in past two weeks)



PROBLEMATIC DRINKERS
(8+ drinks for women; 10+ drinks for men in past two weeks)



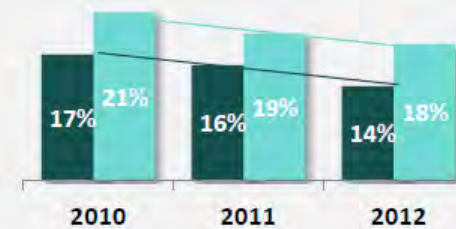
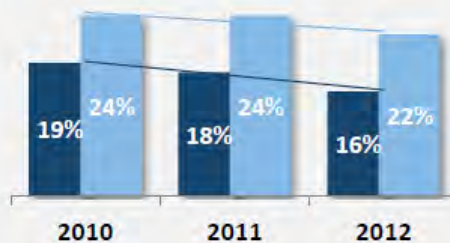
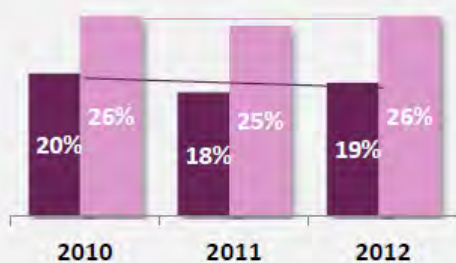
Opportunities to address high risk drinking

MU SURVEY 1
MU SURVEY 3 (30-45 DAYS POST-MAT)

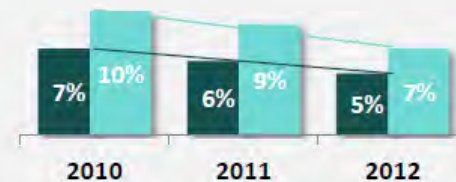
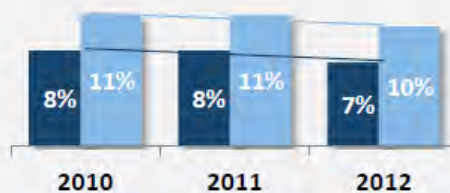
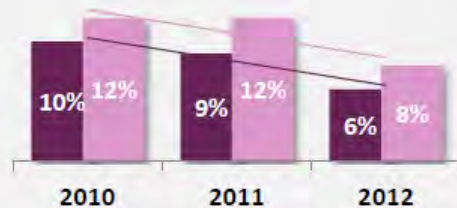
PEER SURVEY 1
PEER SURVEY 3 (30-45 DAYS POST-MAT)

NAT'L SURVEY 1
NAT'L SURVEY 3 (30-45 DAYS POST-MAT)

HEAVY-EPISODIC DRINKERS (4-7 drinks for women; 5-9 drinks for men in past two weeks)

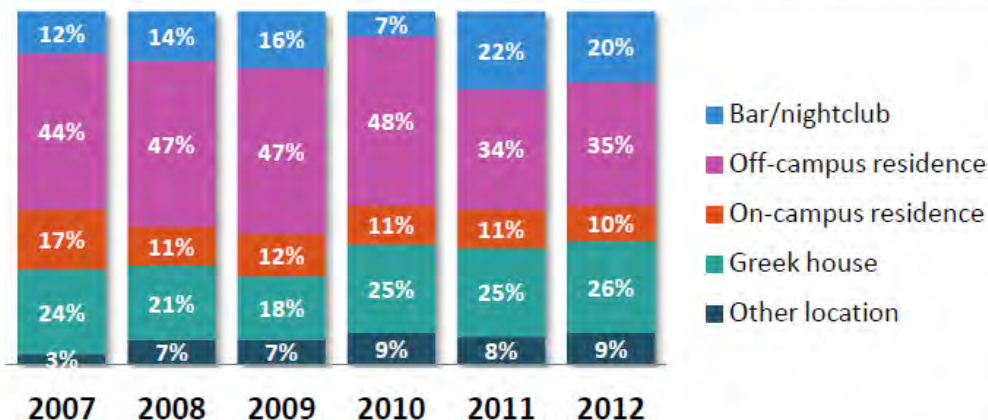


PROBLEMATIC DRINKERS (8+ drinks for women; 10+ drinks for men in past two weeks)



Environmental factors: impact of drinking location

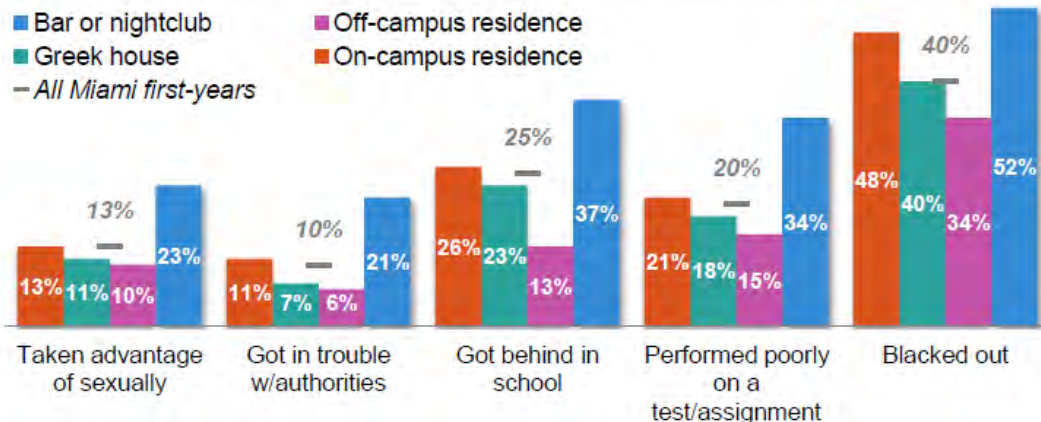
Negative Consequences and Safety Threats by Drinking Location



Key Findings:

- Miami University students are most commonly drinking at an **off-campus residence** or **Greek house**.
- Since 2007, the number of students drinking at an off-campus residence has decreased by **25%**, with the most notable drop occurring in the fall of 2011.
- During that same time period, the number of students drinking at a bar or nightclub increased by **67%**.

Negative Consequences and Safety Threats by Drinking Location



Key Finding:

- Although most students are drinking at an off-campus residence or Greek house, those drinking at a bar or nightclub are experiencing negative consequences at a higher rate than those who drink in other locations.

Comparing to Peer Institutions

- Clemson
- William and Mary
- Indiana University
- Miami
- U of Alabama
- UC Santa Cruz
- U of Connecticut
- U of Delaware
- U of Mississippi
- UNC Chapel Hill
- UNC Greensborough
- U of Oregon
- U of Vermont
- U of Wyoming

Understanding First Year Student Risk

CHARACTERISTICS OF COLLEGES AND UNIVERSITIES WHERE EXCESSIVE ALCOHOL USE IS MORE LIKELY TO OCCUR



Schools where Greek systems dominate



Schools where athletic teams are prominent



Schools located in the Northeast

Source: Presley et al., 1996a, 1996b; Wechsler et al., 1996, 1997, 1998, 2000b; Werner and Greene, 1992

FACTORS PREDICTING THE DRINKING BEHAVIOR OF INCOMING FIRST YEAR STUDENTS



Individual-level Predictors (strongest)

1. Sex (male)
2. Race/ethnicity (white)
3. Age of first intoxication (<14 years)



Institutional-level Predictors

1. Region (Midwest)
2. Setting (Urban and Suburban)
3. Size of college (1,000+)
4. Governance (Private)

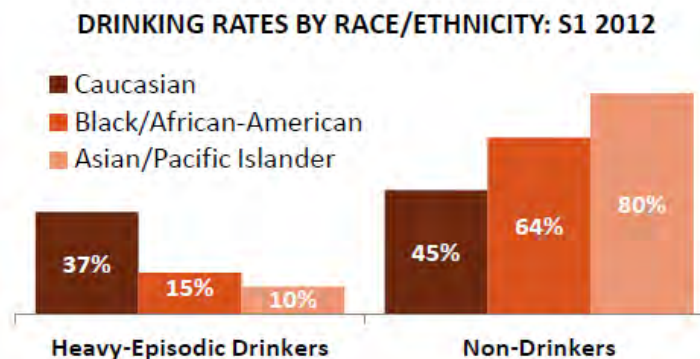
Source: DeJong and Wyatt, 2010

Demographics

Race/Ethnicity

	MU	Peers	Nat'l
White/Caucasian	87%	76%	72%
Black/African-American	4%	7%	8%
Hispanic/Latino	2%	7%	8%
Asian/Pacific islander	5%	9%	11%

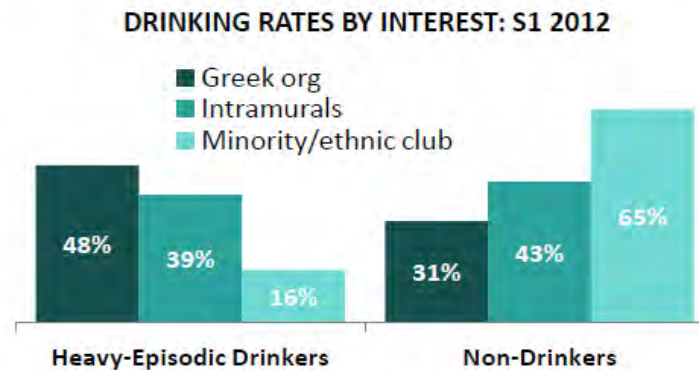
Note: % represents 5-year averages, 2008-2012



Intended Involvement

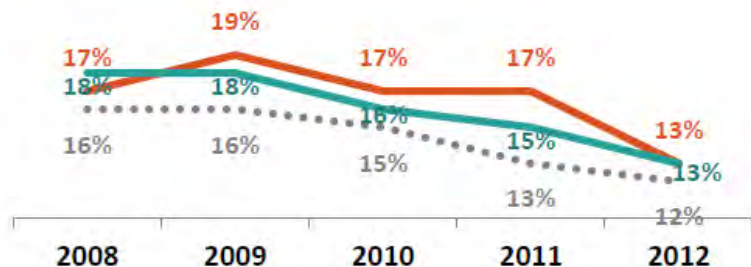
	MU	Peers	Nat'l
Fraternity or Sorority	57%	41%	30%
Intercollegiate athletic team	10%	11%	13%
Intramural athletic team	69%	55%	43%
Minority/ethnic organization	6%	9%	12%

Note: % represents 5-year averages, 2008-2012

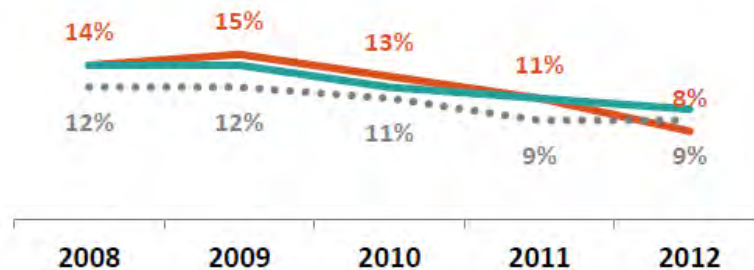


Trends in negative consequences and safety threats

Taken Advantage of Sexually

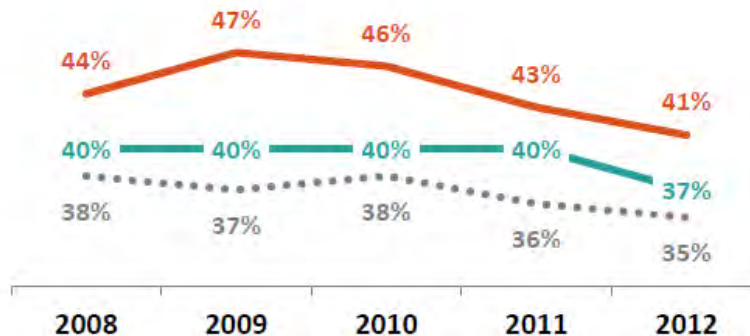


Took Advantage of Another Sexually



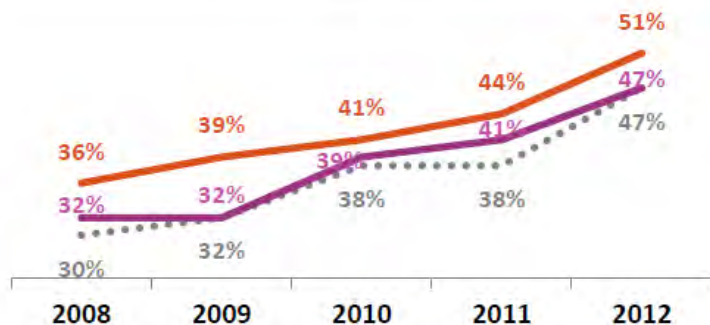
— MU NAT — PEER

Experienced a Blackout

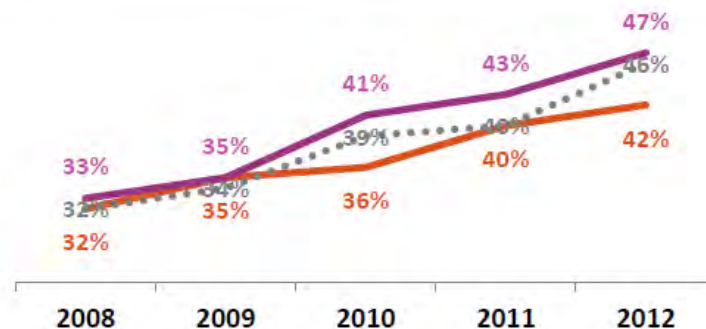


Trends in Risk Behavior

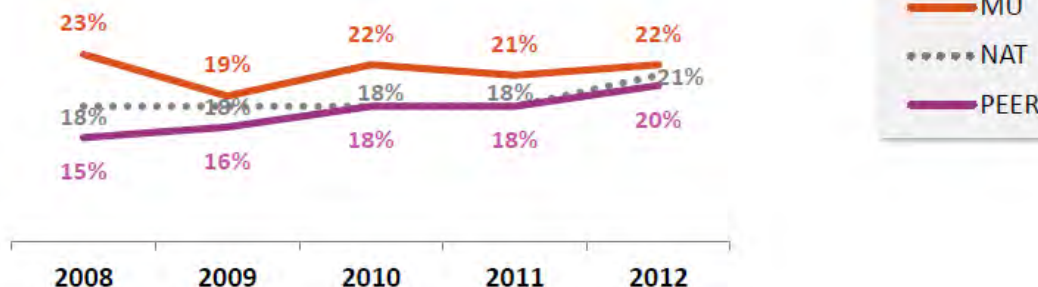
Pre-Gaming



Doing Shots



Choose a Drink with More Alcohol



Office of Ethics and Student Conflict Resolution data

Academic Year	Intoxication	Prohibited use of alcohol	Assault (involving alc)	Dishonesty (fake ID) (involving alc)	Disorderly Conduct (involving alc)	Property Damage/ Property Theft (involving alc)	Non-compliance (involving alc)	Responsibility Rate
2003-2004	157	640	4	56	26	26	15	*
2004-2005	214	679	0	29	25	13	18	*
2005-2006	216	647	7	50	29	36	15	*
2006-2007	280	534	0	35	25	25	5	*
2007-2008	323	481	1	40	31	44	6	*
2008-2009	280	561	5	41	38	30	11	*
2009-2010	354	600	6	78	80	62	27	*
2010-2011	339	434	5	67	63	34	14	*
2011-2012	340	507	8	55	44	30	28	73%
2012-2013	347	555	4	76	33	20	10	80%

*Prior to 2011, we were required to destroy all records of those found not responsible

Miami University Police Department Data

Violations	ORC.	2013 as of Aug. 20	2012	2011	2010	2009	2008	2007
Disorderly Conduct – Intox	2917.11 B1	19	43	36	26	3	0	6
Alcohol Offenses involving underage persons	4301.69	44	108	128	104	135	93	97
Open Container Law	4301.62	0	1	0	0	0	0	0

Goals for 2013-14

- **Individual Level Goal:** The Office of Student Wellness will design and implement a comprehensive parent based intervention plan in partnership with Miami University Parent's Office.

Strategies:

- Parents of incoming first year Oxford students will take AlcoholEdu for Parents
 - Parents of first year students will receive a “Step Up Step Out card” addressing Ohio social host laws (with Parents Council)
 - Develop “A Parent Handbook” for talking to their student about alcohol and distribute to 100% of parents of incoming first year students
 - Include in the Parents Newsletter conversation tips at critical time periods during the academic year, i.e. Spring Break.
 - Parents who have been notified that their student received an alcohol violation will be surveyed regarding conversations with and expectations of their student
-
- **Student Population Level:** The Office of Student Wellness, in partnership with The Office of Student Activities, will advise on best practices for alcohol free programming, coordinate data collection, and identify cosponsors to support a culture in which students spend recreational time in positive and meaningful ways.

Strategies:

- Advise on best practices for alcohol free programming
- Assist with appropriate messaging.
- Invite departments and student organizations to cosponsor events.
- Secure funding for alcohol free events.
- Collect baseline data to measure the number of reported acts of vandalism noise complaints/violations, arrests, violations of the a student code of conduct, and BAC levels recorded at MHMH emergency room on nights programming is offered

- **Community Level:** The Office of Student Wellness will build relationships and collaborate with university and community stakeholders to influence the culture by employing environmental strategies.

Strategies:

- Ensure fair and consistent enforcement of University policies and City of Oxford laws
- Market and offer structured non-alcohol related activities
- Correct student misperceptions of heavy use as the norm

Parent-Based Interventions

- **Individual Level Goal:** The Office of Student Wellness will design and implement a comprehensive parent based intervention plan in partnership with Miami University Parent's Office.

Strategies:

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- Parents who have been notified that their student received an alcohol violation will be surveyed regarding conversations with and expectations of their student

Why Parents?

The Value of Parental Involvement in the Transition to College

Abar et al. (2008) Summary

Summer Parental Behavior



Parental interest in and monitoring of how student spends free time



First Year Student Behavior



- ↓ Heavy drinking peers
- ↓ Personal consumption



Conclusions

Parental interest in how their children spend their time during transition impacts consumption of alcohol

Potentially Effective Strategies



A parental handbook for talking to students about alcohol (Turrisi et al., 2001)



Resources and Information (Contact info, guidelines & policies campus data)



Targeting messaging to parents before key events (Ohio Univ.)



Parents as key stakeholders and advocates (Univ. of Alabama)



Parental notification (Roger Williams Univ.)



Ongoing parental engagement (Roger Williams Univ.)

Case Study: Roger Williams University

August 19, 2009

Dear Parents:

I look forward to your arrival this weekend at Roger Williams University and urge you to attend our First Year Student Convocation on Saturday at 2:30 p.m. This annual tradition marks the official beginning of the Roger Williams experience for our incoming students and our campus community. A buffet lunch will be available for new students and their families on D'Angelo Common until 1:00 p.m. Our current students, faculty and staff look forward to welcoming your student and assisting in the important transition from home to campus during the next several weeks.

This is one of the most exciting times in a young person's life, and it is important for them to fully understand both the opportunities and responsibilities that university life brings. This week, as you prepare to bring your student to campus, I am asking you to engage them in an important conversation on a perennial college issue – alcohol use. You remain an important role model in your child's life, and we ask you to partner with us in our efforts to provide a safe and respectful living-learning environment. It is important for all students to consider the following:

- Each year over 1,400 college students across the nation die from alcohol related incidents – most of them related to excessive alcohol use.
- It is not only those students who abuse alcohol who suffer. Second-hand effects are experienced by peers in the form of property damage, sleep disruption, assaults and drunk driving.
- Students who use alcohol are less likely to experience academic success. Research indicates that students who frequently consume alcohol earn lower grade point averages than those students who abstain or use alcohol responsibly.
- The University will hold underage students in possession of alcohol accountable through our student conduct system and will cooperate with local law enforcement when serious incidents occur on or off campus.

In the past few weeks nearly every entering student has started our Alcohol EDU on-line educational program. Our educational efforts on this issue will continue during the academic year, and our student programming boards have already planned a variety of fun, safe social options open to all students that will continue throughout the academic year.

Thank you for assisting us with a successful transition to college life by having this important conversation with your student. I look forward to your arrival and hope to see you at Convocation on Saturday.

Sincerely,
Roy J. Nirschel, Ph.D.
President

Engages parents in the issue, stresses partnership

"I am asking you to engage [your child] in an important conversation on a perennial college issue – alcohol use. You remain an important role model in your child's life, and we ask you to partner with us in our efforts to provide a safe and respectful living-learning environment."

Highlights student accountability

"The University will hold underage students in possession of alcohol accountable through our student conduct system and will cooperate with local law enforcement when serious incidents occur on or off campus."

