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**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 December 4, 2014
 218 McGuffey**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on December 4, 2014 in McGuffey Hall, on the Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder. Also attending were Committee members David Budig, Don Crain, Terry Hershey, Dennis Lieberman, Sharon Mitchell and Diane Perlmutter, along with Trustee Mark Ridenour, National Trustee John Altman, and Student Trustees Graham Bowling and Mary Adeline Lewis.

In addition to the Trustees, Raymond Gorman, interim Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Michael Kabbaz, Vice President for Enrollment Management and Student Success, were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Ronald Scott, Associate Vice President for Institutional Diversity; Jerome Conley, Dean and University Librarian; Mike Curme, Dean of Students; Susan Mosley-Howard, interim Dean, College of Education, Health and Society; Jim Oris, Associate Provost and Dean of the Graduate School; Carolyn Haynes, Associate Provost; Kip Alishio, Director, Student Counseling Services; Pamela Wilkins, Associate Director and Director of Programming, Student Counseling Services; Bryan Marshall, Chair of the University Senate Executive Committee; Susan Schaurer, interim Director of Admissions and Enrollment Communication; Kirsten Fowler, Associated Student Government; Carol Johnson, Assistant Director of University News and Communications; and Ted Pickerill, Secretary to the Board of Trustees; as well as others attending to observe or assist.

Executive Session

No executive session was held, the meeting began with the Public Business Session.

Public Business Session

Announcements and Approval of the Prior Meeting's Minutes

Chair Robert Shroder opened the public session and welcomed everyone to the meeting.

Chair Shroder then asked if there was a motion to approve the prior meeting's minutes; Trustee Crain then moved, Trustee Mitchel seconded, and by unanimous voice vote, the minutes were approved.

Student Trustees

The Committee was joined by the newest Trustee, Student Trustee Mary Adeline Lewis. The Student Trustees reported on the One Stop for Student Success, the nomination of the next Student Trustee, the Provost search, and the J-Term.

Trustee Graham Bowling's written report is included as Attachment A.

Associated Student Government

ASG Secretary for Academic Affairs, Kirsten Fowler, informed the Committee that ASG is pursuing enhanced academic advising. She also updated the Committee on a number of other initiatives and legislative matters ASG is also pursuing. Amongst others, these include; an increase in the maximum work hours per week for student employees, the Alcohol Task Force, and a 15 minute class arrival policy.

Ms. Fowler's written report is included as Attachment B.

University Senate

Professor Bryan Marshall, Chair of the University Senate Executive Committee, updated the Committee on recent Senate actions. Actions for Board consideration included three new degrees; a Master of Science in Computational Electrical and Computer Engineering, a Master of Science in Computational Mechanical Engineering, and a Bachelor of Science degree in Commerce, to be offered on the Regional Campuses.

Professor Marshall's written report is included as Attachment C.

Student Affairs Reports

Vice President's Report and Resolutions

Vice President Jayne Brownell updated the Committee, highlighting the new introduction to Miami course, University Studies (UNV) 101, which is being taught to a group of 400 first year students. The plan is to analyze pre and post-course assessments, with a goal to make refinements for next year, and to then offer the course to all first-year students, beginning in Fall 2016. She stated the course is a very beneficial intersection of Academic Affairs and Student Affairs. She also updated the Committee on the progress of the Alcohol Task Force, which has been in a predominately data-gathering phase meeting with student government, members of the Greek system, student athletes, local liquor permit holders, the Oxford Chamber of Commerce, and elected officials. She expected that quite soon recommendations will be forthcoming, and a philosophical

statement will be finalized. Bystander training and intervention, along with national efforts to prevent sexual assault on campuses, were also discussed.

Student Counseling Services

The Committee received a report and presentation from Dr. Kip Alishio, Director of Student Counseling Services. Miami's Student Counseling Services includes a professional staff of nine licensed/license eligible psychologists and a Board Certified psychiatrist, to provide a range of very important, fully accredited services; the staff is diverse and even includes a Mandarin-speaking specialist. However, for a university of Miami's size, the staff is lean, creating a challenge in meeting the growing demand for services. This growing need has in part been addressed by temporary part-time assistance during peak wait-list periods of the academic year, but additional staff may be required. When asked, Dr. Alishio stated that an additional 2 FTE staff members would improve the staff-to-student ratio to the recommended maximum of 1,500:1. Dr. Alishio also stated the challenge of providing service is compounded by Miami's rural location, which makes Miami all but the only reliable mental health service for our students. He was asked about coordination with the Student Health Center, and he stated that yes, they do coordinate well and provide mutual support for student service.