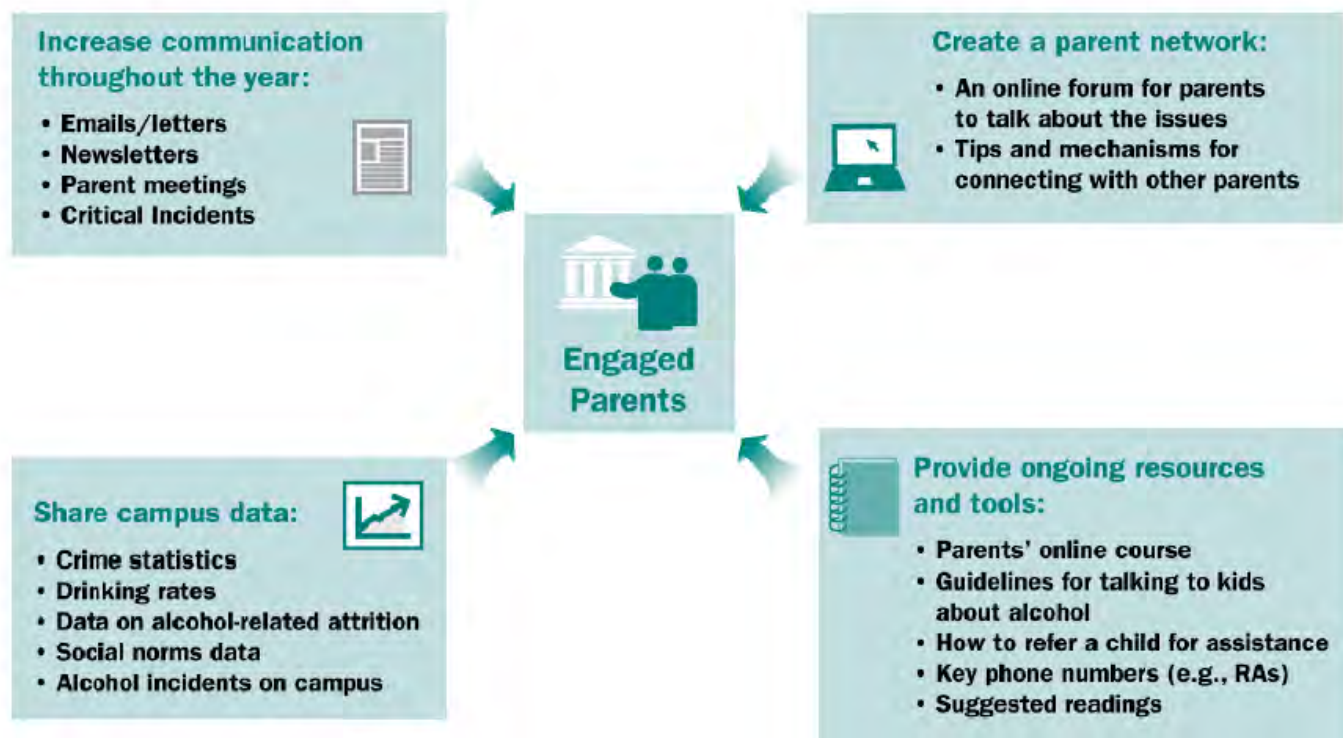
Reinforces AlcoholEdu requirement

"In the past few weeks nearly every entering student has started our Alcohol EDU on-line educational program."

References ongoing programs, alcohol-free options

"Our educational efforts on this issue will continue during the academic year, and our student programming boards have already planned a variety of fun, safe social options open to all students that will continue throughout the academic year."

Engaging Parents



Alcohol free programming

- **Student Population Level:** The Office of Student Wellness, in partnership with The Office of Student Activities, will advise on best practices for alcohol free programming, coordinate data collection, and identify cosponsors to support a culture in which students spend recreational time in positive and meaningful ways.

Strategies:

- Advise on best practices for alcohol free programming
- Assist with appropriate messaging.
- Invite departments and student organizations to cosponsor events.
- Secure funding for alcohol free events.
- Collect baseline data to measure the number of reported acts of vandalism noise complaints/violations, arrests, violations of the a student code of conduct, and BAC levels recorded at MHMH emergency room on nights programming is offered

Supporting the Majority



POSITIVE INTENTIONS

E.G., Setting a limit, reducing drinks, avoiding drinking games

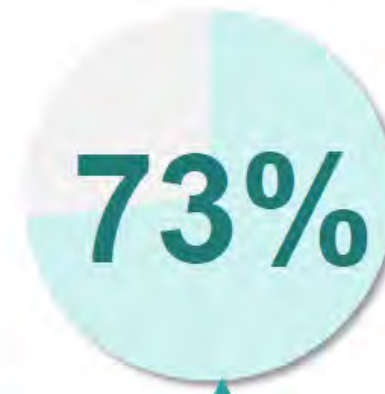
Source: AlcoholEdu Survey 2, 2012



MAKING LOW-RISK DRINKING CHOICES

Abstainers/non-drinkers

Source: AlcoholEdu Survey 1, 2012



INTERESTED IN ATTENDING

Alcohol-free events and activities on campus

Source: AlcoholEdu Survey 1, 2012

Impact on Behavior

Alcohol-free options can support and reinforce students' decisions not to drink

- ✓ Penn State – participants less likely to drink
- ✓ University of Michigan – attendees drank less than the general student population



Do events help drive down alcohol use among moderate or high-risk drinkers, or do they simply attract lower risk drinkers?

- ✓ Support and reinforce healthy behaviors
- ✓ Attendance demonstrates healthy student behaviors
- ✓ Provides a forum for healthier students to meet and interact



Alcohol-free options may reinforce students' motivation to change their drinking behaviors (Murphy et al., 2007).

Alcohol Free Options Detract from High-Risk Use

A scan of the research base:

Study	Outcomes	Score
Maney et al. (2002) Quasi-experimental survey of alcohol use and perceptions, participation in alcohol-free options	<ul style="list-style-type: none"> Reduced likelihood of heavy drinking participants Thinking alcohol-free events were fun and identifying socially with participants associated with decreased binge drinking 	40
Anderson & Milgram (2001) Evaluation of "WVU All Night"	<ul style="list-style-type: none"> Reductions in student bar use and late-night noise in residence halls Reduction in alcohol-related arrests, injuries and DUIs Decline in student union beer sales Decline in campus incidents during first two weeks of academic year 	26
UNC- Chapel Hill , Case study of "Fall Fest"	<ul style="list-style-type: none"> Precipitous urgent care visit decline Decline in alcohol-related events on- and off-campus Fewer students drank in the on-campus fraternity courtyard Decrease in business at off-campus bars 	28
Grand Valley State U. , Evaluation of "Passport" program	<ul style="list-style-type: none"> Significant drop in high-risk drinking 	4
Penn State U. , Case study of "AfterFest"	<ul style="list-style-type: none"> No reported riots since event launch 	6
Robinson & Janevic (2008) , "UMix Late Night" Evaluation	<ul style="list-style-type: none"> Attendees drink less than general student population Higher consumption associated with less favorable perceptions of UMix 2/3 of occasional Friday-night drinkers drank less when attending UMix Most potential attendees do not consider lack of alcohol as a barrier to attending UMix 	22
Vangsness & Oster-Aaland (2009) , Case Study of "Club NDSU"	<ul style="list-style-type: none"> Fewer violations per 1,000 students Most attendees favored Club NDSU over events with alcohol 	16
Walla Walla C.C. , Case study of "RAWHIDE"	<ul style="list-style-type: none"> Impact on student-athlete AOD use 	2

AVERAGE Impact Score = 18

Collaborate with community stakeholders

- **Community Level:** The Office of Student Wellness will build relationships and collaborate with university and community stakeholders to influence the culture by employing environmental strategies.

Strategies:

- Encourage University policies and City of Oxford laws and enforcement to emphasize student safety
- Market and offer structured non-alcohol related activities
- Correct student misperceptions of heavy use as the norm, Social Marketing Campaigns

Miami University

Good Samaritan Policy

- Last Spring, the Student Senate Government passed a resolution supporting the creation of a Good Samaritan policy. President Hodge created a work group to look at best practices, compare policies at other institutions, and to create a Good Samaritan policy for Miami University. The work group included representatives from the Miami University Police Department, Student Counseling Services, Office of Ethics and Student Conflict Resolution, Office of Student Wellness, and University Legal Counsel.
- Applying a “soft launch,” a policy has been instituted for school year 2013-14 that allows a student to call for medical assistance for a fellow student who is intoxicated without fear of a citation for violating the Student Code of Conduct. The student for which medical assistance is needed will be treated according to their medical needs and may also avoid judicial action. Although no citation would appear on their permanent student record, educational interventions may be required of the student, such as meeting with a counselor or attending an alcohol education class.

What Is Miami's Good Samaritan Policy?



- Any student who receives medical assistance under this Policy will be required to meet with the Office of Ethics and Student Conflict Resolution and will be required to take an educational course and/or meet with a University substance abuse specialist for education, assessment and possible referral for treatment, and will incur any associated costs.
- Parents of students may also be notified.
- The report will be kept on file in the Office of Ethics and Student Conflict Resolution. In the event the student incurs an alcohol violation during the 12 month period following the report, the prior medical assistance file may be reviewed as part of the sanctioning process but will not be counted as a prior alcohol offense for the purpose of imposing mandatory minimum sanctions.

How Does the Good Samaritan Policy Work?

Person in Need of Medical Attention

- If an individual who receives emergency medical attention related to his or her consumption of alcohol completes a required follow-up with the university, he or she **will not be subject to judicial action.**

Person who calls for Medical Attention on behalf of another student

- Will not be cited for Code Violations such as underage possession so far as the caller is cooperative with first responders, i.e. police, EMS, Resident Life Staff, etc.

Who Has Similar Policies?

- According to the Students for Sensible Drug Policy (SSDP)'s research, there are at least 186 schools with Good Samaritan Policies on the books
- 21 states have enacted legislation with Good Samaritan or Medical Amnesty policy.
- More than half of these policies cover situations involving all substances, while just under half cover only those involving alcohol.

Who Is Involved?

- **Associated Student Government**
 - Group sponsorship of resolution
 - Passed bill in Student Senate

- **University Offices**
 - Miami University Police Department
 - Office of Student Affairs
 - University Legal Counsel
 - OESCR
 - Dean of Students
 - Cliff Alexander Office of Fraternity and Sorority Life and Leadership
 - Office of Residence Life
 - Office of Student Wellness
 - Student Counseling Services

Promoting A Good Samaritan Policy

- General Marketing Outlets
- Posters/flyers distributed via residence halls, Greek life, student organizations, and academic buildings; campus and community partners and stakeholders
- OSW Toilet Talks
- Standardized messaging in any individualized residence hall newsletters, etc.
- Table tents – standard distribution to all dining halls
- Miami Student ad
- Screens in Shriver, etc.
- Residence Hall TV channel
- Oxford Press
- Parents newsletter
-
- Program Integration
- Current wellness programs including Sex in the Basement (20), Straight Up or on the Rocks (10), Friend of a Friend, Date Safe, etc.
- Bulletin Board in a Bag revisions (Alcohol Awareness “It’s Your Choice”, etc.)
- Population based programs including Greek New Member Education (Choices)
- ASG senator walkabouts in the fall and spring
-
- Social Media
- Standard Twitters, Instagram, and Facebook messaging from all University offices
- You Tube video (similar to AlcoholEdu intro, produced by University Communications)

Alcohol Use Disorders Identification Test (AUDIT) Survey

In Spring 2011 a 7 week pilot was conducted to determine if there is a need to integrate alcohol assessment into patient history questions at each visit to the Student Health Services Center. A survey, called the AUDIT was distributed to students who visited the Student Health Services Center. An online version was also distributed to students with a GPA of 2.5 or higher, had been at Miami for 4 years, and had not transferred from other schools. The AUDIT survey helps to identify alcohol dependence and some specific consequences of harmful drinking.

AUDIT Results are categorized into 4 zones:

- **Zone I**
AUDIT scores below 8 generally indicate low-risk drinking.
- **Zone II**
An AUDIT score between 8 and 15 generally indicates hazardous drinking, but this zone may also include patients experiencing harm and dependence.
- **Zone III**
The third level refers to a pattern of alcohol consumption that is already causing harm to the drinker, who may also have symptoms of dependence. Patients in this zone may be managed by a combination of simple advice, brief counseling, and continued monitoring.
- **Zone IV**
The highest risk level is suggested by AUDIT scores in excess of 20. These patients should be referred to a specialist for diagnostic evaluation and possible treatment for alcohol dependence.

Student Health Services Data

Zone	Percent of Students	Number of Students
Zone I	48.1%	181
Zone II	43.1%	162
Zone III	5.1%	19
Zone IV	3.7%	14
Total		376, N = 1208

Online 4th year student data

Zone	Percent of Students	Number of Students
Zone I	41.3%	183
Zone II	39.3%	174
Zone III	12.0%	53
Zone IV	7.4%	33
Total		443, N = 1280

Suggested Interventions for Miami University Student Health Services

Students should complete and score their own AUDIT assessments. Based on the scores to the right, clinicians should make the appropriate referrals. You should have business cards for the Counseling Center and for the Office of Student Wellness to give students.

Zone	Intervention/Referral	AUDIT Score
Zone I	Students should be reminded that any alcohol use under 21 is illegal, but that according to their scores they are considered low risk. <u>Encourage them to continue making low risk choices.</u>	0-7
Zone II	<u>Referrals to the Office of Student Wellness should be made for patients with an Audit score between 8-15 (Zone II).</u> Clinicians should let patients know that according to the tool they filled out they have been identified as being at risk of experiencing alcohol-related problems.	8-15
Zone III	<u>Referrals to the Counseling Center will be made for patients with an Audit score higher than 16 (Zone III and Zone IV).</u>	16-19
Zone IV	<u>Referrals to the Counseling Center will be made for patients with an Audit score higher than 16 (Zone III and Zone IV).</u>	20-40

Conclusions

The AUDIT tool and interventions were integrated into the Medical History that is taken at each visit to the Health Center. In Spring 2013 the formalized implementation ceased due to changes in the organizational structure, however many clinicians continue to use this tool. Discussions with MHMH will occur in Fall 2013 to discuss future integration of this practice.

Student Affairs Departmental Review

**Submitted by: Dr. Gwen Fears, Associate Dean of Students
Tim Kresse, Director of Student Affairs Budget and Technology**

Introduction

The Division of Student Affairs views the departmental review process as an opportunity for the individual departments within the division to engage in a structured process designed to examine the organizational functioning and operation of the unit. The self-study and 5-year action plan is intended for each department to turn a critical eye to its own operation and activities and to create a proposed action plan that guides departments for the next 5 years.

History

In 2009 after a change in senior leadership for the division of Student Affairs, the Vice President convened a group to develop a common understanding regarding assessment processes and annual reporting for the division. The group included the Assistant Dean of Students, Director of Budget and Technology, Senior Director for Student Engagement, Director of Career Services, and Director of Residence Life. The group first developed the “assessment template” that has been used since 2010 by departments in Student Affairs to develop and plan assessment activities including reporting on student learning outcomes and programmatic outcomes.

After the first assessment template was developed, the group became the Student Affairs Assessment Committee and was expanded to include a representative from every department within the division. The first task of the new Assessment Committee was to revise the departmental review process previously used in the division of Student Affairs. While there had been a departmental review process in place for many years, the change in leadership in 2008 resulted in a break in the schedule. This break provided an opportunity for the Assessment Committee to review and revise the process and address concerns about the previous iteration as well as make adjustments to the process.

The Assessment Committee examined departmental review processes from other institutions and the Council for the Advancement of Standards in Higher Education (CAS) and developed a blended model for the Student Affairs Departmental Review process. The model relies on CAS as the basis for the self-study document; an external review that involves colleagues from the Division of Student Affairs, Miami University, and other institutions of higher education; and a final 5-year plan from the office in response to the feedback received through the review process.

Use of Council for the Advancement of Standards

The Student Affairs Assessment Committee chose to model the departmental review process on the Council for the Advancement of Standards (CAS) format. From the CAS website:

Founded in 1979, The Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. ... Representing a significant majority of higher education practitioners in student programs and

services throughout the country and beyond, no other body exists that so comprehensively speaks for this important field of endeavor. CAS will continue to have significant impact, especially as institutional effectiveness, student learning, outcomes assessment, accountability, and quality assurance become increasingly important to higher education. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of student services, consistent with institutional missions. (<http://cas.edu/>)

The Assessment Committee determined that using a consistent and recognized set of standards would strengthen the departmental review process. CAS is recognized nationally as a leader in the assessment and evaluation of student affairs and “has a long history of helping student affairs professional and institutions of higher education improve the quality of student learning and development by strengthening programs, processes, and services” (Dietz & Mueller, 2012, pg. 123). Based on guidelines suggested by CAS and benchmarking from other institutions, the committee decided that a self-study and external review based on the CAS model would be the most efficient and productive route to re-establishing the departmental review process for the Division of Student Affairs.

Departmental Review Process Overview

1. Department completes a self-study report and a preliminary 5-year action plan
2. External Review Team reviews the self-study report prior to visiting campus, develops questions and points of inquiry for the on-campus visit
3. External Review Team on-campus visit (2-3 days) – time is scheduled for the following:
 - a. Interviews with departmental stakeholders (as appropriate)
 - i. Academic and administrative campus partners
 - ii. Student groups
 - iii. Community or other external stakeholders
4. External Review Team submits a report to the department being reviewed and the leadership of Student Affairs
5. Department revises the 5-year action plan in response to the external review process

Looking forward

To date, two departments within Student Affairs have completed the full departmental review process. Four other departments are at various stages of the process. The division leadership will be considering the best method for disseminating the findings from the departmental reviews to stakeholders. The departmental review process is dynamic, allowing it to be responsive to other initiatives at the institution, such as the current strategic planning process with MU 2020 and the preparation for Higher Learning Commission (HLC) accreditation. The foundation of the process is grounded in a widely accepted format but is adaptable to meet the needs of the department, division and institution.

A Comprehensive View of Assessment in the Division of Student Affairs

The departmental review process works in concert with other assessment efforts in the division to build and cultivate a culture of assessment. The assessment activities of the division are integrated to include the departmental review process; assessment of student learning outcomes and programmatic outcomes; and annual reporting. In addition to the existing assessment template adopted in 2009 used

for student learning and program outcome development, the Assessment Committee created an annual report template that was used by all departments at the conclusion of the 2012-13 academic year to highlight major activities and initiatives. These assessment efforts inform the development of our work for MU 2020 and HLC accreditation. At the conclusion of planning for MU 2020, the Assessment Committee will revise these tools to create an integrated process of reporting.

References

- Dietz, B. Mueller, K. (2012). The role of faculty, CAS standards, and action research in building a culture of evidence. in McCann Culp, M. & Dungy, G.J. editors (2012). Building a culture of evidence in student affairs: A guide for leaders and practitioners. NASPA - Student Affairs Administrators in Higher Education: Washington, DC, 121-133
- Mitstifer, D.I. editor. (2012). CAS professional standards for higher education, 8th Ed.. Council for the Advancement of Standards: Washington, DC.

Division of Student Affairs

Departmental Review Process

Dr. Gwen Fears &
Tim Kresse



MIAMI UNIVERSITY

Departmental Review Purpose

Comprehensive review of **program's operations** from an internal and external perspective.



Departmental Review Overview

- Developed by Student Affairs Assessment Committee
 - CAS Standards
 - Benchmarks
- Self-study
- 5-Year Action Plan



Departmental Review Overview

- External Review Committee
 - Student Affairs
 - External to Student Affairs
 - External to Miami
- Site visit
- Findings report/Revised Action Plan



Assessment in Student Affairs

- Departmental Review
- Annual Reports
- Assessment Planning and Template
 - Student Learning Outcomes
 - Program Outcomes
- MU 2020 Integration
- HLC Accreditation reporting



QUESTIONS



Student Affairs Good News

September 2013

Publications/Presentations/Participation

Two Residence Life staff members, Sarah Meaney, Resident Director/First Year Adviser, and Erik Sorensen, Assistant Director, did presentations at this summer's annual international ACUHO-I Conference held in Minneapolis, MN, in June. Sarah's presentation was "Working with International Students from China", and Erik's presentation was "Taking a Mental Health Day: Reducing the Stigma of Mental Health" and he also attended a roundtable titled "Moving from Entry-Level to Mid-Manager: Taking the Leap".

Crystal White, Assistant Director of Residence Life, and Crystal Harris, Graduate Resident Director, presented "Finding Your Voice: Supervising without Being a Stereotype" at the WISA IV East Conference hosted at Lake Forest College.

For the upcoming GLACUHO Conference this fall, Sarah Allard, Resident Director/First Year Adviser, and Crystal Harris, Graduate Resident Director, will be presenting "Synthesizing Theory to Create a Staff Development Plan on Cultural Competency".

Also at the GLACUHO Conference, "Confessions of Mid-Level Managers: Supervising Graduate Staff and Supervising Full-Time Staff" will be presented by Erik Sorenson, Assistant Director of Residence Life, and Crystal White, Assistant Director of Residence Life.

Sarah Meaney, Resident Director/First Year Adviser, and Roni Beck, Graduate Resident Director/First Year Adviser, will be two of the presenters at the upcoming NASPA Region IV-E Conference in November. Their presentation is "Serving Chinese International Students: Acknowledging their Courage, Welcoming Their Voices".

Chelsea Hauser, Wilks Leadership Institute Leadership Development Specialist, spent the summer participating in Field School where she worked on a Native American settlement site called "The Buried Gardens of Kampsville (TBGOK) through the Center for American Archaeology". Chelsea spent significant time in the field in the mornings and completed laboratory work in the evening (washing and sorting, tabulating artifacts, etc.).

Caren Cay and Chelsea Hauser, Wilks Leadership Institute Leadership Development Specialists, attended the National Conference for College Women Student Leaders at the University of Maryland, College Park in late-May. They spent four days attending educational sessions, learning from renowned keynote speakers, and connecting with fellow women student leaders from around the country.

Lauren O'Connor, Wilks Leadership Institute Leadership Development Specialist, spent five weeks studying abroad in Civita Castellana, Italy, with the Jerusalem Studio School. The focus of her study abroad program was painting landscapes. While painting in Italy, she traveled to Florence, Rome, Sienna, and Naples.

Kathy Jicinsky, Wilks Leadership Institute Assistant Director, had a conference proposal accepted to present at the NASPA Region IV East Conference in November in Skokie, IL. Kathy will partner with Casey LaBarbera, Resident Director at the University of Illinois at Chicago, and Travis Tucker, Hall Director at Southern Illinois University, Carbondale, to present the session titled "The Scholar Leader Experience: Using Living Learning Communities to Empower Student Advocacy".

Programs

On August 26, the Women's Center partnered with the League of Women Voters of Oxford to celebrate Women's Equality Day, commemorating the 93rd anniversary of the certification of the 19th Amendment, which granted women the right to vote. Women's Center staff and League members hosted a table on the Shriver west patio, educating students about voting rights and the importance of voting. A total of 84 students completed voter registration materials and are now certified to vote.

The Wilks Leadership Institute kicked off the new year with the pre-semester leadership program, U-Lead. This program is a campus leadership retreat for 25 incoming freshman. The Wilks Leadership Institute also hosted the annual Scholar Leader LLC retreat, welcoming 75 new residents to this high-impact learning community in Stoddard and Elliott Halls.

Welcome Week/Welcome Back Week 2013

Welcome Week was created in 2011 as an expansion of the program series formerly known as First Year Institute (FYI). While FYI included four days of programs between new students' move-in and the start of classes, Welcome Week programs extend through the first week of classes (including the weekend following that first week). Welcome Week is coordinated by the Office of New Student Programs, and offered in conjunction with Welcome Back Week for second-year students. Separate Welcome Week and Welcome Back Week schedules are printed for first-year and second-year students; many (but not all) of the events are in both schedules and are targeted to both groups of students.

Dates: Thursday, August 22 – Monday, September 2

Total Programs: 122 (up from 91 in 2012)

Number of Contributing Departments: 43 – from both student & academic affairs (42 in 2012)

Total Combined Attendance: Attendance is still being collected for 2013 programs (combined attendance of all programs was 62,182 in 2012)

Welcome Week program topics included:

- academic preparation (i.e., welcome meetings with academic divisions, as well as programs focused on library & writing center resources, time management, study abroad, undergraduate research, *Winter Term Study Abroad/Study Away Fair*)
- campus activities & involvement (i.e., broomball clinic, free student skating, Rec open house, *Grillin' with the Greeks*)
- career exploration (i.e., sessions with pre-med & pre-law advisers, interviewing skills, *LinkedIn and Your Internship/Job Search; Making College Count*)
- building community (i.e., Living Learning Community kickoffs, *First Night Block Party, Love & Honor Celebration, Welcome Back Picnic, Nature Hike & Trail Cleanup*)
- diversity & global connections (i.e., *NationaliTea: Taste Around the World, Let's Talk: Sharing Stories about Diversity at Miami, Global Roommates, LGBT reception*)

Welcome Week 2013 expanded the program offerings from 2012. New elements this year included:

- Use of a smartphone app to list all our events (at no cost to students or to the university)
- Focus on Labor Day weekend programming, since Welcome Week now concludes on Labor Day
- Regional socials for out-of-state students
- Day trips to four Cincinnati destinations
- Increased programming from academic departments
- Transfer student social & t-shirt swap
- Increased service activities
- Connections between international & domestic students
- Increase in career-focused programs
- Winter Term Study Abroad/Study Away Fair

Awards and Accomplishments

Dr. John Ward successfully completed training to become a site reviewer for the International Association of Counseling Services.

In May 2013, Heather Christman in Career Services earned her Doctor of Philosophy degree in Student Affairs in Higher Education at Miami University. Her dissertation was entitled: "Connections between Leadership and Developmental Capacities in College Students".

Rob Abowitz, Associate Director of Residence Life, was honored this summer by the Oxford chapter of the NAACP as a new Life Member.

Eric Buller, Director of The Wilks Leadership Institute, was elected as Vice President of the National Collegiate Boxing Association (NCBA). The NCBA is the national governing body for college boxing within USA Boxing.

Miami University Campus Security Reports Board of Trustee Overview September 2013

This report provides an electronic link to data submitted by Miami University to the Department of Education in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. As is required of all public and private universities that wish to participate in federal financial assistance programs, these data are submitted in the following category of crimes: aggravated assault, arson, burglary, negligent manslaughter, murder and non-negligent manslaughter, theft (motor vehicle), forcible sex offenses & non-forcible sexual offenses (statutory rape, incest), and hate crimes.

We continue to use safety campaigns to educate the campus community about emergency preparedness, safety, and support services for those victimized by crime as well as consequences for committing crimes.

Educational and Intervention tools to enhance campus safety:

- Immediate reporting of crime and annual crime reports
- Issuing of emergency notifications (text alerts) and timely warnings (crime alerts/information bulletins)
- Educational information & training (annual briefings, brochures, drills etc.)
- Emergency, care and threat assessment teams

Student Behavioral Data

- In the 2012-2013 academic year, 1,248 cases were adjudicated in the **Office of Ethics and Student Conflict Resolution (OESCR)**, and the majority of these cases were for alcohol violations (902). In 2011-2012, 1,262 cases were adjudicated and again the majority of cases were alcohol related (847).
- Sanctions for various offenses range from a reflective paper, to substance abuse education and counseling, to disciplinary probation and suspension. In 2012-2013, 54 students were suspended for one or more semesters and 2 students were dismissed.
- Violations for dishonesty require an ethics seminar and in 2012-2013, 217 students completed the seminar.

Crime Data: Below is the link to Miami's Campus Security Act Report from years 2009-2011. The data for 2012 will be posted by October 1, 2013. The data are divided by campus and organized under the campus crime tab on the Miami University Police website entitled "annual report of campus safety and security policies".

http://miamioh.edu/documents/campus-safety/Annual_Security_and_Fire_Safety_Report.pdf

New Developments

Recent guidance from the U.S. Department of Education related to Title IX (Education Amendment of 1972 establishing no discrimination on the basis of sex) has prompted universities to reexamine and enhance institutional response to sexual violence. In partnership with Miami's new sexual assault response coordinator, Rebecca Getson, Miami's office of the dean of students serves as an important source of support for students who experience sexual misconduct or assault. Among the support mechanisms available to victim-survivors of sexual misconduct or assault, the dean of students office can:

- Provide general support for the reporting student, impacted friends and family
- Make immediate changes to the student's academic and living conditions – options include:
 - ✓ Change in residence hall so that the victim and alleged perpetrator do not share the same residence or dining hall
 - ✓ Safe-Room
 - ✓ Change in class assignment so that the victim and alleged perpetrator do not share the same classes
- Provide academic accommodations
- Offer and arrange for medical, counseling and other support services
- Assist the student in filing a complaint with the Office of Ethics and Student Conflict Resolution (OESCR) if the alleged assailant is a student, or take other appropriate remedial action
- Protect the student(s) from retaliation

In addition, Miami's response system is comprised of a team of professionals that includes the deputy Title IX coordinator for sexual assault (office of student wellness, sexual assault prevention and response program), director of the office of ethics and student conflict resolution, police officers, health and mental health providers (when requested). A full description of support services as well as the report from the Task Force for the Prevention of Sexual Assault and the Sex-Based Offense Protocol can be found at <https://www.muohio.edu/campus-safety/sexual-assault/protocol.html>

The newly reauthorized Violence Against Women Act (VAWA) March 2013 mandates services for all victims of sexual violence/misconduct, domestic/dating violence, and stalking. The provisions of VAWA 2013 are extremely relevant for college campuses and Miami is making all necessary changes for full compliance. In addition to current practices Miami will provide educational programs to promote awareness of sexual violence/misconduct, domestic/dating violence, and stalking, report annual crime statistics and adapt policies, procedures and protocols to be inclusive.

Susan Vaughn, Director
Ethics and Student Conflict Resolution
Office of the Dean of Students
9/2013

MIAMI UNIVERSITY DEPARTMENT OF HOUSING, DINING, RECREATION & BUSINESS SERVICES*Office of Housing Options, Meals & Events (H.O.M.E.)***2013-2014 Occupancy Report # 2 (After No Shows)**

9/6/2013

First Year Halls

	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Anderson (Under Renovation)	NA	NA	NA	NA	NA
Brandon	169	166	98%	3	0
Collins*	144	150	104%	(6)	0
Clawson*	117	117	100%	0	0
Dennison	178	245	138%	(67)	0
Dodds	206	209	101%	(3)	0
Dorsey	244	241	99%	3	0
Emerson*	328	334	102%	(6)	0
Havighurst	326	324	99%	2	0
Mary Lyon	81	81	100%	0	0
McBride	138	158	114%	(20)	0
McFarland (Under Renovation)	NA	NA	NA	NA	NA
McKee	76	73	96%	3	0
Morris	352	357	101%	(5)	0
Peabody*	145	147	101%	(2)	0
Porter	214	217	101%	(3)	0
Scott*	280	278	99%	2	0
Stanton	226	220	97%	6	0
Symmes	187	193	103%	(6)	0
Tappan*	297	296	100%	1	0
Thomson*	192	186	97%	6	0
Wells*	147	147	100%	0	0
Total First Year Halls	4047	4139	102%	(92)	0

Actual First Year Resident Calculation:	
First Year Hall Residents	4139
Upperclass RA's in First Year Halls	(141)
Upperclass Students in First Year Halls	(243)
First Year Transfer Students	(69)
Total First Year Residents	3,686
<i>(includes A.C.E. students)</i>	

First Year Resident History	
2013-2014 (Includes ACE)	3,686
2012-2013 (Includes ACE)	3,703
Increase (Decrease)	(17)

Upperclass Halls

	Standard Capacity	Residents	Occupancy %	Vacancies or (Beyond Standard)	Doubles Sold as Singles
Bishop	94	94	100%	0	0
Elliott	35	35	100%	0	0
Etheridge	233	232	100%	1	0
Flower	315	310	98%	5	0
Hahne	313	304	97%	9	0
Hamilton	181	179	99%	2	0
Hepburn	266	270	102%	(4)	0
Heritage Commons					
Blanchard House	72	72	100%	0	0
Fisher	72	72	100%	0	0
Logan	70	67	96%	3	0
Pines Lodge	72	70	97%	2	0
Reid	72	71	99%	1	0
Tallawanda	72	71	99%	1	0
MacCracken	198	197	99%	1	0
Maplestreet Station	90	90	100%	0	0
Miami Inn	99	97	98%	2	0
Minnich	236	235	100%	1	0
Ogden	170	165	97%	5	0
Richard	203	203	100%	0	0
Stoddard	45	44	98%	1	0
Swing	229	228	100%	1	0
Wilson	71	68	96%	3	0
Total Upperclass Halls	3208	3174	99%	34	0

New Transfer/Relocation Residents <i>(All Transfers & Relocations)</i>	
2013-2014	211
2012-2013	221
Increase (Decrease)	(10)

Returning Resident History	
2013-2014	3,416
2012-2013	3,417
Increase (Decrease)	(1)

Grand Totals**	7255	7313	101%	(58)	0
One Year Ago	7138	7341	103%	(203)	0

Total Occupancy	
Increase (Decrease)	(28)

* Halls Housing Both Upperclass and First Year Students

Note: This Occupancy/Capacity Report documents the total active resident contracts after “no shows” and further official withdrawals have been identified. As of 6 September, 2013, occupancy is at 101%. All students have been removed from temporary housing assignments and relocated to permanent rooms.

September 2013
Academic and Student Affairs

RESOLUTION R2013-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the conferring of all appropriate degrees, honors, and distinctions, as recommended by the Faculty Assembly, for all Commencement exercises scheduled during the 2013-2014 academic year.

September 16, 2011

September 2013
Academic and Student Affairs

RESOLUTION R2013-xx

WHEREAS, the mission of the Miami University Art Museum is to serve as a teaching museum that provides a visually and intellectually challenging environment to cultivate life-long engagement with the arts; and

WHEREAS, the Miami University Art Museum is dedicated to developing a strong permanent collection of original art representing diverse world traditions and making those resources available through display, study and publication in order to contribute to the cultural enrichment of the students, faculty and staff of Miami University as well as the Oxford and Southwest Ohio communities; and

WHEREAS, Miami University is committed to supporting the Miami University Art Museum and its mission, and to protecting the Museum's tangible and intangible assets. The University fully supports the highest museum field standards with regard to the Museum's collections, collecting and gift-acceptance policies and the use of deaccessioning proceeds.

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees recognizes the importance of the Miami University Art Museum to the educational mission of Miami University and hereby records its endorsement and support.

September 2013
Academic and Student Affairs

RESOLUTION R2013-xx

REMEDIATION-FREE STANDARDS

WHEREAS, a significant policy objective for Ohio is the preparation of our primary and secondary students for the successful pursuit of industry-recognized credentials of value, and higher education degrees that lead to meaningful employment in our great state; and

WHEREAS, the Ohio Board of Regents and the Ohio Department of Education are committed to supporting the development of the highly educated and skilled citizenry needed to secure our state's future by ensuring that students are college and career ready by the completion of their high school experience; and

WHEREAS, during the 2012-2013 academic year, 41 percent of Ohio's public high school graduates entering Ohio's public colleges and universities were required to take remedial, non-credit bearing courses; and

WHEREAS, in accordance with Section 3345.061 (F) of the Ohio Revised Code, in December 2012 Ohio's public college and university presidents established uniform "remediation-free" standards for students entering postsecondary education; and

WHEREAS, the remediation-free standards established by the public college and university presidents provide Ohio's educators a clear, common target to focus their work in preparing their students for postsecondary success; and

WHEREAS, in accordance with Section 3345.061 (F) of the Ohio Revised Code, each higher education institution is responsible for assessing the needs of its students through policies and practices consistent with the standards adopted by the presidents; and

WHEREAS, a student deemed remediation-free by demonstrating defined skills and knowledge in accordance with the uniform standards established by Ohio's college and university presidents, shall be eligible to enroll in college credit-bearing courses requiring those skills and knowledge; and

WHEREAS, each student presenting with assessment results below the remediation-free threshold shall be informed of the need for additional institutionally administered assessments; and

WHEREAS, the student shall be informed that the outcomes of any institutionally administered assessments may have consequences on the student's fiscal resources and time to program and degree completion and, therefore, should be taken seriously; and

WHEREAS, Ohio's higher education institutions are not required to place students presenting with assessment results below the remediation-free standards into remedial courses, those institutions may place such students into credit-bearing mathematics and English courses,

and are encouraged to simultaneously provide innovative and effective academic supports to remedial education that accelerate student progress toward program and degree completion.

NOW THEREFORE BE IT RESOLVED, by the Miami University Board of Trustees, that Miami University hereby adopts the remediation-free standards established by Ohio's public college and university presidents in December 2012, and the related assessment requirements, into Miami University student placement policies.

Fall 2013

Enrollment Management Update

OFFICE OF ENROLLMENT MANAGEMENT, MIAMI UNIVERSITY

Dear Colleagues,

It is my pleasure to present the third annual fall Enrollment Management Update, which contains some impressive characteristics regarding the entering class profile as well as other key enrollment metrics. More than 22,500 students applied for fall 2013 admission, up nearly 11 percent from the previous year. The most impressive fact regarding this year's class is that it is the most academically accomplished and diverse class in University history.

While overseeing the Office of Admission, the Office of Enrollment Management (OEM) also provides leadership to the Bursar, Enrollment Operations and Communications, Enrollment Research and Analysis, University Registrar, and Student Financial Assistance, who also play key roles in supporting current students, faculty, and staff. Accordingly, OEM has adopted the following mission statement and another set of ambitious goals for 2013-14.

Mission Statement:

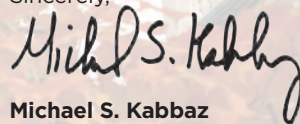
OEM is committed to creating and sustaining a culture of engaged University-wide partnerships to facilitate the design, implementation, and support of highly effective student-centric services. OEM embraces data-driven decision-making to strategically lead and support the full student lifecycle from recruitment through graduation and beyond while optimizing University resources.

Goals:

- Continue to advance enrollment management's functional identity, organization, and culture at Miami.
- Provide high quality services that are efficient, effective, and user-friendly and support the University community and beyond.
- Proactively manage undergraduate enrollment size and composition.
- Enhance Miami's state, regional, national, and international reputation through expanded and integrated marketing and communication efforts to prospective audiences.

We thank you for your continued support and look forward to continuing to partner with the University community as we implement the Miami 2020 Plan this fall.

Sincerely,



Michael S. Kabbaz
Associate Vice President for Enrollment Management
MiamiOH.edu/oem



M MIAMI
UNIVERSITY

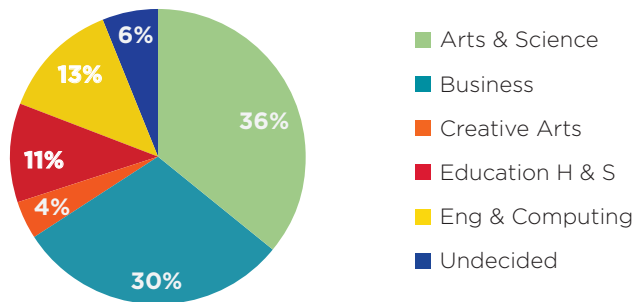
Academic Characteristics of the First-Year Class

Profile Trends of the Enrolled First-Year Class

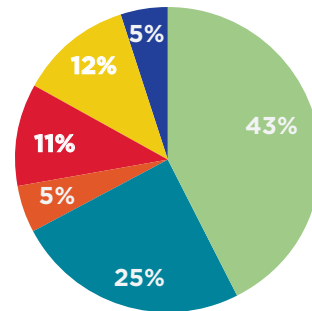
	2007	2008	2009	2010	2011	2012	2013*
ACT Best Average	26.5	26.2	26.2	26.1	26.1	26.5	27.5
GPA Average	3.66	3.65	3.63	3.65	3.62	3.63	3.72
Percent Ohio Resident	65.1%	63.6%	64.7%	68.1%	67.3%	62.0%	60.4%
Percent Male	44.5%	45.1%	45.7%	46.0%	45.6%	47.6%	48.0%

*2013 data is as of August 6; other years are end-of-cycle.

2013* APPLICANT PROFILE BY DIVISION



2013* MATRICULANT PROFILE BY DIVISION



Division	Student Count	Average of ACT Best	Average GPA	Percent Ohio Resident	Percent Male
Arts & Science	8166	26.9	3.65	45.7%	37.6%
Business	6826	26.8	3.58	37.2%	61.5%
Creative Arts	913	26.1	3.60	50.3%	35.3%
Education H & S	2391	25.1	3.58	55.9%	25.6%
Eng & Computing	2983	27.8	3.69	56.1%	74.7%
Undecided	1242	25.9	3.52	46.7%	36.1%
Grand Total	22521	26.7	3.62	45.8%	48.3%

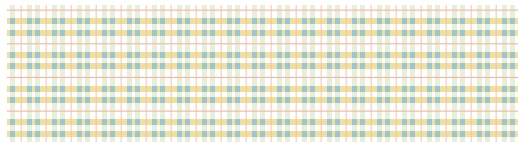
* As of August 6.

Division	Student Count	Average of ACT Best	Average GPA	Percent Ohio Resident	Percent Male
Arts & Science	1608	27.1	3.67	60.9%	43.4%
Business	926	28.4	3.78	52.4%	61.3%
Creative Arts	177	27.2	3.73	61.6%	32.8%
Education H & S	406	26.0	3.68	71.4%	19.0%
Eng & Computing	438	28.7	3.77	63.5%	76.7%
Undecided	170	26.9	3.67	62.9%	30.0%
Grand Total	3725	27.5	3.72	60.4%	48.0%

* As of August 6.

HIGH SCHOOL AP CREDIT AWARDED BY MIAMI

The most common AP credits in 2013 were History, English and Math. The most AP credits brought in by a single student was 73.

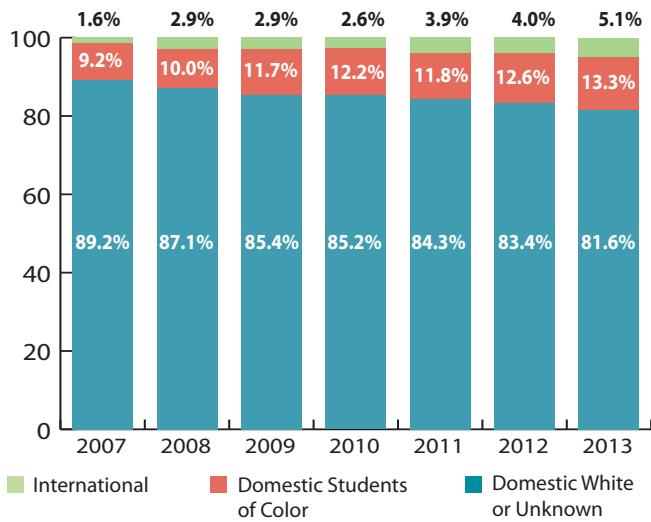


Division	Percentage Bringing AP Credit	Average AP Credit Hours Per Student*
Arts & Science	45.5%	15.4
Business	57.7%	14.9
Creative Arts	49.7%	14.6
Education H & S	42.6%	11.8
Eng & Computing	54.5%	18.8
Undecided	43.7%	14.2
Overall	49.3%	15.3

* Average taken over those who awarded AP credit.

Composition of the First-Year Class

Miami's classes have become increasingly more diverse over the years as both domestic students of color and international student populations are growing.