Dr. Alishio explained that mental health problems are learning problems, and presented information on Miami vs. national averages. He also stated that clinical service trends show growing demand (a 62% increase over past decade) which approaches 10% of entire student body, with nearly 7,000 total visits during the past year. However, this growth is not unusual, it matches national trends. He outlined possible reasons for the increase, to include – a higher need to achieve, lower ability to tolerate stress, and unprecedented rates of anxiety, among others.

Among the upcoming challenges, Dr. Aliship explained how suicide prevention is an extremely important area of focus, and there is a need to ensure that the practices and services supported by the suicide prevention grant can continue when the grant expires.

Dr. Alishio's presentation is included as Attachment D.

Student Affairs Written Reports

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

- Student Affairs "Good News" – VP Jayne Brownell, Attachment E
- Student Engagement and Service – Monica Ways, Director Community Engagement and Service, Attachment F
- Orientation and New School Year Activities - Elizabeth Stoll Turton, Director of New Student Programs Attachment G

Enrollment Management and Student Success Reports

Enrollment Update

Vice President Kabbaz introduced interim Director of Admissions and Enrollment Communications, Susan Schaurer, who updated the Committee on Enrollment.

Ms. Schaurer reported that many of the enrollment objectives for the Fall 2014 cohort were met; overall enrollment exceeded 3,600, the ACT average increased, non-resident domestic and international student enrollment also increased, however progress towards the goal of achieving a critical mass of diverse students held approximately steady rather than advancing. She reported efforts to achieve this diversity goal continue and that the 2014 Bridges program hosted 607 potential applicants during its four overnight sessions, with 92% of those students having now applied for Fall 2015 admission.

Ms. Schaurer also reported that the American Culture and English Program (ACE) has proven incredibly popular, far exceeding its 150 student goal, with 218 confirmed students. The Oxford Pathway program also exceed its goal, while transfer students fell short with 240 versus a goal of 300. The Committee was also updated on the goals for Fall 2015, which included a slightly reduced number of traditional first-time, first-year Fall students, but with more students entering through programs such as ACE, keeping the total Fall entry numbers relatively constant.

For Fall 2015 entry, she reported applications running well ahead of prior years, up 20% over last year's. She discussed recruitment strategies, which include a four-fold increase to over 100,000 mailings, and a more than doubling of High School visits over the past three years to approximately 1,300. Additionally, she explained that some applicant growth is due to trends among students to apply to more schools, which helps explain the decrease in yield.

She also discussed enhancements to the admission review process, scholarship awards, and the winter term, which has seen a more than 33% increase in enrollment numbers over last year.

Ms. Schaurer's presentation is included as Attachment H.

Student Success and Retention Update

Vice President Kabbaz reviewed the mission of the Division and focused on retention and graduation. He outlined the goals for Academic Year 2015 which include:

- Building the new Division
- Creating a student success organization
- Providing high quality, user-friendly services

- Strategically managing undergraduate enrollment, and advancing market position

In discussing these goals, he updated the Committee on the Student Success Committee, comprised of academic, student affairs, students, and finance leaders charged with recommending aggressive actions and taking responsibility for implementing proactive, systematic changes to increase student success. He emphasized that Miami must increase retention rates to increase the graduation rate, which is currently 24th among public universities. To help promote success, he also discussed the Student Success Collaborative, a tool to allow more proactive advising of students at risk – the tool evaluates more than just the GPA – allowing advisors to engage, and to not have to wait for end of semester results or for students to come to them.

Vice President Kabbaz also highlighted the One Stop for Student Success, designed to provide high-quality, user-friendly service to our students. Since its opening the One Stop has resolved over 7,000 requests, with over 1,000 walk in's. The One Stop also includes a website to facilitate quick access for services.

Enrollment Management and Student Success Written Reports

In addition to the presentations, the following written report was provided:

- Enrollment Management and Student Success “Good News” – VP Michael Kabbaz, Attachment J

Academic Affairs Reports and Resolutions

Provost Update

Dr. Raymond Gordon, interim Provost and Executive Vice President for Academic Affairs, updated the Committee on the Regional Campus Task Force report. He stated the report helped to better define the parameters of any future action, and to reduce uncertainty regarding any possible changes. He also updated the Committee on the status of the Dean searches, highlighted Freedom Summer anniversary events, and efforts to promote interdisciplinary efforts, which have yielded over fifty interdisciplinary proposals to date.