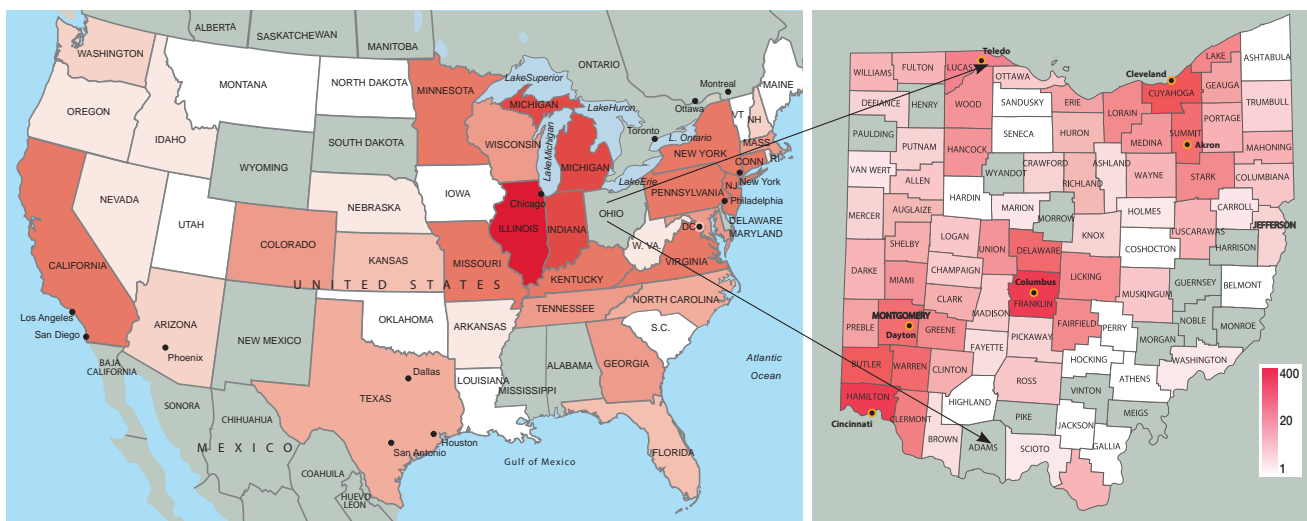
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ACE
(AMERICAN CULTURE
AND ENGLISH)
FALL 2013 ENROLLMENT

26

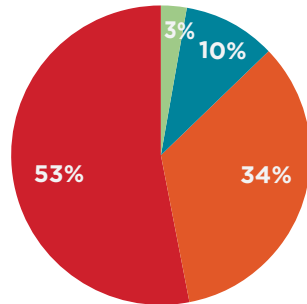
NUMBER OF COUNTRIES
REPRESENTED IN THE
ENROLLING CLASS

Geographic Breakdown of the Entering Class



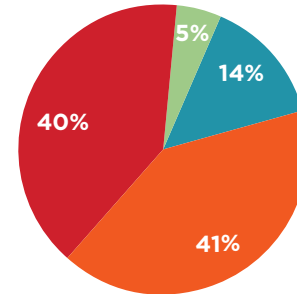
Recruiting the First-Year Class

2013 Applicants



- Butler County
- Cincinnati Area
- Other Ohio
- Outside Ohio

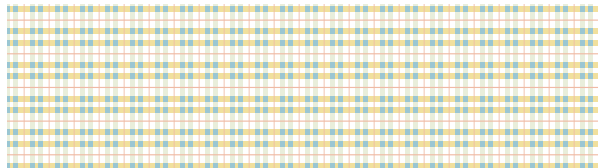
2013 Matriculants



UNIVERSITY/ADMISSION RECRUITMENT EFFORTS

Off-Campus Receptions	44
College Fairs	321
High School Visits	982
On-Campus Visitors	42,415
Recruitment Emails	3,049,564

Last year's high-touch recruitment strategy included multi-channel communication campaigns, a vigorous travel schedule, and warmly welcoming more than 40,000 prospective students and parents to campus with the help of the entire Miami University community.



FEEDER HIGH SCHOOLS

Top Ohio Feeder Schools	
High School	Enrolled
William Mason High School	57
Talawanda High School	45
Lakota West High School	38
Dublin Jerome High School	36
Centerville High School	34
St. Xavier High School	32
Solon High School	31
Archbishop Moeller High School	28
Upper Arlington High School	28
Top Out-of-State Feeder Schools	
High School	Enrolled
Hinsdale Central High School, IL	23
New Trier High School, IL	21
Lake Forest High School, IL	16
Adlai E. Stevenson High School, IL	14
Barrington High School, IL	14
Benet Academy, IL	13
Wheaton Warrenville South HS, IL	11
Libertyville High School, IL	11
Glenbard West High School, IL	11
Loyola Academy, IL	11

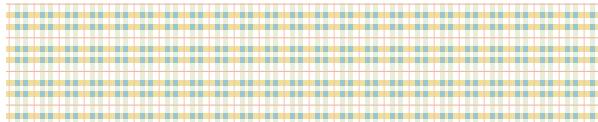
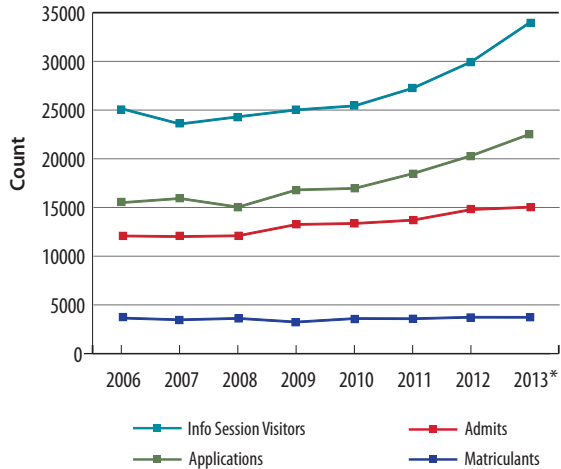
WHERE DO MIAMI'S NON-MATRICULANTS GO?*

	Undecided	Engineering	Arts & Science	Business	Education H & S	Creative Arts	OVERALL
THE OHIO STATE UNIVERSITY	18.6%	20.9%	12.5%	14.7%	8.7%	7.6%	13.7%
INDIANA UNIVERSITY BLOOMINGTON	5.5%	0.6%	4.6%	11.0%	3.3%	2.4%	5.2%
UNIVERSITY OF DAYTON	3.2%	6.5%	3.6%	3.1%	7.1%	1.2%	4.1%
UNIVERSITY OF CINCINNATI	3.9%	7.2%	3.0%	2.1%	3.9%	13.5%	4.0%
OHIO UNIVERSITY	2.8%	3.1%	2.9%	1.9%	5.4%	2.6%	3.0%
UNIVERSITY OF MICHIGAN	1.4%	1.7%	2.2%	3.5%	2.2%	1.7%	2.3%
UNIVERSITY OF ILLINOIS @ URBANA	2.5%	2.3%	1.9%	3.6%	1.2%	3.8%	2.3%
MICHIGAN STATE UNIVERSITY	2.0%	1.9%	1.8%	2.0%	1.8%	1.2%	1.8%
PURDUE UNIVERSITY - WEST LAFAYETTE	0.7%	3.8%	1.4%	1.9%	1.4%	1.4%	1.8%
PENNSYLVANIA STATE UNIVERSITY	3.2%	1.4%	1.1%	3.0%	1.2%	0.5%	1.6%
UNIVERSITY OF KENTUCKY	1.6%	1.9%	1.4%	0.7%	3.0%	1.2%	1.5%
UNIVERSITY OF WISCONSIN - MADISON	2.0%	0.9%	1.3%	2.3%	1.2%	0.5%	1.4%
XAVIER UNIVERSITY	2.0%	0.6%	1.4%	1.0%	1.9%	0.7%	1.3%
MARQUETTE UNIVERSITY	1.1%	1.0%	1.2%	0.6%	1.4%	0.2%	1.1%
Other	49.6%	46.2%	59.7%	48.5%	56.1%	61.6%	55.0%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Based on 2012 National Student Clearinghouse StudentTracker Data

First Year Summary

FIRST-YEAR ADMISSION TRENDS



ADMISSION BASICS, FALL 2013

First-Year Applications	22,521
Offers of Admission	15,035
First-Year Matriculants	3,725

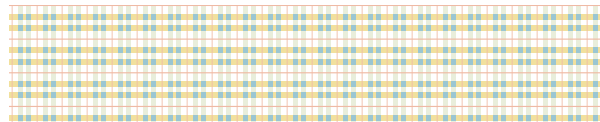
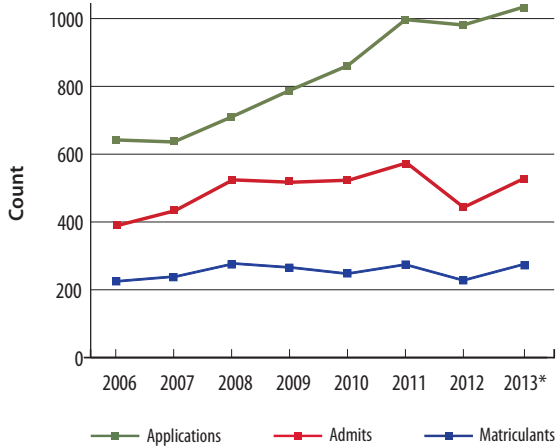
2013 FALL FIRST-YEAR MATRICULANTS PROFILE

Male/Female	48% / 52%
Resident / Domestic Non-resident / International	60% / 35% / 5%
White / Domestic Students of Color / International	82% / 13% / 5%
Middle 50% SAT	1130 - 1310
Middle 50% ACT	25 - 30
Middle 50% HS GPA	3.43 - 4.00

* As of August 6.

Transfer Summary

TRANSFER ADMISSION TRENDS



TRANSFER BASICS, FALL 2013

Transfer Applications	1,035
Offers of Admission	531
Transfer Matriculants	276

2013 FALL TRANSFER MATRICULANTS PROFILE

Male/Female	57%/43%
Resident / Domestic Non-resident / International	63% / 29% / 8%
White / Domestic Students of Color / International	76% / 16% / 8%
Middle 50% HS GPA	2.87 - 3.70
Middle 50% College GPA**	2.81 - 3.58
4-Year / 2-Year College	73% / 27%

* As of August 6.

** College GPA is a requirement of transfer admission; it is not transcribed on a transfer student's academic record at Miami University.

Campus Visits

42,415

ADMISSION VISITORS 2012-2013

Statistics show that once prospective students visit campus, they are much more likely to apply. More visitors will result in more applications, so the impact of the campus visit experience is extremely critical.

{ WITHOUT A CAMPUS VISIT }
37% CONVERSION RATE TO BECOME AN APPLICANT

{ WITH A CAMPUS VISIT }
66% CONVERSION RATE TO BECOME AN APPLICANT

{ WITH A HIGH ABILITY EVENT }
89% CONVERSION RATE TO BECOME AN APPLICANT
(RED CARPET DAY)

Prospective students and their families were drawn to Miami by well-planned events such as **Red Carpet Day** (for high-achieving students), three **Bridges** weekends (diversity-themed events), two **Cincinnati-Dayton** receptions (for local students), 21 **Transfer Preview Days**, ten **Make It Miami** programs (for admitted students), and 54 **group visits**, as well as daily **information sessions and tours**.

EVENTS 2012-2013 ATTENDANCE

	Total Attendance	Student Attendance
Special Events		
Discover the Sciences	542	196
Discover the World	121	50
Engineering Day	69	29
Fall Open Houses	390	146
Fall Preview Days	1,071	864
Cincy/Dayton Receptions	687	245
Red Carpet Day	352	160
Spring Preview, March	357	146
Spring Preview, April	711	288
CEHS Open House	80	37
Day of Champions	136	50
Arts Day	399	150
Yield Events		
Make it Miami! Spring Events	5,056	2,044
Diversity Overnight	22	22
Other visit opportunities		
Group Visits	2,294	2,294
Transfer Preview Day, Fall	94	55
Transfer Preview Day, Spring	118	62
Bridges	461	461
Information Sessions & Tours		
	29,455	11,473
Total Admission Visitors 2012-2013	42,415	

Enrollment Management by the Numbers

3,049,564

RECRUITMENT EMAILS SENT

*Enrollment Operations
and Communications*

22,521

NUMBER OF ADMISSION
APPLICATIONS RECEIVED

Office of Admission

76%

OXFORD STUDENTS RECEIVED
FINANCIAL ASSISTANCE

Office of Student Financial Assistance

30,306

NUMBER OF TRANSCRIPTS
SENT TO UNIVERSITIES,
INDIVIDUALS, AND BUSINESSES

Office of the Registrar

77%

PAYMENTS PROCESSED
ONLINE

Office of the Bursar

Enrollment Management Update

Board of Trustees
September 19, 2013

Michael S. Kabbaz
Associate Vice President for Enrollment Management
Office of Enrollment Management



MIAMI UNIVERSITY

Preliminary Key Enrollment Indicator Update (2012 vs. 2013)

Anticipated first-year class (October 15): 3615 - 3654

ACTBest Average: 26.5 versus 27.5

Average GPA: 3.63 versus 3.72

**Average Academic Read Score
(Rigor of HS Curriculum):**
12.0 versus 13.3

Non-Resident:
38.6% versus 39.5%

Domestic Diversity:
479 (12.6%) versus 493 (13.3%)

International:

154 (4.1%) versus 190 (5.1%)

Alumni Connection (Parents):

446 (11.7%) versus 495 (13.4%)

of countries: 20 versus 25

of states: 42 versus 45

of high schools: 1219 versus 1253

Note: data as of 8/22/2013

Enrolled Students

Preliminary Key Quality Indicators: 2012 vs. 2013

Overall ACT Average:

27.5 vs. 26.5, or a 1 point gain

Domestic

	2012	2013	Diff
CAS	26.13	27.13	1.00
FSB	28.02	28.46	0.44
EHS	25.30	26.05	0.75
CEC	27.34	28.77	1.43
CCA	26.22	27.31	1.09
Total	26.55	27.54	0.99

International

ACT: 24.3 vs. 25.4 – 1.1 point gain

TOEFL: 83.0 vs. 87.4 – 4.4 point gain

Note: 2012 data are final; 2013 data are preliminary as of 8/22/2013

Other Enrollment Goals

American Culture and English (ACE) Program

Fall 2013 – Enrollment goal is 75-100 first-year students

- 107 confirmed students, or a 91% YTD increase versus fall 2012

Transfers

Fall 2013 – Enrollment goal is 250 transfer students

- 272 confirmed students, or a 11% YTD increase versus fall 2012

TOP Program (Regional Pathway to Oxford)

Spring 2014 – Oxford enrollment goal is 30

- 29 confirmed students

Note: data as of 8/26/2013



OEM Goals: 2013-14

OEM Goal #1

Continue to Advance Enrollment Management's Functional Identity, Organization, and Culture at Miami

Lead the continued advancement of an enrollment management infrastructure and culture that embraces data-driven decision-making to strategically lead and support the University's multi-year enrollment planning and related student services, and effectively and efficiently execute the priorities of the University as outlined in the Miami 2020 Plan.

OEM Goal #1 (cont'd)

Continue to Advance Enrollment Management's Functional Identity, Organization, and Culture at Miami

- Continue advancing the EM infrastructure & data-decision making capabilities
- Develop multi-year success metrics aligned to the Miami 2020 Plan
- Deepen and better leverage relationships with key offices and functions around the University
- Expand data transparency with the University community
- Proactively support University retention efforts

OEM Goal #2

Provide High Quality Services that are Efficient, Effective, and User Friendly that Support the University Community and Beyond

Enrollment management offices provide customer-centric support for faculty, staff, and university administrators through data and services that enable the University to accomplish its academic and administrative goals and objectives. Equally as important, these offices provide efficient, user-friendly, student-centric services that contribute to attracting, retaining, and graduating an academically-talented and increasingly diverse student body.

OEM Goal #2 (cont'd)

Provide High Quality Services that are Efficient, Effective, and User Friendly that Support the University Community and Beyond

- Enhance admission, bursar, financial aid, and registrar office functions to meet the needs of the University through improved efficiency and proactive customer service
- Continue multi-year pilot implementation of the Enrollment Center (one-stop office)
- Optimize back-office functions through increased consolidation of communication, operational, and technical functions
- Lead a successful Winter Term implementation

OEM Goal #3

Proactively Manage Undergraduate Enrollment Size and Composition

Meet all enrollment objectives while optimizing University resources and advancing the goals outlined in the Miami 2020 Plan.

OEM Goal #3 (cont'd): Fall 2014 Enrollment Goals

First-year Objectives:

- 3600 first-year target
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment
 - Non-resident domestic
 - International
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase transfer enrollment
- Increase ACE Program enrollment
- Expand TOP Program

OEM Goal #3 (cont'd)

Proactively Manage Undergraduate Enrollment Size and Composition

First-year recruitment initiatives:

- Expand targeted travel (Ohio and out-of-state)
- Expand visits (on and off-campus)
- Enhance visit experience
- Implement prospect management
- Expand Early Decision
- Increase yield efforts and expand divisional involvement

High-ability recruitment initiatives:

- Revamp marketing and recruitment efforts
- Leverage Honors admission
- Expand UASP and enrollment
- Better target financial aid to middle high-ability band
- Implement a Summer Scholars Program

University Academic Scholars Program Expansion

Changes/enhancements to designations for fall 2014:

- Computing Scholars (expansion)
- Law and Public Policy Scholars (expansion)
- Social Justice Scholars
- Scholars in Writing for the Media
- World Languages and Cultures Scholars
- Humanities Scholars (TBD)
- Global Scholars (TBD)
- AIMS (TBD)

Note: Total enrollment for Scholars could be 200+ students for fall 2014 across 11-14 designations

OEM Goal #3 (cont'd)

Proactively Manage Undergraduate Enrollment Size and Composition

International recruitment initiatives:

- Expand targeted travel
- Leverage China and India site-based contractors
- Expand recruitment and outreach (targeted name buys, translation of materials into 10 languages, virtual fairs, telerecruiting, geo-targeted advertising, etc.)
- Enhance Miami faculty engagement
- Expand relationships (sponsoring organizations, overseas counselors, ELS language centers, etc.)
- Work with Global Initiatives to expand partnerships
- Leverage limited scholarship dollars (non-China)

OEM Goal #3 (cont'd)

Proactively Manage Undergraduate Enrollment Size and Composition

Outreach and Diversity recruitment initiatives:

- Expand outreach and recruitment activities with urban schools
- Expand targeted outreach to high-ability diverse students
- Enhance and increase on-campus programming
- Increase CBO engagement on and off-campus
- Increase Bridges from 3 to 4 programs
- Selectively target Miami Access Initiative
- Further engage the campus community

OEM Goal #3 (cont'd)

Proactively Manage Undergraduate Enrollment Size and Composition

Transfer recruitment initiatives:

- Expand articulation agreements
 - Target on-campus marketing
 - Extensive on-site recruitment
 - Miami on-campus programming
- Target top in-state and out of state feeder community colleges
- Expand marketing and communication efforts
- Purchase high-ability transfer names
- Target scholarship dollars

OEM Goal #4

Enhance Miami's State, Regional, National, and International Reputation through Expanded and Integrated Marketing and Communication Efforts

Aggressively personalize and customize all communication and marketing mediums and better leverage data to intentionally expand Miami's visibility and best leverage its core value propositions to prospective audiences and key influencers to meet its ambitious multi year enrollment and related student service goals.

OEM Goal #4 (cont'd)

Enhance Miami's State, Regional, National, and International Reputation through Expanded and Integrated Marketing and Communication Efforts

- Expand our state, regional, and international reach
- Better leverage data and the creation of custom and personalized content to prospective students
- Enhance and improve communication to current students through EM service offices



Questions?



Executive Summary: President Obama's "A Better Bargain for the Middle Class"

The plan has three key components:

I. Pay Colleges and Universities for Performance

This component calls for the U.S. Department of Education to create and publish a new ranking system by 2015 to assist students in comparing the value offered by colleges. The President hopes that these rankings will identify those institutions that provide the most assistance to students from disadvantaged backgrounds and further push colleges to improve their performance. The White House is suggesting three (3) possible performance indicators for this ranking:

- Measurement of access to the institution by disadvantaged students based on the percentage of students receiving Pell grants
- Affordability, factoring in tuition, scholarships and loan debt
- Assessment of outcomes, such as graduation rates, transfer rates, earnings at graduation and advanced degrees

This component also calls for basing an institution's allocation of federal aid on these rankings, to begin by 2018. The White House plans to ask Congress to include legislation in the next Higher Education Reauthorization Act that would incorporate this new formula. The current formula assesses an institution's overall level of need and then distributes available funds to all colleges and universities.

In 2012-2013, Miami received \$1.5 million in campus-based federal aid allocations. In addition, Miami's three campuses combined awarded just over \$21 million in Pell grants to 24% of Miami undergraduate students. At Oxford, 16% of students received Pell grants. At Miami's regional campuses, 46% of regional students received Pell grants.

Additional components include:

- A \$1 billion request in funding for the "Race to the Top" program, designed to engage states in reform and to encourage funding for higher education. The White House singled out Tennessee, Indiana and Ohio for performance based funding and wants to use this grant to spur other states in the same direction. The White House is also calling for "states to provide accelerated learning opportunities, smooth the transition from high school to college and between two- and four-year colleges, and strengthen collaboration between high schools and colleges."¹

- Rewarding colleges and universities for enrolling and graduating low and moderate income students, to be based on the percentage of Pell graduates. The most recent six year graduation rate for Oxford is 79.8%. The same measure for Pell grant recipients is 77.4%²
- Encourage students to complete degrees by requiring students to complete a certain percentage of classes before they can continue to receive aid.

II. **Promote Innovation and Competition**

This component calls for colleges and universities to be forward thinking in:

- Awarding credits based on learning vs. classroom lecture time
- Consider hybrid learning approaches by leveraging technology
- Use technology in advising approaches to develop early warning notification systems to alert key faculty when students fall behind
- Award credit for prior learning experiences
- Encourage dual learning opportunities (e.g. PSEO) programs for high school students

The White House plans to fund a \$260 million “First in the World” fund to test and evaluate programs that offer better outcomes. The Department of Labor will increase funding to colleges next year, “...to promote accelerated degree paths and credentials.”³ The Department will also exempt colleges and universities from certain federal aid regulations if they want to “experiment” with various learning methods and models.

III. **Ensure Student Debt is Affordable**

This component broadens the eligibility for student loan borrowers to take advantage of the “Pay As You Earn” repayment plan and provides for better communication about the plan. Key components of this existing plan provide that a student’s monthly repayment is no more than 10% of discretionary income and after 20 years of repayment, the remaining balance would be forgiven. Currently, only recent borrowers are eligible for this repayment plan.

Miami’s average student loan debt for 2012 graduates was \$27,817. Five Ohio 4-year publics have a higher average debt at graduation (BGSU, KSU, UC, WSU, UT). Overall, Ohio ranks 7th in the country in student loan debt (average of \$28,863)⁴

1,3: The White House. “FACT SHEET on the President’s Plan to Make College More Affordable: A Better Bargain for the Middle Class”, Web. 22 August 2013 <<http://www.whitehouse.gov/the-press-office/2013/08/22/fact-sheet-president-s-plan-make-college-more-affordable-better-bargain->>.

2 Miami University. “2012-2013 Fact Book”, Web. 22 August 2013 <[>](http://www.units.muohio.edu/oir/FactBook/FB201213/GradRetn/Grad1.html).

4 Common Data Set; “Student Debt and the Class of 2011” Web. October 2012. <[>](http://projectonstudentdebt.org/files/pub/classof2011.pdf).

College of Professional Studies & Applied Sciences- Proposed Academic Plan & Initiatives

G. Michael Pratt, Ph.D.
Associate Provost and Dean
College of Professional Studies & Applied Sciences

Presented to the Academic and Student Affairs Committee
Miami University Board of Trustees
September 19, 2013

The College of Professional Studies and Applied Sciences represents a new academic division within Miami University, the first new addition since 1974. This represents the culmination of efforts begun in 2005 when a university taskforce met, held open forums on all three campuses and recommended, among other things, consideration of new models of administrative structure which would provide the flexibility and autonomy needed to fully realize the mission of the regional campuses.¹ The Taskforce also recommended consideration of a **new academic division** to house academic departments and programs found only on the regional campuses. Also suggested was the creation of an accelerated review and approval process for creating future regional campus programs meant to aid the development of additional bachelor and bachelor completion degrees on the regional campuses. A 2009 University committee report again recommended changes in the administrative and academic structure of the regional campuses².

On January 30, 2012, Provost Gempesaw submitted the “Proposal to Establish a New Academic Division for Miami University’s Regional Campuses”³ to the Executive Committee of University Senate. As a result of this action the Academic Policy Committee of University Senate and an Ad Hoc Regional Campus Committee held joint public meetings on all campuses and in the community to obtain comment and feedback for senate deliberation⁴. A sense of the senate vote did not support the provisions of the Provost’s proposal on April 9⁵, but shortly thereafter, President Hodge developed a revised proposal that was submitted to the Miami University Board of Trustees as R2012-29⁶ and approved by the Board April 27, 2012.

The resolution directed the Provost to develop an Implementation Committee designed to address issues relating to the transfer of departments, the administrative structure of the new division, and a range of faculty concerns. That committee was appointed in August 2012, almost simultaneously with a Governance Committee that was created to develop academic governance

¹ http://www.regionals.miamioh.edu/publications/documents/adult_access_whtpaper.pdf +

² <http://miamioh.edu/documents/rcp/2009Regional-Committee-Report.pdf>

³ <http://miamioh.edu/documents/rcp/RegionalCampusDivisionProposal.pdf>

⁴ <http://miamioh.edu/rcp/committees/index.html#apc>, <http://miamioh.edu/documents/rcp/APC-RCC-Final-Report.pdf>

⁵ <http://www.miamistudent.net/news/university-senate-votes-on-regional-campus-proposal-1.2843142>

⁶ <http://www.miamioh.edu/rcdivision/resolution.html>

of the new division.⁷ Both Committees met during fall semester 2012 and both submitted final reports in December.⁸ In January 2013, the Provost responded to the recommendations of the Implementation Committee report by developing “Action Steps” to be completed on or before the initiation of the new division. Simultaneous with the Provost’s action steps, and as a result of the report of the Implementation committee, University Senate voted to support the establishment of the new division and authorized the transfer of academic departments from SEAS and FSB to the division on March 4, 2013. On April 15, University Senate supported the new division name, the College of Professional Studies & Applied Sciences (CPSAS) and the formation of two new departments, Justice and Community Studies and Integrative Studies, respectively. All of these modifications were confirmed by vote of the Board of Trustees on June 22, 2013⁹, officially creating the College of Professional Studies and Applied Sciences at Miami University effective July 1, 2013.

The College of Professional Studies and Applied Sciences continues to address issues outlined in Recommendation 5 of the Strategic priorities Report¹⁰ to address goals and metrics of the University’s 2020 Plan.¹¹ The remainder of this report addresses initiatives and plans for academic development, enrollment growth, and net new revenue in the College of Professional Studies and Applied Sciences and on Miami University’s regional campuses.

Draft Mission Statement:

“We change students’ lives. We provide a high-quality Miami education that is accessible, affordable, and delivered in ways that acknowledge our students’ complex lives. Our students become productive contributing members of their communities.”

Draft Vision Statement

“By 2020, the Miami regional campus system will provide students with the best regional campus experience in the state, enhanced by undergraduate and graduate degrees in the College of Professional Studies and Applied Sciences.”

Elements of an Academic Plan

- Increase retention and graduation rates to be among the highest for Ohio’s regional campuses
- Grow enrollments and revenue in the College of Professional Studies and Applied Sciences by expanding degree opportunities that align with market demands in the CPSAS service region
- Focus CPSAS educational resources on meeting educational needs in the region for the students not presently enrolled on any of Miami’s campuses

⁷ http://www.miamioh.edu/documents/rcdivision/Provost_RCD_Memo.pdf,

<http://www.miamioh.edu/rcdivision/implementation/index.html>,

<http://www.miamioh.edu/rcdivision/governance/index.html>

⁸ http://www.miamioh.edu/documents/rcdivision/implementation/RCIC_Final_Report_12-12.pdf,

http://www.miamioh.edu/documents/rcdivision/governance/RCGC_Final_Report_12-12.pdf

⁹ http://www.miamioh.edu/files/documents/about-miami/president/bot/BT_06-21-13.pdf

¹⁰ http://www.miamioh.edu/documents/spc/SPT_Final_Report.pdf

¹¹ http://www.miamioh.edu/documents/2020plan/Goals_Metrics.pdf

- Develop educational initiatives that provide opportunities for enrollments and revenue derived from outside the traditional recruitment area

Implementing the Academic Plan

To offset a predicted decline in traditional age students in the region¹², CPSAS focuses on a strategy designed to attract non-traditional students by developing new academic programs offering bachelor or master degrees in high demand professions. Recommendations of an adult market survey completed in 2012¹³ were married with an internal degree development process to recommend development of the following programs (which are not duplicative of current Oxford campus offerings).

Bachelor of Science in Criminal Justice

Began January 2013 with strong enrollments

- Builds upon a strong associate degree program
- Potential for articulation and transfer agreements with area community college Associate Degree programs
- Functions as a bachelor completion degree for area Law Enforcement, Probation, Court, and Incarceration professionals

Bachelor of Science in Forensic Science and Investigation

- Planned for Fall 2014 (Letter of Intent approved by OBOR)
- Supported by equipment upgrade to current science labs
- National enrollment trends are strong for traditional and completion programs

Bachelor of Science in Civic and Regional Development

- Planned for Fall 2014 (Letter of Intent approved by OBOR)
- Serves students interested in working in leadership roles in the nonprofit and public sector
- Draws upon the regional campuses close connections with areas community and local government agencies

Bachelor of Science in Commerce and Administration

- Planned for Fall 2015
- Addresses a strong need for a business related bachelor completion degree and pathway for BTE Associate graduates
- Will be developed in hybrid and online format

Master of Science in Criminal Justice

- Planned for Fall 2015
- Adds fee-paying graduate degree option to Justice and Community Studies
- Program will be delivered in online or hybrid format
- Faculty resources will be in place by Fall 2015

¹² http://www.miamioh.edu/documents/spc/SPT_Final_Report.pdf, pg 6-7

¹³ "Undergraduate Adult Student Market Analysis: Miami University Regionals" Aslanian Market Research, Feb. 6, 2012

Master of Science in Nursing

- Planned for Fall 2016
- Adds fee-paying graduate degree option in high demand area
- May be developed in online format

E-Learning

- New course development and faculty training initiatives are currently underway
- Continue to increase the number of online courses
- Establish fully online degrees and programs
- Continue to lead Miami University in online efforts.

English Language Center (at Miami University Middletown)

- Residential English Language proficiency training for international students
- Offers proficiency training through a series of credit and non-credit developmental instruction and cultural experiences
- Provides a pathway to CPSAS programs

Next Steps

Recruitment & target enrollment goals are in place for new and proposed degrees are in place. Recruitment & target enrollment goals for The Oxford Pathway were developed with OEM and are in place

Finalize, during the fall semester a comprehensive 5 year enrollment and financial plan that integrates baseline enrollment projections for existing programs and enrollment projections for new Bachelor and Master degrees

Revise some Oxford based metrics of the 2020 plan to meet the mission and vision of CPSAS

Develop a plan to automatically award the appropriate Associate degree to Bachelor degree seeking students who reach 60 credits. This will increase the graduation rate for CPSAS and is positive for retaining students

Collaborate with the Office of Enrollment Management to develop an enhanced recruitment strategy in support of new and future degree programs

Focus the restructured advising organization towards increasing retention and graduation rates and move the College of Professional Studies & Applied Sciences to be among the highest in the state for regional campuses

Coordinate with the Ohio Board of Regents the preliminary approval of the newly proposed programs and degrees.



MIAMI UNIVERSITY

COLLEGE OF PROFESSIONAL STUDIES
& APPLIED SCIENCES

Hamilton • Middletown • West Chester

College of Professional Studies & Applied Sciences Proposed Academic Plan & Initiatives

**Presented to the Academic and Student Affairs Committee
Miami University Board of Trustees**

G. Michael Pratt, Ph.D.
Associate Provost and Dean
College of Professional Studies & Applied Sciences
September 19, 2013

Building a New Academic Division: 2011-12

**Proposal to Establish a New Academic Division for
Miami University's Regional Campuses: January 30, 2012**

**Senate Academic Policy Committee & Ad Hoc Regional Campus Committee
hold joint public comment sessions on all campuses: February- March 2012**

University Senate advisory votes not to support proposal: April 9, 2012

**President Hodge presents revised proposal to the University community: April
25, 2012**

**Board of Trustees votes to accept the revised proposal and establish a new
academic division: April 27, 2012**



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Implementing an Academic Division: 2012-13

Implementation Committee appointed by the Provost: August 2012
Division Governance Committee appointed by the Regional Dean: August 2012

Implementation Committee Report: December 2012
Governance Committee Report: December 2012

Provost's Response- Action Steps for Implementation: Jan 2013

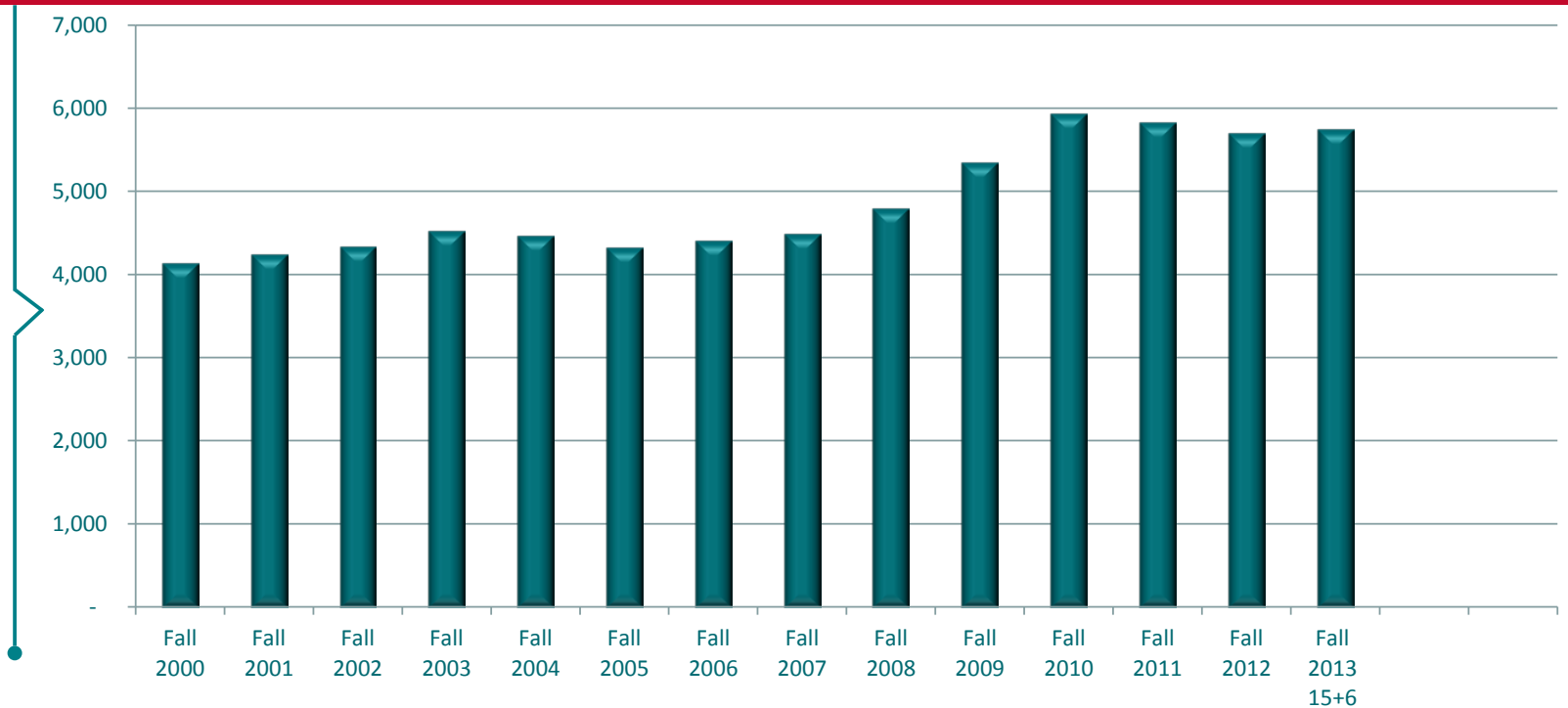
Senate accepts the new Division and Authorizes Transfer of Departments from SEAS and FSB: March 4, 2013

Board of Trustees approves transfer of departments, creation of new departments and names the College of Professional Studies and Applied Sciences: April 26 & June 21, 2013



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Regional Campuses Enrollment Trends 2000-13



[2000 – 2009 Avg. Enrollment = 4503] [2010- 2013 Avg.= 5800]

Regional Campuses Enrollment Trends 2000-13

- **Overall Enrollments trended flat 2000-2008**
- **Rapid growth in recession years 2009-2013**
- **Introduction of four year Bachelor degrees has and will sustain enrollments at the regional campuses**
- **Enrollments have increased more than 35% since 2000**
- **Recent regional campuses enrollments are now significantly larger than at any point in their history**

Enrollment Trends at the Regional Campuses

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13 (15 th Day +6)
<u>Hamilton-</u> Bachelor	1836	2106	2789	3131	3137	3093	2983
Associate	642	659	367	400	366	322	365
All	2567	2842	3271	3699	3659	3602	3546
<u>Middletown-</u> Bachelor	1238	1257	1546	1713	1660	1562	1553
Associate	472	496	341	278	241	206	186
All	1918	1952	2067	2268	2166	2091	2197
<u>Total Enrollment</u>	4485	4794	5338	5937	5825	5693	5743

Enrollment Trends in Degree Programs

Students in the Majors

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13 15 th Day+6
<u><i>Bachelor Degrees</i></u>							
Engineering Tech.	131	156	196	221	221	224	235
Nursing & Pre-nursing	134	195	493	667	683	720	688
Integrative Studies		32	290	389	441	412	372
Health Info Tech (CIT)	-	-	-	-	-	71	84
Criminal Justice						1	149
<u><i>Enrollment</i></u>	265	383	979	1277	1345	1428	1528

Draft Mission and Vision Of CPSAS

DRAFT MISSION STATEMENT

“We change students’ lives. We provide a high-quality Miami education that is accessible, affordable, and delivered in ways that acknowledge our students’ complex lives. Our students become productive contributing members of their communities.”

DRAFT VISION STATEMENT

“By 2020, the Miami regional campus system will provide students with undergraduate and graduate degrees in the College of Professional Studies and Applied Sciences enhanced by the best regional campus experience in the state.”



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An Academic Plan for CPSAS

- **Increase retention and graduation rates to be among the highest for Ohio's regional campuses**
- **Grow enrollments and revenue in the College of Professional Studies and Applied Sciences by expanding degree opportunities that align with market demands in the CPSAS service region**
- **Focus CPSAS educational resources on meeting educational needs in the region for the students not presently enrolled on any of Miami's campuses**
- **Develop educational initiatives that provide opportunities for enrollments and revenue derived from outside the traditional recruitment area**



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Implementing the Academic Plan for CPSAS

Undergraduate Adult Student Market Analysis **Aslanian Market Research, Feb. 2012**

Findings:

- **84% of adult students seek bachelor degrees**
- **Increase the number of hybrid/online courses in high-demand programs**
- **Develop fully online options for high demand programs**
- **Focus degree development in the areas of Business, Health Professions, Computer and Information Technology and Criminal Justice/Law**



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Implementing the Academic Plan for CPSAS

Degree Development Process-

- **Collect faculty input regarding new degree opportunities**
- **Prioritize new degree development based on**
 - **Workforce needs or opportunities for graduates**
 - **Ability to attract new students not currently served by other Miami degrees or programs**
 - **Availability of current faculty resources in the academic area**
 - **Availability/interest from a “faculty champion” to lead the proposal process**



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Proposed Academic Degrees and Programs

College of Professional Studies and Applied Sciences

Bachelor of Science in Criminal Justice

- Began January 2013 with strong enrollments
- Builds upon a strong associate degree program
- Potential for articulation and transfer agreements with area community college Associate Degree programs
- Functions as a bachelor completion degree for area Law Enforcement, Probation, Court, and Incarceration professionals

Bachelor of Science in Forensic Science and Investigation

- Planned for Fall 2014
- Supported by equipment upgrade to current science labs
- National enrollment trends are strong for traditional and completion programs



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Proposed Academic Degrees and Programs

College of Professional Studies and Applied Sciences

Bachelor of Science in Civic and Regional Development

- Planned for Fall 2014
- Serves students interested in working in leadership roles in the nonprofit and public sector
- Draws upon the regional campuses close connections with areas community and local government agencies

Bachelor of Science in Commerce and Administration

- Planned for Fall 2015
- Addresses a strong need for a business related bachelor completion degree and pathway for BTE Associate graduates
- Will be developed in hybrid and online format



MIAMI UNIVERSITY

Proposed Academic Degrees and Programs

College of Professional Studies and Applied Sciences

Master of Science in Criminal Justice

- Planned for Fall 2015
- Adds fee-paying graduate degree option to Justice and Community Studies
- Program will be delivered in online or hybrid format
- Faculty resources will be in place by Fall 2015

Master of Science in Nursing

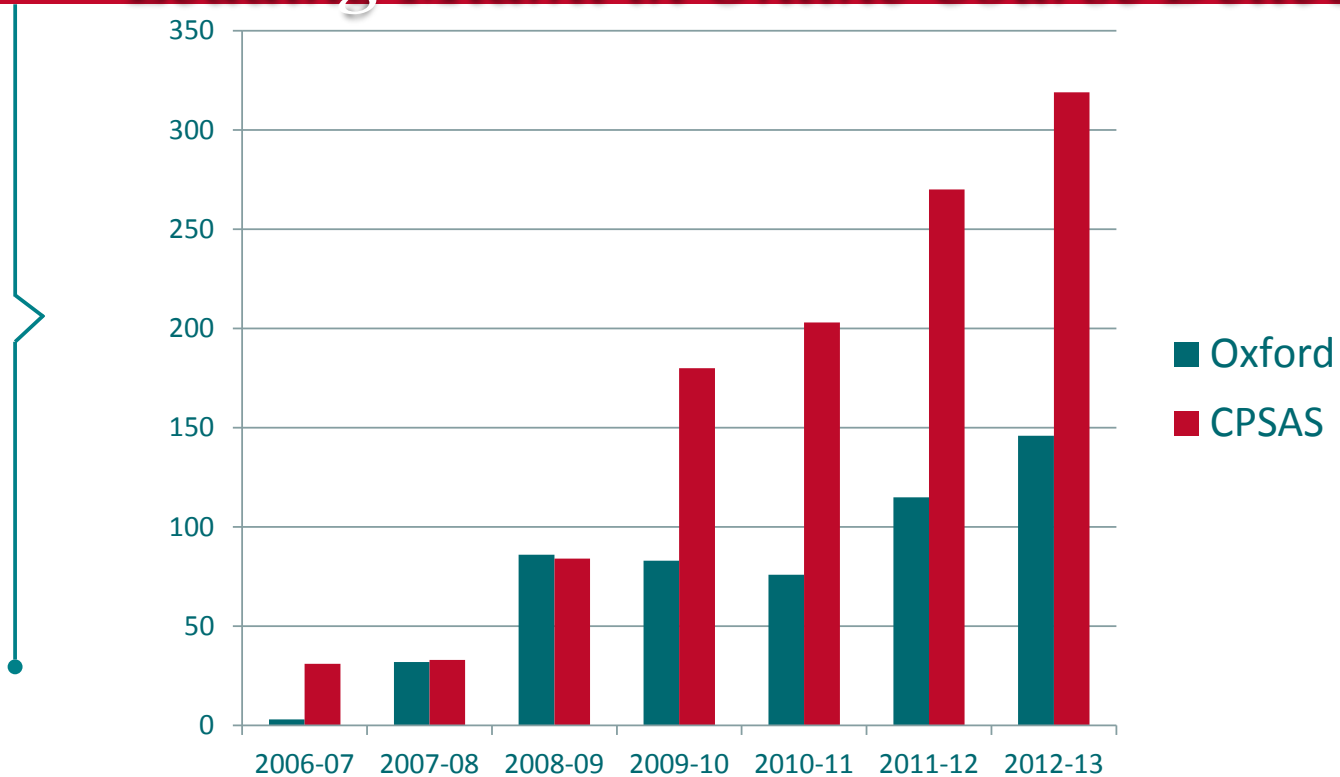
- Planned for Fall 2016
- Adds fee-paying graduate degree option in high demand area
- May be developed in online format