Provost Gorman also discussed the three new degrees; a Master of Science in Computational Electrical and Computer Engineering, a Master of Science in Computational Mechanical Engineering, and a Bachelor of Science in Commerce, to be offered on the Regional Campuses. Chair Shroder proposed considering all three degrees in one vote. Hearing no objection, the Chair asked if there was a motion to recommend approval by the full Board; Trustee Crain then moved, Trustee Mitchel seconded, and by unanimous voice vote, approval by the full Board of Trustees was recommended.

The three degree resolutions are included as Attachment K.

Academic Advising

Associate Provost Carolyn Haines updated the Committee on progress in Academic Advising. The new advising model will include greater organization and oversight through a University Studies course, and an Academic Intervention Committee. Advising will employ a holistic, learner-centered advising philosophy, and specific success measures, which include retention and graduation rates, along with student and advisor surveys, and annual evaluations. Advising will be delivered in Academic Affairs, but is a whole-university collaborative project, in partnership with Student Affairs and the One-Stop Shop. The new model will also take advantage of technology to provide information and resources, and to allow more proactive advising to better ensure student success.

An essential component will be the first-year student course, UNV101, which is currently being piloted with 400 students. The course includes parts; I am Miami, We are Miami, and the Miami Journey. At the end of the semester, results and feedback will be reviewed and the course will be adjusted for next year, with an expected rollout for all incoming first-year students in Fall 2016.

Dr. Haynes also updated the Committee on efforts to recognize exceptional advisors, with the creation of Academic Excellence Awards to recognize outstanding advising service.

Associate Provost Hayne's presentation is included as Attachment L.

College of Education, Health and Society Update

The Committee received a presentation from interim Dean Susan Mosley-Howard of the College of Education, Health and Society, who provided highlights and challenges of the 2014-2015 academic year. This year has featured a series of 25/50/60 events to celebrate social justice. The year marks the 25th anniversary of the Americans with Disabilities Act, the 50th of Freedom Summer and the Civil Rights Act, and the 60th anniversary of Brown vs. the Board of Education.

Dean Mosley-Howard discussed recruitment and retention initiatives, along with partnerships and external recognition. She reported that first year retention now exceeds 90%, and that Miami's Urban Teaching Cohort received national recognition and awards for promoting social justice. She also reported that the College exceeded net revenue goals for academic year 2014, is increasing its winter term enrollment for 2015, and has more than tripled annual external grant revenue to more than \$3.5 million.

She stated the Division looks to the UNV101 course as an opportunity to create a set of bookend courses for their majors – with it at the freshman end and a senior practicum, field experience or internship at the senior end. She also outlined a promising

partnership with a school district in China to help the Chinese school district explore innovative teaching methods and to create student service support systems.

Dean Mosley-Howard reported that a significant challenge is declining enrollment. While Kinesiology has seen significant growth, and social service majors are growing, these gains are offset by declines in other fields of study, in particular teacher education. This challenge is not unique to Miami, as the State of Ohio is seeing fewer high school graduates each year. Other challenges include; ensuring adequate facilities, and adjusting to recent leadership change within the college, which included turnover by the Dean and three of five department chairs. However, even with the challenges, Dean Mosley Howard stated that there are many opportunities for a bright future – opportunities in hiring talented new faculty and leadership, and advantages to be gained through experiential learning and an innovative curriculum.

Dean Mosley-Howard's presentation is included as Attachment M.

Academic Affairs Written Reports

In addition to the presentations, the following written report was provided:

- Academic Affairs “Good News” – Provost Gorman, Attachment N
- International Education and Study Abroad. Assistant Provost Cheryl Young - Attachment O

Other Business

None.

Adjournment

With no other business to come before the Committee, the meeting was adjourned at 11:00a.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees

Graham Bowling
Academic/Student Affairs Committee
Student Trustee Report
December 2014

Good morning everyone, I want to take a moment to introduce our new Student Trustee, Mary Adeline Lewis.

(Introduce Mary Adeline...)

I am excited to finally have a counterpart on the board and I know she will thrive in her new role.