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CPSAS E-Learning Center

Leading Miami in Online Course Delivery



CPSAS E-Learning Center

New Initiatives in Faculty and Course Development

- **Monthly Training Series- faculty and staff development**
- **Course Development - develops E-learning courses consistent with Miami policies (3 cycles/year, average 15 faculty each)**
- **Online Faculty Orientation – training for faculty planning to facilitate a section of an online course they did not develop**
- **E-Learning Center now has 3.25 people dedicated to E-Learning and educational technology integration support.**

Miami Middletown's English Language Center

A New Revenue Initiative

English Language Center- The Partnership

Miami University, Middletown Campus

- Admits degree seeking and developmental workshop students
- Assesses English proficiency at five levels
- Provides a physical center for students (200 Levey Hall)
- Hosts off-campus excursions and cultural programs
- Full admission to students who complete the program

RENDA Finance and Education Technology Company

- An affiliate of Renmin University of China, Beijing
- Recruits Chinese students for a Miami-Middletown experience
- Provides intensive language instruction in China
- Assists in visa and travel arrangements

Miami Middletown's English Language Center

A New Revenue Initiative

English Language Center- The Partnership

Quest Holding International LLC,

- Provides furnished apartments and dining facility
- Operates a housing and dining plan
- Supervises student conduct in residence facilities
- Handles international arrivals and departures



ELC Pilot Class: Fall 13



CPSAS: Draft Enrollment Projections

	FY15	FY16	FY17	FY18	FY19
Criminal Justice	50	65	80	100	120
Health Information Technology	32	38	42	56	70
Commerce and Administration	0	50	100	149	199
Civic and Regional Development	20	39	60	81	101
Forensic Science and Investigation	18	32	39	44	48
Master's of Science in Nursing	0	0	15	31	35
Master's of Science in Criminal Justice	0	10	17	19	20
E-Learning	105	126	149	200	250
English Language Center	61	67	97	120	150
Total	286	427	598	800	993
UG	225	350	469	630	788
GR	0	10	32	50	55
Non-resident	61	67	97	120	150

CPSAS: Draft Revenue Projections

	FY15	FY16	FY17	FY18	FY19
Criminal Justice	\$ 322,983	\$ 426,958	\$ 531,767	\$ 656,146	\$ 780,634
Health Information Technology	\$ 206,709	\$ 247,741	\$ 267,183	\$ 363,193	\$ 457,064
Commerce and Administration	\$ -	\$ 329,443	\$ 665,474	\$ 1,001,472	\$ 1,294,276
Civic and Regional Development	\$ 134,485	\$ 267,491	\$ 412,730	\$ 568,613	\$ 684,696
Forensic Science & Investigation	\$ 121,036	\$ 217,851	\$ 261,611	\$ 297,619	\$ 324,950
Master's of Science in Nursing	\$ -	\$ -	\$ 199,138	\$ 419,019	\$ 473,995
Master's of Science in Criminal Justice	\$ -	\$ 183,830	\$ 315,636	\$ 348,796	\$ 386,376
E-Learning	\$ 608,810	\$ 745,183	\$ 887,572	\$ 1,205,990	\$ 1,524,405
English Language Center	\$ 680,960	\$ 749,056	\$ 1,086,288	\$ 1,344,000	\$ 1,674,400
Total	\$ 2,074,983	\$ 3,167,552	\$ 4,627,399	\$ 6,204,848	\$ 7,600,797

Recruitment and Capacity Planning for 2014

Recruitment and Retention Focus for 2014:

- **Retain AA/AS graduates in CJ & CIT into bachelor programs (CJ, HIT, FSI & others)**
- **Retain all types of students through the Office of Advising & Learning Assistance**
- **Recruit through existing and new articulations with Sinclair, CSTCC & CSCC**
- **Target recruitment towards professions with high degree-completion demands**
- **Recruit TOP program through Oxford Wait List**
- **Recruit through utilization of the Oxford campus “Denied List”**
- **Recruit international students to ELC in partnership with RENDA**
- **Grow availability of e-learning courses and programs**



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Next Steps

- **Develop a comprehensive and dynamic enrollment and financial plan that integrates baseline enrollment projections and enrollment projections for new Bachelor and Master degrees**
- **Present five-year projected financial plan and various “what if” scenarios to BOT Finance and Audit Committee, December 2013 meetings.**
- **Revise metrics of the 2020 plan to meet the mission and vision of CPSAS**
- **Develop a plan to automatically award the appropriate Associate degree to Bachelor degree seeking students who reach 60 credits. This will increase the graduation rate for CPSAS and is positive for retaining students**
- **In partnership with the Office of Enrollment Management, develop an integrated and enhanced recruitment strategy in support of new and future degree programs**
- **...and move the College towards increasing retention and graduation rates to be the highest in the state for regional campuses**

Q & A

**Thank you for your Support
of the Regional Campuses**



E-LEARNING PROGRESS REPORT**BOARD OF TRUSTEES ACADEMIC/STUDENT AFFAIRS COMMITTEE****9.19.2013**

INTRODUCTION

The purpose of this report is to provide an update on various e-learning initiatives at Miami University since the last presentation to the Board of Trustees in February 2012. Four e-learning market strategies will be discussed along with preliminary results from a comprehensive business plan. Miami University continues to move forward with offering e-learning courses. Progress has been notable in the areas of faculty development, program and course development with professional instructional design approaches, and targeted market development. This has led to significant increase in the number of online courses offered through all campuses, student enrollment and gross instructional revenue.

FACULTY DEVELOPMENT

The E-Learning Advisory Council (ELAC), appointed by the Provost last year, completed an extensive review of the opportunities and requirements to expand e-learning at Miami University. ELAC presented their findings to various groups on campus including the Board of Trustees, President's Executive Cabinet, Council of Academic Deans, Academic Administrators Group, and University Senate. A critical component of the online learning strategy in higher education is the professional development of faculty. ELAC recommends ongoing, effective, and robust faculty development and instructional design support. This effort is aligned with faculty incentives to ensure engagement and support for technology-enhanced course delivery. Taking advantage of existing faculty development opportunities such as those provided by CELTUA, the Learning Technologies Summer Institute (LTSI), Regional Campus training programs, and outside provider organizations, Miami faculty and staff have increased its participation rate in various faculty development programs addressing online issues, initiatives and practices for flexible learning environments. Building on existing efforts, Miami will expand professional training for faculty and staff in developing the appropriate technological and pedagogical methodologies and learning outcomes assessment for superior online teaching and learning.

E-LEARNING PROGRESS REPORT

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E-LEARNING MARKET STRATEGY

The e-learning strategy will focus on four distinct markets which are as follows:

1. **Undergraduate Courses** – Conversion of current introductory courses into e-learning format, particularly those required in the Global Miami Plan, in order to retain matriculated student credit hours and to attract non-matriculated students.
2. **Certificate Programs** – Develop online certificates designed to increase knowledge and professional recognition that may also lead to a graduate degree program.
3. **Graduate Programs** – Offer post-baccalaureate degree programs via distance learning in subject matters that align Miami's strengths with an identified need in the market.
4. **e-Learning Centers** – Establish mutually beneficial partnerships with international institutions to promote Miami's 3+2, 4+1 programs and certificate programs, support student recruitment and faculty collaborations, and allow international students to enhance English language skills, and earn credits to use in Miami degree programs.

PROGRAM DEVELOPMENT AND MARKET STRATEGY

Focusing on the first market strategy, progress has been made in developing online learning courses designed to retain credits typically transferred by matriculated Miami students who take classes (some online) from other institutions during the summer. For example, in summer 2012, 806 undergraduate students took online courses offered by the Oxford campus. This past summer 2013, 1,037 undergraduate students enrolled in online courses offered by the Oxford campus. During the past two years, the number of online course sections offered by the Oxford campus has doubled from 76 courses to 146 courses.

Coordinated by CELTUA, the Top 25 e-Learning Project is another example of progress. A small working group of faculty and staff identified eight TOP 25 courses that Miami students were taking online from other universities and targeted those courses for redevelopment for online delivery using national quality assurance standards. This work was complemented and enhanced by a CELTUA Faculty Learning Community led by an experienced regional campus faculty member.

This year, the Farmer School of Business is working with a professional online learning instructional designer to establish the foundation for an online general business minor which will be composed of four core online course offerings and several elective online courses. Key

E-LEARNING PROGRESS REPORT

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to the FSB elective online courses is the ability to re-use and re-purpose course modules and content across the curriculum. This is an approach that can be adopted across other divisions.

Several certificate programs are being designed based on market demand and Miami's comparative advantage in existing faculty expertise. Possible programs may include certificates in instructional design and technology, social media marketing, analytics, mental health and teacher education (science and mathematics). The last two certificates are designed for the international market. Most of these certificates will be offered at the graduate level for professionals who, if they apply to specific Miami graduate degree programs, may transfer these credits for their Miami degrees.

Five highly specialized graduate programs have been identified that could possibly be delivered in an online format. These programs include Masters in Professional Gerontology, Masters in Professional Writing, Masters in Speech Pathology, Masters in Analytics, and Masters in Instructional Design and Technology. Again, these programs are selected based on high market demand and Miami's comparative advantage in faculty expertise.

There has been progress in developing international partnerships in different parts of the world to establish e-learning centers and identify markets for post-baccalaureate programs that meet the needs of learners in the workforce or those seeking professional development and continuing education. This summer, Miami hosted two high-level delegations representing large international high school institutes. Discussions have focused on potential collaborations to establish Miami e-learning centers at their respective institutes to offer online and hybrid courses, programs, and certificates for both their high school teachers and students. With the leadership of the Graduate School, a delegation of Miami faculty and staff will be visiting the Kurdistan region of Iraq this fall semester to discuss potential graduate level partnerships and the possibility of establishing an e-learning center. Additional international partners have also been identified. Site visits to these potential international partners will be conducted this year followed by invitations for them to visit Oxford, Ohio in the near future.

E-LEARNING PROGRESS REPORT

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INFRASTRUCTURE AND BUSINESS PLAN

Following the ELAC recommendations, Miami has built a solid foundation for growth in online learning and technologically enhanced courses and programs. The search for an Assistant Provost for e-Learning is proceeding, with candidates coming to campus in September. With the support of Finance and Business Services, resources are being directed to the expansion of an infrastructure to support the functional and accreditation responsibilities associated with online programs. A dynamic and comprehensive business plan has been developed incorporating a ten-year planning horizon. The plan is designed to support a sustainable online learning agenda that will carefully balance academic quality and financial stability by investing in a solid infrastructure. This plan focuses on the necessary elements to build on the current base of Miami online offerings and then to reinvest resources to ensure scalability and continued excellence in academic offerings to enrich the student learning experience. Reporting to the Provost and Executive Vice President for Academic Affairs, the Assistant Provost for e-Learning will review and implement the proposed business plan in collaboration with the academic divisions, administrative support units, an advisory council and the university administration.

Preliminary results based on conservative enrollment projection, tuition pricing and the necessary operational expenditures indicate that the e-learning business plan strategy will require a \$3.5 million start-up investment over three years. The payback period is estimated to occur after the sixth year. The e-learning investment is expected to generate a net present value of \$2 million during the ten-year planning horizon with an internal rate of return of 14%.

CONCLUDING COMMENTS

The e-learning strategy at Miami University aims to integrate high quality and sustainable e-learning educational experience with Miami's goal of preparing students for success through liberal and applied education emphasizing inquiry-based experiential learning. As the ELAC review was underway during the 2012-13 academic year and recommendations were being developed, the e-learning strategy was already being partly implemented by aggressively increasing the number of online courses offered to matriculated students. In addition, online learning opportunities for new populations of graduate students for degrees and certificates

E-LEARNING PROGRESS REPORT

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were identified and developed. Finally, targeted global partnerships to support dual degrees, majors, and minors have been identified and strategies for implementation developed.

Appreciable progress has been made over the past 18 months in e-learning at Miami University. The regional campuses have expanded their online offerings for several years now and the Oxford campus experienced growth in its online offerings during the past two years. With this foundation, Miami has carefully reviewed the market dynamics in distance education along with the competitive products and services being offered and used by other providers. Because of heightened media publicity, distance learning has become a buzzword in higher education with a number of universities joining new and large for-profit online platform providers. The introduction of massive open online courses last year has contributed to the perception that these massive digital offerings represent the future of higher education despite very low student completion rates. The e-learning strategy being proposed at Miami University focuses on unique market needs of students and potential students that align with the strength of the faculty and in support of the mission and vision of the University. Developing a technologically-mediated learning infrastructure and program offerings relevant to the 21st century that will be sustainable and consistent with the institution's values is critical in building this e-learning foundation.

Submitted by:

Bobby Gempesaw, Provost and Executive Vice President, Academic Affairs

Cheryl D. Young, Assistant Provost, Global Initiatives

Lindsay R. Carpenter, Business Manager, Academic Affairs



MIAMI UNIVERSITY

Bobby Gempesaw
Cheryl D. Young
Lindsay Carpenter

e-Learning @ MU: An Update

Overview of Presentation

Last
report to
Board of
Trustees:
February
2012

- Progress in e-Learning Initiatives (since Feb. 2012)
 - ▣ Faculty & Staff Development
 - ▣ Highlights of Recent e-Learning Efforts
 - Top 25 Online Initiatives
 - FSB Online Pilot
- e-Learning Strategy and Targeted Markets
- Preliminary Enrollment, Revenue & Cost Projections
- “What If” Scenarios
- Next Steps



Why e-Learning?

- Integral to higher education today
- Critical to long term viability
- Students value e-Learning
- Quality e-Learning produces effective learning outcomes



e-Learning Advisory Council Recommendations (2012-13)

*Co-chairs:
Carine Feyten &
Cheryl Young*

*Representatives
from all divisions*

*25 meetings
20 consultations
17 webinars
5 conferences*

The application of e-learning at Miami will:

- Engage students **beyond geographic boundaries** and traditional campus setting;
- **Enrich & extend the Miami Experience**, with co-curricular opportunities, cultural experiences, service learning, and other experiential learning experiences;
- **Support the Miami liberal education plan** requirements;
- **Expand globally** to reach populations of learners to increase capacity, making courses available that may not be otherwise for our traditional student population, and increasing the geographical scope of learners;
- Deepen engagement with learning through **innovative and progressive models of instructional design and delivery**; and,
- **Reinforce & strengthen faculty expertise**, innovation, creativity, and research.



Faculty Learning Communities (2012-2013)

- **Transforming FSB Courses** (Jason Cardoso, ALT and Tom Speh, FSB – 11 faculty)
- **Shaping CAS Online 2014-2020: Implementing Quality Standards and Developing Faculty Support** (Jason Cardoso, ALT, and Mike Brudzinski, GEO, CAS – 14 faculty)
- **Creating Quality Learning Experiences – Online & Blended** (Jason Abbitt, EDP, EHS – 13 faculty)
- **Top 25 e-Learning Initiative** (Beth Dietz Uhler, PSY, REG – 8 faculty)
- **Developing Collaborative & Engaging Online Learning** (Jason Cardoso, ALT – 11 faculty)

Learning Technologies Summer Institute (2013)

- ▣ 27 faculty and 14 consulting staff (73 faculty applications)
- ▣ Topics covered:
 - Best practices in Distance Teaching
 - Social Media & Cloud Technologies
 - Security, Accessibility, Digital Copyright and Scholarship
- ▣ Learning Technologies Winter Institute – January 2014

Highlight of Current e-Learning Efforts

Top 25 e-Learning Project Initiative (2012-2013)

*Inquiry
based
learning*

*Critical
thinking*

*Student
Engagement*

- Extend the gains from the Top 25 Project to online class offerings
- Target
 - Courses taken by students at other universities online and credit transferred back to Miami
 - Courses overlapping with original Top 25 Project
- Quality Matters standards applied
- 8 courses developed for online offering with 3-6 courses in development
 - Developed: COM 135, THE 191, GLG 111, PSY 111, CSE 148, STA 261, MTH 151, COM 136
 - Courses for development in 2013-14 to be determined through CELTUA

FSB Online Pilot Initiative (2012-2013)

“I felt a personal connection with the teacher and was able to focus more because I felt as if he was talking only to me.”

~MGT 111 student

- **Fall 2012** – course selection and faculty training
 - ▣ MGT 111, ESP 201
- **Spring 2013** – course design, development and implementation
- **Summer 2013** – online course delivery
 - ▣ MGT 111 – 25 students enrolled
 - ▣ ESP 201 – 79 students enrolled

FSB Online Pilot Strategy

“I enjoyed how engaged I was, I liked it more than a typical lecture based class.”

~FSB student

- **Common FSB Course Template**
 - ▣ Professional appearance
 - ▣ Online quality standards met
 - ▣ Student validated focus groups
 - ▣ Flexible – supports variety of faculty directed instructional strategies

- **Course Content Modularity**
 - ▣ Re-use and repurpose course modules and content assets

FSB Online Pilot: General Business Minor

ACC 221
ECO 201
MGT 111
BUS 101
ISA 205

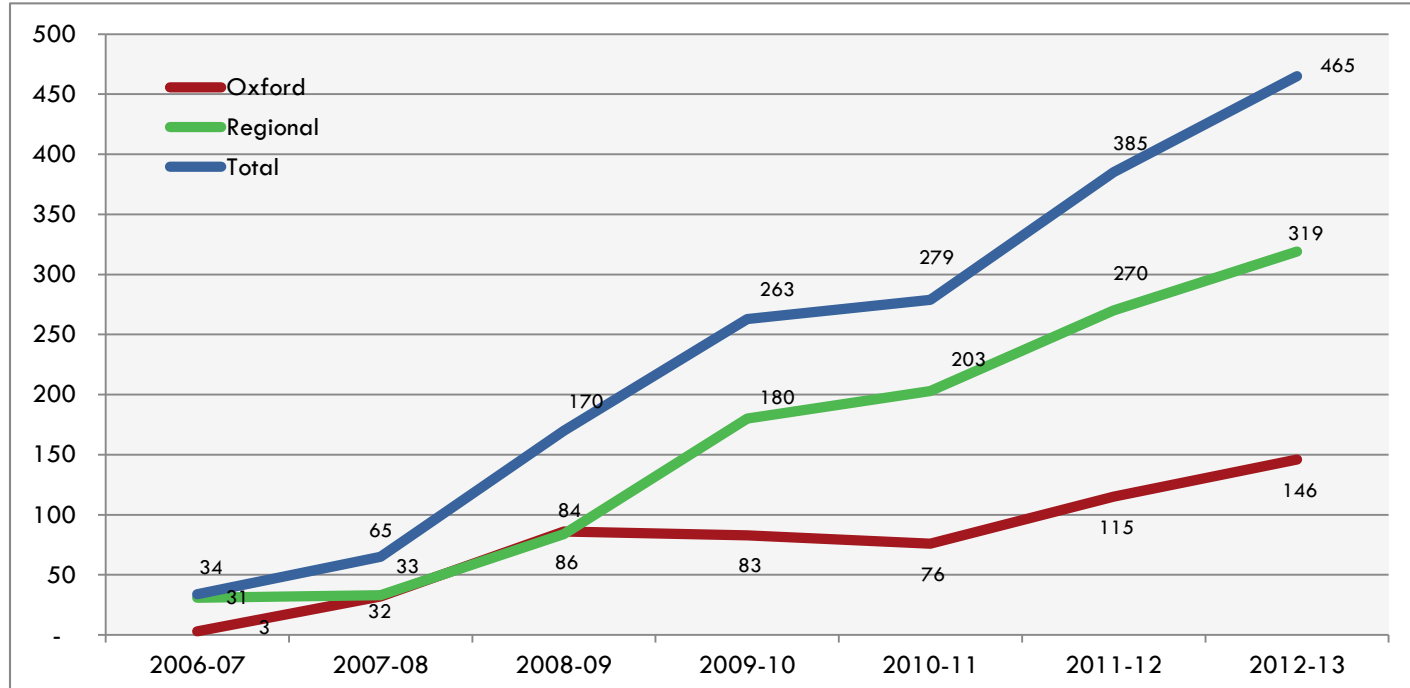
BUS 351
BUS 352
BUS 353
BUS 354

- Proposed Online General Business Minor
 - 9 FSB courses in development for online offering
 - Plan to offer to non-business majors in Summer 2014

- Approach
 - Leverage success and lessons learned from pilot
 - Leverage content modularity to support derivative courses
 - Establishes infrastructure and support model for future large scale online program initiatives

Growth in number of online course sections (2006-2013)