I visited the newly renovated front entrance of the Campus Avenue Building and spoke with staff members who explained their “one-stop shop” method. It is a simple and streamlined approach to meeting each student’s individual needs. Students sign in using an Ipad at the front desk and indicate their needs. They may wait for a moment and soon they are directed to the office they need. In the past, students were unsure where to go to have their questions answered and would wander around the building in search of help. This new technique makes sure each student is treated as an individual with the highest quality of service. Witnessing and learning about this experience made me wonder how we might use this as a model for future academic advising. If students were able to sign up via tablet device in their respective advising and/or departmental offices, they would have a clear understanding of the advising process and advisors would know who is coming and prepare for their needs.

As you know, the search for the new University Provost and VP of Academic Affairs is well under way. Miami students were invited to a series of open forums with the three finalists for the position. I was able to attend the open forum for candidate Neville Pinto on Thursday, November 20th. It is wonderful to see students engaging with the Miami administration and allowing their voice to be heard in this important decision.

This J-Term, students are enrolled in courses throughout Miami’s diverse disciplines. As the second J-Term approaches, it seems to be commonplace to consider returning to Oxford, studying abroad or away to fulfill degree requirements. Personally, I am taking a Creative Consulting course in San Francisco to fulfill my senior capstone. I am interested to see what programs will resonate with students this year. Many students are taking advantage of the online and hybrid course offerings in an effort to escape the cold winter weather!

Thank You



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Kirsten Fowler
Secretary for Academic Affairs
Associated Student Government
fowlerkk@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Kirsten Fowler
DATE SUBMITTED: November 18, 2013

Ladies and Gentlemen of the Board,

This semester has been extremely productive for the Associated Student Government. All executive members have been working to advance student interests in various areas, and the Student Senate has been exceptional this semester in gathering student opinions and acting on concerns. Some of the major ASG initiatives for this semester are explained below.

Academics

One of the biggest aspects of my job this semester has been academic advising. I have tasked a committee of student senators and representative of Dean's advisory councils with compiling a report on Miami's current advising model and what they'd like to see implemented at Miami. They have been benchmarking other institutions' models and should complete the report by the end of the semester.

A big part of academic advising at Miami is the Degree Audit Report (DARs), which tells students what their Miami Plan, divisional, and major requirements are and how they are fulfilling them. There is a function of DARs that Dave Sauter, University Registrar, and I have taken to calling the "What If" function, which tells students what their requirements would be if they were to add/change their major or minor. Currently, advisors at Miami have the ability to use this function, but students do not. Dave Sauter and I are currently working on opening up this ability to students, as we think it would be an extremely useful tool, and students at other Ohio public institutions (i.e. Ohio State, Ohio University, Toledo University) are able to use this tool. Student Senate passed legislation supporting this idea, and it was presented to the Undergraduate Academic Advising Council (UAAC) in November. It will be reintroduced at UAAC in December.

My efforts with academic advising have included pursuing the implementation of peer advising here at Miami. I have included a memo explaining ASG's position and ideas for peer advising. We have talked to many administrators about this proposal, have taken their feedback, and hope to continue this conversation next semester.

Student Employment

One of the biggest concerns going into this semester was the new student employment rule, put in place due to the Affordable Care Act. Currently, students are capped at working 22 hours a week to avoid the ACA health care/benefits requirement. Resident Assistants (RAs),

due to Miami's classification of their hours, are unable to work other jobs on campus, including serving on ASG's Executive Cabinet, since we are paid.

We realize Miami's concern with student employees, as they justifiably want to avoid providing students with health insurance. ASG is working with Miami's government relations network (GRN) to lobby the U.S. Congress to pass an exemption to the ACA for student employees. This term, Representative Mark Meadows introduced HR 5262, which does exactly this. This would probably have to be introduced in the next Congress, as it looks like no more action will be taken on it this year. Additionally, when Representative Susan Brooks visited campus earlier this semester, ASG informed her of this problem, and she expressed support of such legislation.

Student Trustee Search

This semester, we received 24 applications to be the next student trustee. We narrowed this down to 14 for interviews, which are scheduled for the week following Thanksgiving Break. The committee, consisting of members of the ASG Executive Cabinet, the Student Senate, and other student representatives, hope to have five names for Governor Kasich as soon as possible.