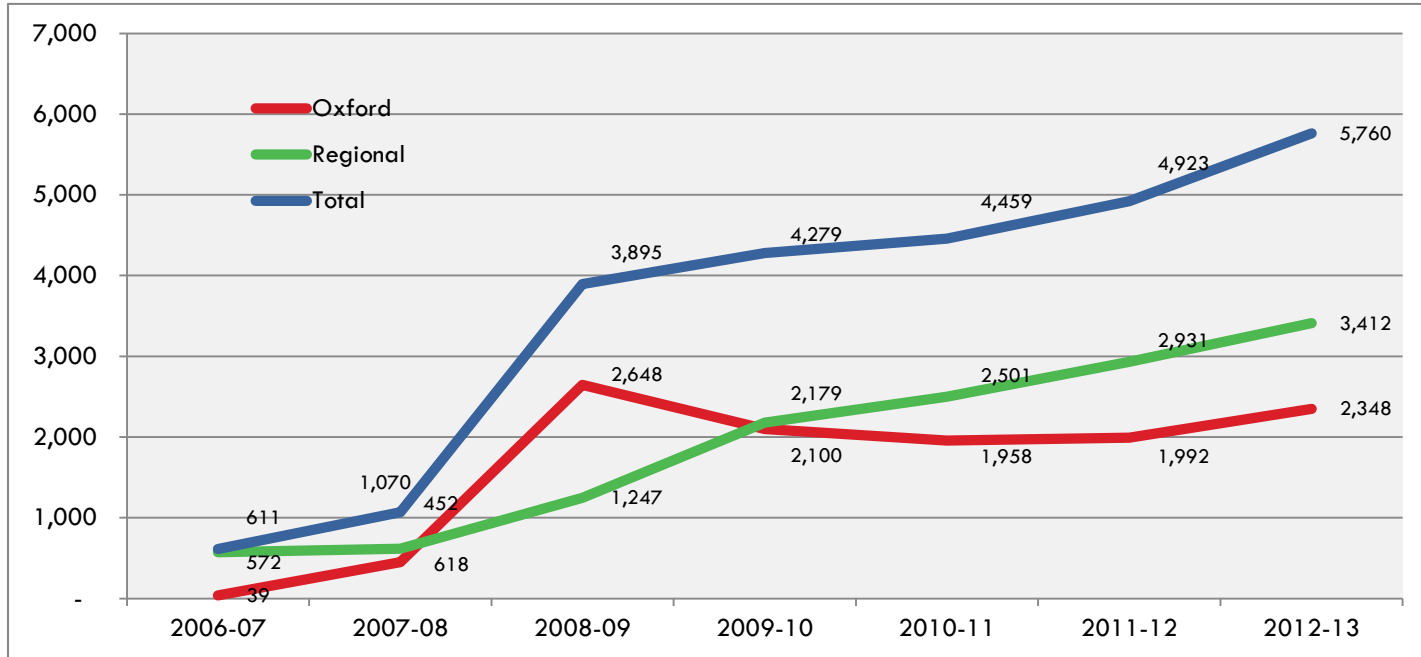
Courses are growing in number and scope of offerings at Oxford and Regional Campuses



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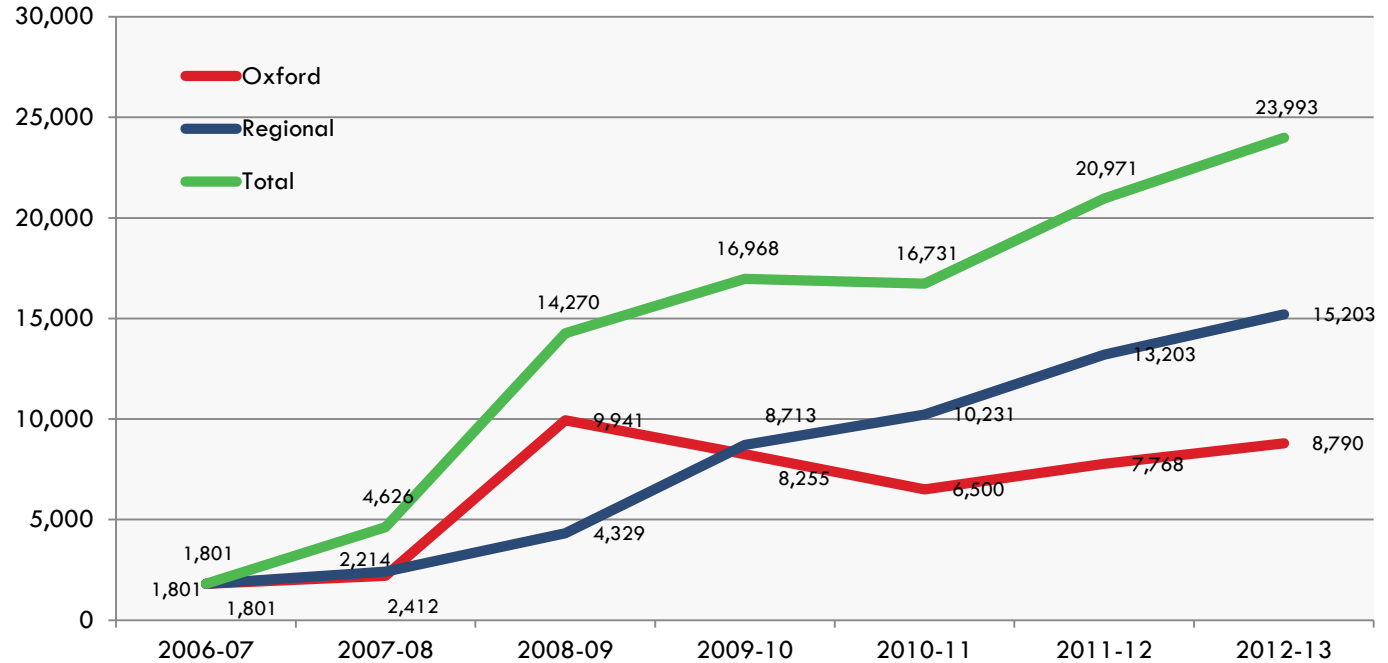
Growth in student enrollment in online courses (2006 – 2013)

Students are seeking online learning opportunities at Oxford and Regional Campuses



Growth in student credit hours (2006-2013)

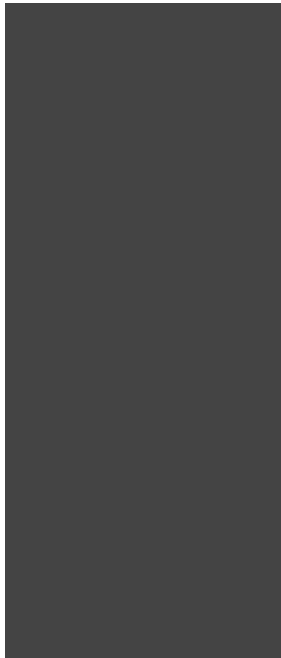
Student credit hours generated by enrollments at Oxford and Regional Campuses



Gross Instructional Revenue (2006- 2013)

Online gross instructional revenue at Oxford and Regional Campuses





e-Learning Strategy



Four e-Learning Market Strategies

- **Undergraduate Courses**
 - Conversion of current courses to retain transfer hours and recruit new students
- **Certificate Programs**
 - Analytics
 - Instructional Design & Technology
 - Social Media Marketing
 - Mental Health
 - Teacher Education (Science and Math)
- **Graduate Programs**
 - Professional Gerontology
 - Speech Pathology
 - Analytics
 - Professional Writing
 - Instructional Design & Technology
- **e-Learning Centers**
 - Partnerships with international institutions



Undergraduate Courses

Develop 20 undergraduate course sections per year up to a max of 70 in a five year period, with 70% offered in the summer and the winter terms

Target markets include:

- ❑ 2+2 partnerships with community colleges
- ❑ Partnerships with high schools
- ❑ Transfer students needing general education requirements



Undergraduate Courses

Identify courses not currently offered online that are transferred in large numbers by Miami students

- For Fall 2012, the following courses were not offered online:
 - 178 Miami students transferred credits for ECO 201 & 202
 - 165 Miami students transferred credits for ACC 222
 - 162 Miami students transferred credits for MTH 151
 - 93 Miami students transferred credits for CHM 141, 142, 144 & 145

Almost 600 Miami students have transferred credits for these 8 courses that could be offered online



e-Learning Certificate Programs

Develop 3 to 5 new certificate programs

- Two online courses per year for 1.5 years
- Total of 3 courses/ 9 credit hours

Possible Certificate Programs

- Instructional Design & Technology
- Analytics
- Social Media Marketing

Developed for International Market

- Mental Health
- Teacher Education (Science and Math)

e-Learning Graduate Programs

Develop 5 new graduate programs

- Four online courses per year for 3 years
- Total of 12 courses/36 credit hours

Possible Masters Graduate Programs

- Instructional Design & Technology
- Professional, Gerontology
- Speech Pathology
- Analytics
- Professional Writing

e-Learning Centers

Establish e-Learning centers with international partners

Possible e-Learning centers:

- Liaoning Normal University (LNUU), Dalian
- Fengtai Education Bureau, Beijing (High School)
- Beijing Education Institute, Beijing
- Haiyang University, Qingdao
- Qingdao Education Bureau, Qingdao (High School)
- QHI – Beijing & Shanghai
- SYSU – Guangdong

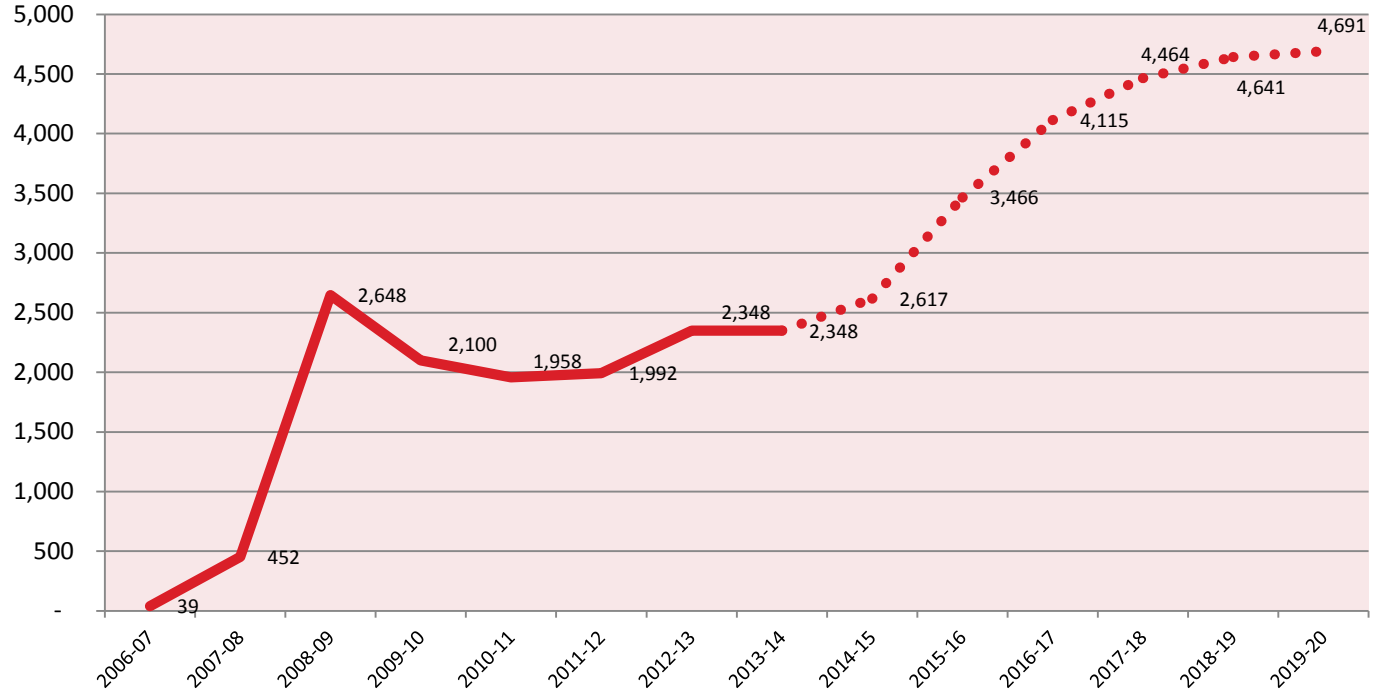


Explore feasibility of e-Learning centers in China, Vietnam, South Korea, Oman and Iraq



Potential growth in student enrollment in online courses (Oxford)

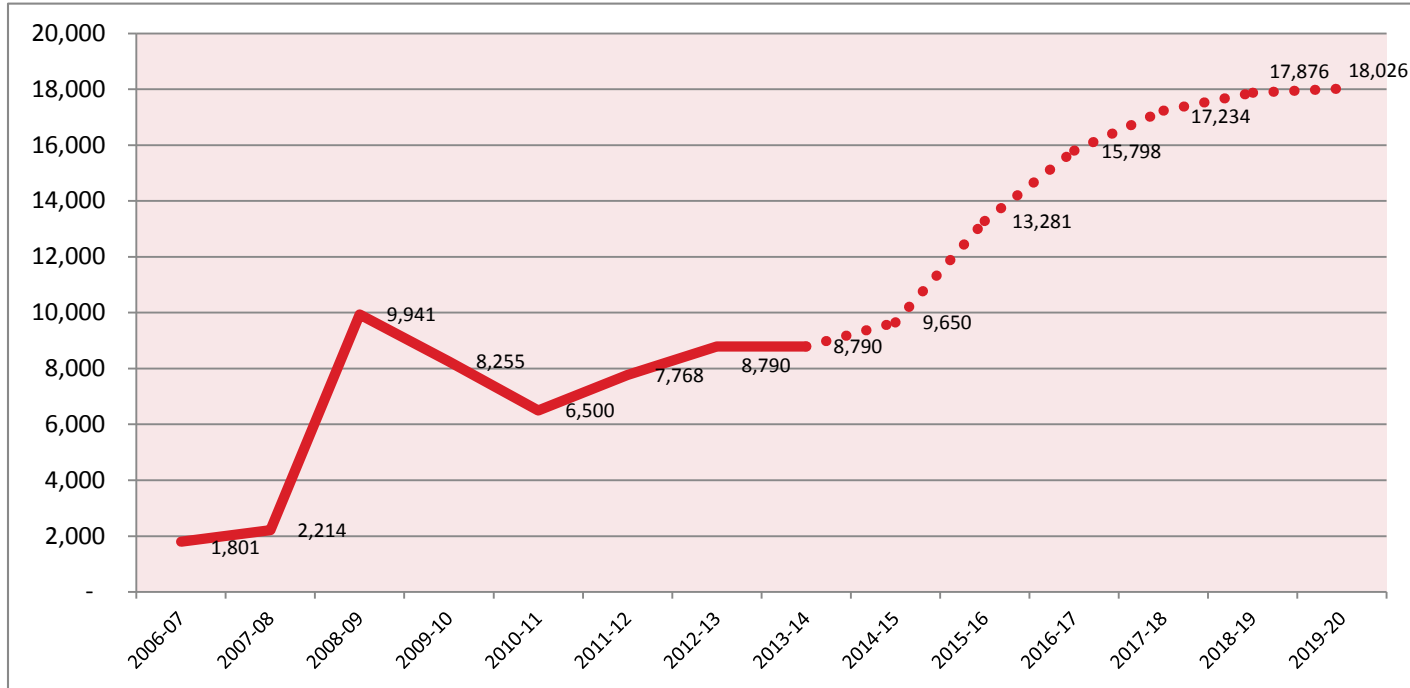
Projection of e-Learning Enrollment Based on Targeted Markets



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Potential growth in student credit hours (Oxford)

Projection of e-Learning Credit Hours Based on Targeted Markets



e-Learning Financial Simulation Model Assumptions

- Dynamic 10 year financial simulation model with the ability to model different scenarios
- Basic revenue assumptions of the model include:
 - undergraduate in-state tuition of \$476/credit hour with 80% of credit hours being in-state
 - on-line education fee of \$35/credit hour
 - 2% annual tuition rate increase
 - attrition rate - 5% for undergraduate, 15% for certificate and graduate and 20% for e-Learning center
 - certificate program is 1 course for 3 semesters, graduate program is 2 courses for 4 semesters, e-Learning center is 1 course for 4 semesters

e-Learning Staffing and Operational Assumptions

- **Preliminary Staffing and Operational Plan**
 - Central staff including Assistant Provost for e-Learning, Administrative Assistant, Compliance Coordinator, Program Manager, Marketing Manager, Consultants, Instructional Technologists (2) and Instructional Designers (3), which is in addition to current staff devoted to this initiative
 - **10 new employees for an approximate annual cost of \$900K**
 - Expenses for IT service/network, faculty development, office operations, marketing, licensing, memberships, state authorization, recruitment and travel
 - **Approximate annual cost of \$800K**



e-Learning Financial Simulation Model Basic Expenses and Investment Assumptions

- Basic expense assumptions of the model include:
 - Support for 10 full-time central staff members including 40.5% benefit rate
 - Faculty development compensation of \$2,000 per course
 - Faculty instruction compensation of \$9,000 per summer/winter course including 16.5% benefit rate
 - Annual salary increase of 3%
 - Other expenses annual increase of 4.5%

- Estimated start-up investment of \$3.5 million



e-Learning Potential Revenue & Expense Projections

- New instructional revenues increase annually from \$500K to \$5M over 10 year

Fiscal Year

	0	1	2	3	4	5	6	7	8	9	10
Initiatives											
Undergraduate		276,242	1,195,853	1,403,354	1,499,471	1,529,460	1,560,050	1,591,251	1,623,076	1,655,537	1,688,648
Graduate		48,600	492,966	1,036,551	1,429,766	1,566,496	1,597,826	1,629,782	1,662,378	1,695,625	1,729,538
Certificate		35,700	122,247	189,691	208,368	212,536	216,786	221,122	225,544	230,055	234,656
e-Learning Center		52,500	414,960	760,906	980,319	1,191,501	1,303,035	1,355,157	1,409,363	1,465,737	1,524,367
Total Revenue		413,042	2,226,026	3,390,501	4,117,924	4,499,993	4,677,697	4,797,312	4,920,361	5,046,955	5,177,209
Total Expense	1,888,807	1,727,236	2,399,263	2,924,387	3,295,988	3,510,253	3,617,301	3,732,894	3,852,258	3,966,994	4,094,281
Net Revenue	(1,888,807)	(1,314,194)	(173,237)	466,114	821,936	989,740	1,060,396	1,064,418	1,068,103	1,079,961	1,082,928



e-Learning Potential Return Metrics

- Payback period (PB) = Period of time required for the cumulative cash inflows from a project to equal the initial cash outlay.
 - **For the base scenario, the PB period is around the 6th year.**

- Net present value (NPV) = Present value of the stream of net cash flows discounted at the firm's cost of capital (5%) less the project's net investment.
 - **For the base scenario, the NPV is \$2M.**

- Internal rate of return (IRR) = Discount rate that equates the NPV equal to zero.
 - **For the base scenario, the IRR is 14%.**

“What If” Revenue and Loss Scenarios

1. Base Scenario

- PB = 6.1 years
- NPV = \$2M
- IRR = 14%

2. Increase Enrollment by 25% Scenario

- PB = 4.6 years
- NPV = \$5.4M
- IRR = 26%

3. Increase Tuition by 3% Scenario (2%)

- PB = 5.5 years
- NPV = \$3M
- IRR = 17%

4. Offer 7 Graduate Programs Scenario (5)

- PB = 4.8 years
- NPV = \$4.6M
- IRR = 23%

5. Increase e-Learning Centers enrollment by 25% Scenario

- PB = 5.4 years
- NPV = \$3M
- IRR = 18%

6. Decrease Enrollment by 25% Scenario

- PB = 14 years
- NPV = -\$1.7M
- IRR = not defined

Next Steps

- Establish e-Learning Office
 - Sept 2013 Search and hire Assistant Provost
 - Validate model assumptions
 - Review staffing plan and initiate hiring of necessary support staff
- Identification/Selection of Platform and Infrastructure
- Faculty and staff training and development

Next Steps

- Program Development and Marketing
- Learning Goals and Outcomes Assessment/Accreditation
- Collaboration with Academic and Administrative Units
 - Colleges, Schools, Departments, and Programs
 - Enrollment Management
 - Graduate School
 - IT Services
 - Business and Finance
 - Global Initiatives
 - University Libraries
 - Student Affairs
 - Communication and Marketing
 - Career Services
 - University Advancement
- Review of Strategic Initiatives and Start Implementation





eMiami

e-Learning @ Miami University

GOOD NEWS FROM ACADEMIC AFFAIRS

June 2013 – August 2013

Doug Noe: ASG Professor of the Year

That Doug Noe would become a teacher factored high on the probability charts, but that he would receive Miami University's Associated Student Government's Professor of the Year simply stunned the statistics professor who did not predict that outcome.

Miami University cited as "rising star" in Fiske Guide to Colleges 2014

Miami University, called "the honors public university in one of the nation's largest states," is included in the Fiske Guide to Colleges' list of the "best and most interesting colleges and universities" in the country for 2014. The guide also recognizes Miami's architecture, business and music programs as being strong. The Fiske Guide adds that Miami "is looked upon as one of the rising stars among state universities."

Barbara Weinrich elected ASHA Fellow

Barbara Weinrich, professor of speech-language pathology at Miami University, was elected a Fellow of the American Speech-Language-Hearing Association (ASHA). Fellowship is one of the highest forms of recognition given by ASHA.

Miami senior awarded \$10,000 Astronaut Scholarship

Miami University senior Dirk Auman, a biochemistry and engineering physics double major and computer science minor from Reynoldsburg, has been awarded an Astronaut Scholarship from the Astronaut Scholarship Foundation (ASF). He is one of 28 students nationwide to be selected for the \$10,000 scholarship by ASF for the 2013-2014 academic year.

Doctoral student wins herpetologist award

Samantha Rumschlag, a doctoral student in the Ecology, Evolution and Environmental Biology (EEEB) program, received first place in the Herpetologists' League Graduate Research Awards at the Joint Meeting of Ichthyologists and Herpetologists held in Albuquerque N.M. June 10-15.