Students on Divisional Committees

Students currently serve on many university committees, including committees of University Senate and Student Affairs Council. ASG has noticed, however, a lack of student involvement in decisions at the divisional level (CAS, FSB, EHS, CEC, and CCA). We would like to see students serving on divisional committees that directly relate to the undergraduate experience. (Ex. Curriculum, international education, etc.) We see an overall lack of transparency in decisions made at the divisional level, and as the representatives of the students, we aim to correct this. A memo detailing our proposal is attached.

Student Organization Funding

Each semester, ASG is tasked with allocating a portion of the student fee dollars to the countless student organizations on campus, and we always do so successfully. However, after student organizations receive the money, there can be complications in actually spending it due to bureaucracy and accounting problems. ASG has started looking into a way to streamline this process for student organizations and is looking towards working with student activities and university accounting to do so.

It's On Us

Starting on December 1st, ASG is looking to initiate an It's On Us campaign at Miami. This national campaign revolves around the belief that sexual assault isn't just an issue involving a perpetrator and a victim, but one in which the rest of us also bear responsibility. A campus-wide conversation was sparked with the visit of journalist George Will, and we hope to continue this important conversation. ASG is partnering with athletics on this campaign, and we are planning events such as a sexual assault forum with a representative with the White House, a video campaign, and involvement in the hockey game on December 5th.

Sustainability

Together, Cabinet and Senate are working on a food recovery program, a bike sharing program, and a permanent reusable coffee cup discount program. We have also added bag collection bins to all residence halls and will be donating them to the Oxford Food Pantry.

Student Community Relations Council (SCRC)

Through SCRC, ASG is working with the Oxford community on Nuisance Housing legislation to penalize repeat offending houses (mostly in the mile square with student tenants). We are working out the specifics with the law director and will eventually look to pass this through ASG, SCRC, and city council.

Student Senate

This semester, Student Senate has passed several important pieces of legislation. In addition to the What If DARS Bill, two pieces are worth mentioning. First, the Resolution Supporting the Creation of a Fifteen-Minute Rule deals with the misconception amongst students that if their instructor does not arrive within 15 minutes of the start of class, they are permitted to leave. This is not an official university policy. Students who leave before an instructor arrives may be counted absent, even if they have waited 15 minutes. The rationale behind this legislation is further explained in the attached resolution. The second is a bill asking Miami to ensure all students are aware of laws regarding bicycles and that all signage regarding this matter are place.

Student Senate has also had conversations with the alcohol task force and stakeholders in Phase Two of the Armstrong Student Center. In both conversations, great feedback and ideas were brought up, our personal favorite being the need for a dry cleaner in Armstrong.

ASG is anticipating another productive semester after winter break. We hope to continue the progress made on many issues this semester, and initiate some new proposals next year. We thank you for your continued support of Miami and look forward to working with you next semester.

Love & Honor,

Kirsten Fowler
Secretary for Academic Affairs



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Kirsten Fowler
Secretary for Academic Affairs
Associated Student Government
fowlerkk@miamioh.edu

Peer Advising

While ASG still believes the best resources for advising are faculty and professional advisors, we see real value in a peer advising system. Students know what it is like to be students – how to balance courses with co-curricular activities, how time-intensive a class can be, etc. It can also be less intimidating for a first-year student to talk to another student rather than a faculty member. ASG is still committed to working with administration to better the existing advising system at Miami, but we would also like to explore the option of peer advising.

Peer advising is essentially already happening at Miami. Students seek advice from upperclassmen in their fraternities/sororities, student organizations, and classes. While sometimes valuable, the advice given is not necessarily accurate or appropriate. By instituting a peer advising system, Miami will be able to train students to give pertinent advice, and reduce the amount of misinformation that is being circulated.

Other universities and departments within universities already utilize peer advising models, including American University, Boston University, Duke University, Harvard University, University of Louisville, University of Michigan, The Ohio State University, University of Pennsylvania, Princeton University, Stanford University, University of Virginia, and numerous other institutions. Peer advising is a well established and successful practice that ASG would like to see implemented at Miami.

We recognize that the term “advising” may not be the best terminology for Miami and what we would like to accomplish. Therefore, the name “Peer Advising” is still under consideration, and we are open to other suggestions. The name “mentor” has been suggested, but we do not see this student-peer relationship as being long-term, so mentor may not be an accurate description. Other ideas include “Peer Fellows.”

The Peer Advising Model

Each department would be required to hire a certain number of peer advisors per students in the department (i.e. 1 advisor for every 50 students). Each peer advisor would be required to hold open office hours each week to meet with students. The One Stop Student Services Center, academic divisions, departments, and the peer advisors would be responsible for advertising these office hours to students in the department. Peer advisors would be highly qualified students from each department who are trained to answer questions and provide advice for students. For example, peer advisors could answer questions on how to read a DARs and use other tools and provide examples of experiences as a student of that major. Peer

advisors are not meant to replace professional advisors, but rather, can provide unique insights into the student experience, and are trained by the university to provide accurate and consistent information. Questions that cannot/should not be answered should be referred to a professional advisor.

4 Modules of Training

Each peer advisor would be required to receive training in all four areas to ensure they can speak to all areas of student concerns.

- Liberal Education Requirements (Miami Plan)
- Divisional Requirements
- Departmental Requirements
- Career/Graduate School Prospects

Peer advisors would also receive training in the tools of academic advising, including DARs and UDirect.

Corporate Sponsorship

Peer advisors would be paid as student employees. To keep costs down for the departments and ensure the peer advising model is sustainable, ASG recommends seeking corporate sponsors to fund peer advising in each college/department. This is not unprecedented. Ernst & Young, for example sponsors the Boston College Carroll School of Management's peer advisors. This would allow all departments to implement peer advising, regardless divisional budgets. Our intention is to work with University Advancement to find potential corporate sponsors.

Looking Forward

We are aware that there may be a use for peer advisors/mentors/undergraduate assistants within the First Year Experience course, UNV 101. We fully support this idea; however, we do not see this as a replacement for the type of peer advisors we are proposing. One of the duties of the peer advisors could be to serve as a UA in a UNV 101 class, but they should also be required to hold open office hours and function as outlined above.

ASG is committed to pursuing a peer advising system at Miami, and is open to working with administration to create a sensible, workable, sustainable peer advising model for the university in order to best serve the students. As a supplement to professional and faculty advisors, peer advisors would provide a real value to the student body and the university. Students will be better prepared for success in and out of the classroom, as well as in the future.



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Kirsten Fowler
Secretary for Academic Affairs
Associated Student Government
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Proposal to Appoint Students on Divisional Committees

One of the main priorities of the Associated Student Government is to represent student interests on University Senate committees, Student Affairs Council committees, and other ad hoc committees convened by the university. We believe that having a student voice on these committees is essential, as Miami is an undergraduate focused institution. In order ensure student interests are adequately represented in each division, ASG is recommending a change for certain divisional committees.

ASG proposes allowing the Student Body President to appoint, at minimum, one undergraduate student to each divisional committee that deals with matters concerning undergraduate students and their education. The procedure for the appointment of these student representatives would mirror that of other committees, and the students would be full, voting members of each committee. We would like to see student representation all pertinent committees of all five Oxford-based divisions. During the appointment process, we would encourage input from respective Deans' offices and respective Deans' Advisory Councils.

As the voice of Miami's student body, we aim to represent the students' interests fully and in the best manner possible. We believe that this is an easy way to further student interests at the administrative level and would benefit the faculty as much as the students. Students provide a diverse and unique voice on university committees, and we believe that our voices need to be heard at the divisional level as well. Many of the policies deliberated on and enacted by divisional committees impact undergraduate students directly, yet we have no say in the process.

ASG places great importance on representing students on university committees. We take great care to appoint students we believe will be active members and contribute to the important conversations of university committees. This year we have developed systems, including post-meeting reports, to ensure that students serving on these committees are kept accountable. We intend to put this system in place for students on divisional committees as well. We are always aiming to better serve the student body, and believe this is an important issue to be addressed.