Miami among top 50 public colleges in the nation, according to Forbes magazine

The Forbes July 2013 list is different from other rankings in that competitors' methodology focuses on "output" over "input." America's Top Colleges list emphasizes return on investment (ROI) and what students are getting out of college. The list highlights 650 private and public U. S. higher education institutions. Miami ranks 41 among public, 155 among both private and public.

More international students choosing Miami for study abroad

Miami University is the study abroad destination this summer for 88 students from three universities in China and South Korea. They are participating in the Global Partner Summer School, which runs from June 30 to Aug. 3 on the Oxford campus. Miami currently ranks first among public doctoral institutions nationwide on the number of students studying abroad, according to the latest Institute for International Education report.

9/5/2013

GOOD NEWS FROM ACADEMIC AFFAIRS

June 2013 – August 2013

Miami among Princeton Review's Best Colleges

Miami University again is recognized in the Princeton Review's annual best colleges guide. "The Best 378 Colleges-2014 Edition" cites students' remarks about Miami's "devotion to excellent undergraduate instruction" and "gorgeous" campus, among other praise. Primary criteria for inclusion are outstanding academics.

Miami "schools" most universities in social media

Miami University is considered one of the top five universities in the country with the best social media presence according to ArchiveSocial. A blog recently posted on the company's website is particularly impressed with the university's [Pinterest](#) account.

Miami alumnus soars with animation career

Disney's newest film, "Planes," takes flight. The immersive 3-D world of computer-animated films wasn't yet on Paul Gerard's radar when he was pursuing a business degree at Miami University. "I actually was going to get into banking. I had a very circuitous route from Miami University to Hollywood," said Gerard (Miami '89), director of creative development at DisneyToon Studios since 2008.

Two of Miami's fraternities win national recognition

The Alpha Rho Delta of Chi Psi fraternity received the Goodbody Trophy at its national convention in Winston Salem, N.C., in July. The trophy is given to one Alpha every year whose scholastic average compares most favorably with the all-men's average on campus and makes the best use of the programs of the Chi Psi Educational Trust, according to Nathan Brinling, Miami's fraternity president.

Ohio Higher Education Study Committee wowed by Miami visit

"Empowering," "integral" and "impressive" were among the descriptors used by members of the Ohio House Higher Education Study Committee after they met with students and faculty and toured some parts of Miami's Oxford campus Aug. 7-8. Committee chair Cliff Rosenberger praised the Armstrong Student Center and the savings Miami achieved in its construction, the First-Year Research Experience (FYRE), the Miami Access Initiative and the First Miami Credit Union, among other programs.

New, state-of-the-art buildings welcome students in the new school year

New and improved facilities are busting out around Miami University's Oxford campus this summer. Among the closely watched sites are the new dining and residence halls at the south end of campus and the ongoing construction of the Armstrong Student Center in the center of campus.

Professor uses statistics to help area businesses

Statistical science may seem dry, but as anyone who has seen the Brad Pitt movie "Moneyball" will tell you, stats can be sexy. The kind of evidence-based decision-making popularized by Brand and Beane a decade ago is now commonplace in baseball, but isn't always a given in other contexts. So says the chair of Miami's statistics department, John Bailer.

9/5/2013



**Board of Trustees
Academic/Student Affairs Committee
January 2014 Winter Term Update
September 19, 2013**

The 2013–2014 school year marked the beginning of changes to Miami's academic calendar, including the addition of a three-week winter term. The winter term will take place January 2–25, 2014 and will allow students to expand their academic options. The new term will provide opportunities to enrich students' academic experiences, which include, but are not limited to: an additional on-campus or on-line class, study abroad and domestic study experiences, an internship or research experience, extended time away from Miami to accommodate work or career schedules.

Support for the addition of the winter term, from both students and faculty, has been extraordinary. Student registration for the new winter term opened on July 9, 2013 and there currently are 236 academic opportunities available to students. The class breakdown includes: 86 fully onsite classes at one of Miami's domestic campuses and 150 classes offered through study abroad or domestic study away (67), on-line (66), or hybrid (17).

Campus/Location of the Course	Total Class Sections Offered
Oxford	199
Middletown	17
Hamilton	15
VOALC	3
Luxembourg	2
Total	236

The Office of Enrollment Management launched an aggressive marketing campaign in spring 2013 to publicize the new winter term campus-wide, coupled with an extensive direct outreach effort to students and parents over summer 2013. The integrated marketing campaign included on-campus promotion (sign boards, posters, etc.), postcards and emails to all registered undergraduate students and emails to parents (Oxford only) and the creation of a winter term website to serve as the hub for all information, including frequently asked questions.

As of September 2, 2013, winter term registration includes 1,570 students registered for 1,960 classes for a total of 5,684 credit hours.

Key registration highlights include:

Campus Location of Student Registration	# of Students*	# of Class Sections Registered	# of Credit Hours Registered
Oxford	1,319	1,614	4,700
Hamilton	141	148	415
Middletown	152	169	482
VOALC - West Chester	29	29	87
Total	*	1,960	5,684

* # of students is duplicated count; students count on each campus where they are registered for class.

Academic Division of Student	# of Students*	# of Classes Registered	# of Credit Hours Registered
College of Arts and Science	712	833	2,472
Farmer School of Business	637	732	2,120
College of Education, Health & Society	174	205	585
College of Engineering & Computing	80	90	246
College of Creative Arts	63	63	189
College of Professional Studies & Applied Science	25	30	72
Non-Credit	7	7	0
Total	*	1,960	5,684

* # of students is duplicated count; students count in each division where they are registered for class.

Student Classification (as of start of Fall Semester 2013)	# of Students	# of Classes Registered	# of Credit Hours Registered
Freshman	151	181	496
Sophomore	434	546	1,608
Junior	547	694	2,003
Senior	432	533	1,559
Masters	3	3	9
Doctorate	2	2	6
Non-Matriculated	1	1	3
Total	1,570	1,960	5,684

Top 10 Primary Majors of Registered Students	# of Students (763 total)	# of Classes Registered (950 total)	# of Credit Hours Registered (2,743 total)
Finance (FSB)	144	184	546
Accountancy (FSB)	127	165	484
Marketing (FSB)	124	153	416
Psychology (CAS)	71	91	268
Kinesiology (EHS)	68	83	241
University Studies (CAS)	57	65	188
Business Economics (FSB)	55	61	181
Strategic Communication (CAS)	40	53	155
Undeclared - Business (FSB)	39	49	130
Integrative Studies (CPSAS)	38	46	134

Student and Academic Affairs **Construction Activity Report**

September, 2013

1. **Projects completed:**

Two major projects were completed following the last report. The Maplestreet Station Site Infrastructure project and the McGuffey Hall to King Library Steam Loop project have been completed within budget allowing the remaining funds to be returned. Since these projects only affected infrastructure, they were not previously reported to the Student and Academic Affairs Committee. Five projects under \$500,000 were completed since the last report.

2. **Projects added:**

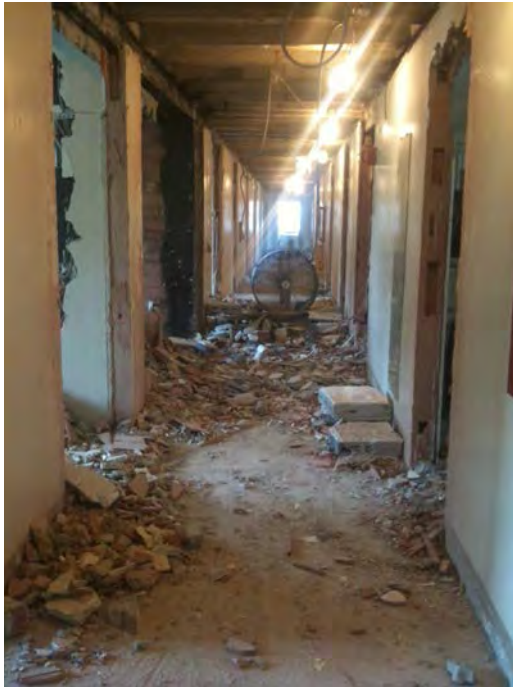
Two major projects and 8 projects under \$500,000 were added this reporting period. As these projects are in planning, they are not yet detailed in this report to the Student and Academic Affairs Committee. A new indoor practice facility is in planning. The structure is expected to be located on the north end of Yager Stadium and will house a full football field size artificial turf playing surface. The facility will dramatically improve training opportunities for all Inter Collegiate Athletics student athletes and become a joint use facility for intramural activities. The North Quad Renovations will address Brandon, Hepburn, Flower, and Hahne residence halls as well as Martin Dining Hall. Wilson Hall, located close the East Quad, will be deconstructed as part of this project. The renovations will improve life safety, ADA accessibility, energy conservation, accomplish necessary infrastructure improvements, and dramatically improve the quality of the spaces for our students.

3. **Projects in progress:**

Armstrong Student Center continues to transform the center of campus as progress is being made on the exterior façade and site work. Interior of the building is looking great with the installation of tile flooring, final paint, and finish carpentry in areas of the building. Our students moved in to a freshly-renovated Bishop Hall (96 beds) and newly constructed Maplestreet Station (90 beds) and Etheridge Hall (232 beds). Eight of our existing residence halls received life safety, energy efficiency, functional, and cosmetic improvements over the summer months. The renovations of Anderson (210 beds) and McFarland (138 beds) are progressing on schedule for completion next summer. Our three Western Campus Residence Halls are taking shape as the roof trusses and interior framing are completed. Hidden behind the new residence halls, Western Dining Hall is moving closer to being completely enclosed allowing interior finishes to begin. Kreger Hall continues to make progress. Work has begun on the new addition adorning the south side of the building. Morris, Emerson, and Tappan Quad now have new beautiful new patios and landscaping. Bishop Circle has been converted to an attractive student pedestrian way, and numerous sidewalks and tunnel top repairs have been completed.

The **Anderson and McFarland Halls** project will renovate student rooms in both buildings and provide additional study spaces as part of the Long Range Housing Master Plan. All mechanical, electrical, life safety, plumbing and lighting systems will be upgraded along with the site infrastructure.

Abatement, demolition, foundation waterproofing, and sub-surface drainage are complete at both buildings. Interior framing, overhead mechanical, electrical, plumbing and fire protection rough-in is underway at both buildings. A water main extension at Anderson Hall is in progress to support the new fire protection system.



The **Armstrong Student Center** will provide spaces for student organizations, student engagement activities, food service venues, a theater, lounges and various ancillary spaces. The design concept includes the renovation of Gaskill, Rowan and Culler Halls, along with the new structure that will be situated between and connect the existing buildings into one new facility. The design has been developed to allow the project to be bid and constructed in two phases. Phase I will include a majority of the new construction and the renovation of Gaskill and Rowan Halls. Phase II will renovate Culler Hall and provide new construction required to join it with Phase I.

The finish site work installation is in full operation. Concrete is being placed for site walks, stairs and plazas; plaza colonnades have been framed and are being finished. The earth on-site is being cut down in preparation for the installation of new topsoil, irrigation and landscaping this Fall. The south wall of the infill portion of the project is the last elevation to receive its cladding and installation will be completed soon. The building is operating on the permanent power system. Elevator installations continue. Interior stair finishes are nearing completion. Final connections are being made on the building systems: heating, ventilating and air conditioning, fire protection, storm and sanitary plumbing, natural gas, electrical and building control systems. The installation of frames, doors and hardware is almost complete. Most of the areas to be painted have received their prime coat and first coat. Much of the third floor has received its final coat of paint. The finish floor installations, including carpet and ceramic continue. The installation of kitchen hoods, sinks, stoves and counters (mostly stainless steel) continue. Painting in the Wilks Theater is almost complete. Following finished paint, the acoustical wall treatment and theater seats will be installed. The scaffolding has been removed from the Shade Family Room exposing the vaulted plaster ceiling. Cherry wood trim is being installed around the room and at the east wall fireplace.



The **Armstrong Student Center, Phase 2** project will complete the Armstrong Student Center via adaptive reuse of Culler Hall. The Physics Department will be moving to Kreger Hall in the fall of 2014 which will allow Phase 2 construction to commence. The project will renovate the interior of Culler Hall in a similar manner to the adaptive reuse of Gaskill and Rowan Halls. The project will also address needed rehabilitation to the core and shell of the building. Program verification is complete and the design team has started schematic design. An RFQ for pre-design services of a Construction Manager at Risk (CMR) has been issued to support the team with estimating and constructability reviews. The schematic design review set and CMR estimate will be complete in early December.

The **Bishop Hall Renovation** is part of the Long Range Housing Master Plan. The project reconfigures space vacated by the Honors Program to serve as community space for the students, and includes upgrades to the HVAC, electrical, plumbing, and IT systems, as well as interior finishes and furniture, fixtures and equipment. The project is complete. Landscape remediation will continue through September to correct deficient work by the landscape subcontractor.



The **Campus Walks and Drives Upgrades 2013** project reconstructs various hardscapes in highly visible locations throughout the campus. As part of the project, Bishop Woods Drive will become more pedestrian friendly. Parking around the drive will no longer be permitted and vehicular traffic will be limited to emergency and service vehicles. Scored concrete pavement along with new lighting, specialty paving, pedestrian amenities, and landscaping are planned to further enhance this area for the anticipated increase in pedestrian traffic to the new Armstrong Student Center. The project will address the deteriorated pavements and walls at the Upham Hall terrace. Pavement work will include the full replacement of slate pavement in the Upham Hall archway and selective removal and replacement of bluestone pavement in the garden area. Flanking stairs and brick walls will be repaired and/or replaced and the existing balustrade will be reset and grouted. Improvements to drainage at the stairs and landscape enhancements in the garden area are also planned. The project will reconstruct the plaza flanking the quad entrance to King Library with specialty pavement, new lighting, and seating. Concrete repairs will occur around Yager Stadium. The concrete sidewalks along the east side of Campus Avenue will be replaced along with asphalt service drives at McKee, Minnich and Stanton Halls.

This project is complete and the contractor is completing punch list items.



The **Etheridge Residence Hall** project will create a new residence hall on the north end of the existing quadrangle with Morris, Emerson, and Tappan Halls as part of the Long Range Housing Master Plan. This new residence hall will house approximately 230 students. The building is substantially complete and currently occupied. Minor punch list items are being addressed. Site restoration is complete.



The **Kreger Hall Renovation** project will relocate the Department of Physics from Culler Hall to Kreger Hall. Vacating Culler Hall is part of the master plan in preparing for the second phase of the Armstrong Student Center. Kreger Hall will be completely renovated with new instructional and research labs, physics department offices, and classrooms. Significant upgrades to all mechanical, electrical and plumbing systems will be completed as well as a new fire protection system. A small addition onto the south face of the building will house the faculty offices and create a new entry off Spring Street.

Demolition and abatement is complete. Piping for exterior utilities has been installed. Existing floor patching is ongoing. Footers for the addition are poured and exterior masonry work has commenced. Interior partition erection has begun.



The new **Maplestreet Station** dining and residence hall will be a 500-seat dining facility that will replace the Hamilton and Scott Dining Halls, with additional capacity to handle the planned expansion of residential units at the Morris, Emerson, Tappan (MET) quad. The new facility will reduce operational costs and allow Hamilton and Scott to be taken off line for swing space during subsequent housing renovation projects as part of the Long Range Housing Master Plan. Maplestreet Station will feature seven restaurants with unique menus, design themes, and interior and exterior café seating. The building is substantially complete and occupied by residents on the second and third floors. All restaurants are open for student and public use. Site work is complete. Minor punch list items are being addressed.



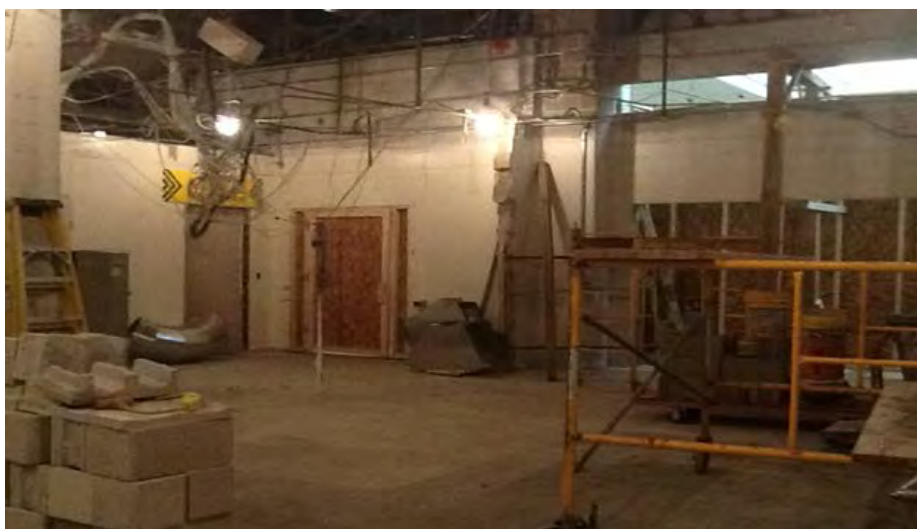
The **Morris-Emerson-Tappan (MET) Quad Site Improvements** project will construct new and reconstruct existing hardscape and landscapes in the MET Quad area. The project is coordinated with the completion of Etheridge Hall and Maplestreet Station construction projects. Elements of the new construction include installation of hardscapes and landscapes surrounding Maplestreet Station and development of a new lawn area (Maplestreet Field) between Etheridge Hall and the Center for Performing Arts, which is sized and graded to allow for informal recreational activities. Reconstruction activities include quad entry patios to Morris, Tappan, and Emerson Halls, the back patio of Emerson Hall, the Maple Street entrance patio to Morris Hall, and the sunken patio on the north side of Tappan Hall. Other improvements include the replacement and reconfiguration of concrete walks and service drives, the construction of a new bikeway along Patterson Avenue, new site lighting, new lawn irrigation systems, storm water management, new building foundation plantings around existing residence halls, and emergency vehicle access to existing residence halls. As part of the water quality requirements for the construction of Maplestreet Station and Etheridge Hall, a storm water pond will be constructed on the east side of Patterson Avenue, south of Presser Hall and north of the band field. The storm water pond will be designed for irrigating capacity of the band field and the new Maplestreet Field.

Sidewalk widening along the west side of Patterson Avenue is nearing completion. The grounds restoration and irrigation installation on the old band field site is underway.



The project for the **Recreational Sports Center Pro Shop and Fitness Area** creates a larger pro shop by reconfiguring the existing pro shop, customer service counter, and administrative spaces. The existing food service venue will be removed and a second floor constructed within the west racquetball court to create new group exercise and fitness spaces. The project is expected to increase revenue from the larger pro shop and to expand cardio fitness opportunities and group fitness classes for students and members.

Demolition is complete and interior framing is approximately 25% complete. Structural infill of the racquetball court is complete. Mechanical, electrical and plumbing systems are approximately 30% complete.



The **Residence Hall Renovations Summer 2013** project provides various upgrades to systems and finishes to increase life safety, functionality, energy efficiency, and appearance in nine residence halls. The facilities involved are Dodds, Emerson, Havighurst, McKee, Morris, Peabody, Porter, Tappan, and Thomson Halls. The residence halls are all more than a decade from receiving Long Range Housing Master Plan renovations and need operational, maintenance and cosmetic improvements at this time. All work is to be accomplished during the 2013 summer break.

All work has been completed with the exception of some punch list issues and final accounting.

A new **Western Campus Dining Hall** will be constructed that will provide a 625 seat dining facility northwest of Mary Lyon Hall to serve the three new residence halls as well as the existing population on the Western Campus. Alexander Dining Hall will close when the facility opens.

Exterior limestone, glazing systems and roofing continues. Interior finishes are on-going. In-wall electric and plumbing are complete. Drywall finishing and ceramic tile is underway. Kitchen coolers and hoods are set. Grading for the exterior landscaping and rain gardens has begun.



Three new **Western Campus Residence Halls** with approximately 700 beds will be constructed on the north end of the Western Campus. The facilities were planned as part of the Long Range Housing Master Plan and will provide swing space for taking off existing residence halls as they are renovated. These residence halls are being designed with a focus on the second year student experience.

All three buildings have completed concrete pours for all floors. Structural steel is complete. Trusses for all three buildings are set. Exterior skin begins on Building A as interior framing progresses on all three buildings. Systems rough-in is underway at Building A.



Respectfully submitted,

Cody J. Powell, PE
Associate Vice President –
Facilities Planning & Operations

**Board of Trustees Report
J. Peter Natale, CIO and VP for IT
September 20, 2013**

First 90 days in Role

I have spent my first 55 days in role as the CIO for Miami University advancing through a rigorous on-boarding process, which includes:

- 1-on-1 meetings with all members of the President's Executive Committee
- 1-on-1 meetings with members of the Provost's Direct Report Staff
- 1-on-1 meetings and group meetings with over 100 university faculty and staff
- 1-on-1 meetings with CIO Direct Reports and next-level IT Leaders
- Team meetings and an All-hands session with the entire IT community, which included both Central and Distributed IT organizations

Through this "listening tour" I am establishing partnerships with the key consumers of IT services; seeking to better understand their perspectives on the issues and opportunities for the division. As a parallel activity, I am also assessing the technologies, staff and work processes internal to the Central IT Services organization. Most recently, the arrival of students on campus has introduced a new consumer community whose inputs must be incorporated into the 90-day assessment.

At the conclusion of the 90-day assessment period, I intend to bring together the diverse inputs of stakeholders, IT staff, Miami University's 2013-14 Goals and Objectives, as well as my own observations, to form a common, shared strategy for the division. My goal is to begin reviewing the final output with Miami leaders in the mid-October time-frame.