SB XXXXXXX
“What If DARs” Bill

Kirsten Fowler, *Secretary for Academic Affairs*
Alexander Cary, *7th District Senator*
Author

Cole Tyman, *Student Body President*
Kevin Krumpak, *Secretary for Off-Campus Affairs*
Elizabeth Beumel, *Secretary for Sustainability Initiatives*
Austin Scott Young, *Secretary for Alumni Affairs*
Kyle Denman, *RA District Senator*
Patrick McFadden, *1st District Senator*
Brandon Fogel, *4th District Senator*
Sarah Valentine, *4th District Senator*
Katherine Byrket, *6th District Senator*
Maddie Lazarski, *Off-Campus Senator*
Katherine Caprez, *Off-Campus Senator*
Brandon Champion, *Off-Campus Senator*
Ifeolu Claytor, *Senator At-Large*
Olivia Vandervoort, *Senator At-Large*
Sponsors

Whereas: According to the Miami University website, 60% of all Miami students change their major at least once;

Whereas: Currently, if a student wants to explore a change in major or minor, they would have to find the requirements on separate departmental and divisional websites;

Whereas: There is a function of the DARs system that allows the user to run a “What If” Degree Audit, which shows the user the new degree requirements if they were to change or add majors/minors;

Whereas: This function is currently accessible to academic advisors, but not accessible to students;

Therefore be it resolved: Miami University allow students to use the “What If” function of DARs, provided that students still have to physically go to the department to actually change/add a major or minor.

SRXXXXXX**Resolution Supporting the Creation of a Fifteen-Minute Rule**

Connor O'Hearn, *Off-Campus Senator*
Author

Ifeolu Claytor, *Senator At-Large*

Katie Cramer, *Senator*

Sammi Podolyan, *Senator*

Gunnar Graves, *Senator*

Kyle Mortimer, *Senator*

Seamus Pugh, *Senator*

Alex Dunlap, *Senator*

Shalin Shah, *Senator*

Elizabeth Beumel, *Secretary for Sustainability Initiatives*
Sponsors

- Whereas:** Students are expected to arrive in class on time, or some sort of penalty may be assessed,
- Whereas:** Students are under the impression that if a professor does not show up within the first 15 minutes of the class' start time, the students are free to leave,
- Whereas:** There are no guidelines in the student handbook for how to proceed if a teacher arrives tardy,
- Whereas:** There have been instances where students are penalized (i.e. marked absent) after a teacher shows up excessively tardy to class,
- Whereas:** Professors have formal guidelines for instructional staff attendance and absence; none exist for tardiness,
- Therefore be it resolved:** The University should pursue a policy that if a teacher is tardy more than 15 minutes without advance communication to students in their class, aforementioned students will not be penalized for leaving the classroom,
- Further be it resolved:** If the professor knows that they are going to be late to class, they should take appropriate actions to alert their students before the class' start time,
- Further be it resolved:** Teachers and students should operate with a sense of mutual respect, as the personal time of each is equally valuable.

SR011403
2014-2015 Cyclist Safety Bill

Katherine Caprez, *Off-Campus Senator*
Author

Natalie Bata *Student Body Vice President*
Kevin Krumpak *Secretary for Off-Campus Affairs*
Elizabeth Beumel *Secretary for Sustainable Initiatives*
Harrison Fox *2nd District Senator*
Gunnar Graves *3rd District Senator*
Patrick McFadden *1st District Senator*
Seamus Pugh *Off-Campus Senator*
Sammi Podolyan, *8th District Senator*
Sponsors

- Whereas:** Bike lanes have been installed on Miami University’s Oxford campus and on adjacent roadways,
- Whereas:** Miami University supports the choice of students, faculty and staff who choose to utilize bicycles for transportation and the University Police encourage the use of bicycles, especially instead of driving a car,
- Whereas:** “Miami is committed to maintaining a safe learning environment for all students and members of the university community”,
- Whereas:** Bicyclists and pedestrians alike face challenges when trying to avoid one another on sidewalks, and bicyclists and automobile drivers are taking matters into their own hands absent any well-known guidelines for how to navigate around one another,
- Whereas:** Injuries have been sustained by bicyclists avoiding pedestrians and automobiles during the Fall 2014 semester,
- Whereas:** The City of Oxford prohibits bicycle riding on the sidewalks in the Uptown business district,
- Whereas:** Section 4511.55(A) of the Ohio Revised Code requires persons riding bicycles in a roadway to do so in compliance with all applicable motor vehicle laws,
- Whereas:** Anyone caught riding a bicycle on any protected trail is subject to arrest and prosecution for criminal trespass, in violation of section 2911.21 of the Ohio Revised Code,

Whereas: It is in the best interests of the Miami community to be aware of its laws and regulations,

Whereas: No literature regarding the official guidelines or laws with respect to bicyclists has been shared with the students, faculty or staff of Miami University,

Therefore be it resolved: The University, working alongside the Oxford Police Department and the Miami University Police Department, will issue an official statement (including but not limited to a University Email) by October 31, 2014 making all students, faculty and staff on the Oxford campus aware of the laws that govern bicycling and the proper protocols for navigating around bicyclists as pedestrians; The University will have all legal and courtesy signage relating to bicycles implemented on campus before the by the end of the Spring 2015 semester.

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Bryan Marshall, Chair

Terri Barr, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

November 17, 2014

RE: Report for Board of Trustees' December 5, 2014 Meeting

The following summarizes items of University Senate business conducted since the Board of Trustees last met on September 19, 2014.

- Curriculum
 - Consent Calendar, Program Development Plan, Master of Arts, Justice Studies
 - Proposed New Degree, Bachelor of Science in Commerce, with a Proposed New Major, Small Business Management – Business Technology, (CPSAS) (SR 15-02, September 22, 2014)
 - Proposed New Degree, Master of Science Degree in Computational Electrical and Computer Engineering, (CEC) (SR 15-04, November 3, 2014)
 - Proposed New Degree, Master of Science Degree in Computational Mechanical Engineering, (CEC) (SR 15-05, November 3, 2014)
- Minor Revisions to Senate Documents, Senate Resolutions
 - *Bylaws of University Senate*, Section 6.C.7, International Education Committee, composition to include one (1) graduate student representing graduate students and the international student community (SR 15-03, November 3, 2014)
- Special Reports delivered at Senate meetings
 - September 22, 2014: Director of Parking and Transportations Services, Department of Public Safety, Lt. Ben Spilman, Parking Fees Proposal for FY16 and FY17.
 - September 22, 2014: Associate Provost, Carolyn Haynes, Re-Accreditation Update.
 - November 3, 2014: Director of Office of Undergraduate Research (ORU), Joseph Johnson, Update on development of ORU, its current focus, and potential initiatives for the future.
 - November 3, 2014: Assistant Provost, Cheryl Young, Update on Global Initiatives

Spring Semester 2015, Senate Dates

January 26

February 2, 16

March 2, 16, 30

April 6, 13, 20, 27

May 4 (tentative)

cc: Interim Provost Raymond F. Gorman, Chair, University Senate
Carolyn Haynes, Secretary, University Senate

Prepared by: Stacy Kawamura, Recording Secretary, University Senate

**Student Counseling Service
Presentation to Board of Trustees
December 4, 2014**

**Kip Alishio, Ph.D.
Director**

Miami's Student Counseling Service provides a range of tertiary level (after problems have developed) services including evaluation and screening for general mental health concerns, mandated substance abuse evaluations, and evaluations of students suspected of being a threat to themselves or others; short-term individual and group counseling and psychotherapy; and pharmacotherapy and medication management. In addition, primary and secondary level services (implemented before or during the development of problems) provided include consultation to faculty, staff, parents, and students—with an increasing amount of focus on “students of concern”—and a wide range of psycho-educational services: workshops, gatekeeper training programs, and educational programs re: mental health concerns. All SCS services are fully accredited by the International Association of Counseling Services (IACS) since 1990. There are mild fees for SCS clinical services, roughly equivalent to an insurance “co-pay”; those fees are waived if the student has financial inability to pay. It has been well documented in a recent joint publication by the American Council on Education, NASPA, and the American Psychological Association, that “mental health problems are learning problems” and that they significantly negatively impact academic success (Douce and Keeling, “A Strategic Primer on College Student Mental Health”, 2014). It has also been demonstrated in a rigorous, multi-variate analysis study that there are “large economic returns from programs to prevent and treat mental health problems among college students” (Eisenberg, et al, “Mental Health and Academic Success in College”, 2009), such that mental health resources pay for themselves a couple of times over in terms of retention. Data we collect that relates to the impact of our service demonstrates very high levels of improvement resulting from our mental health interventions, especially so for depression, generalized anxiety, hostility, academic distress, and overall distress. As for the impact of clinical service on retention and academic performance, two-thirds to three-quarters of students who have participated in individual or group counseling report that participation made them more likely to continue their education at Miami and/or improved their academic performance.

The professional staff of SCS consists of 9 licensed or license-eligible psychologists and a Board Certified psychiatrist. While all counseling staff are of necessity generalists in their fields, we have specialized roles in women’s services; men’s services; training; multicultural, group and technology-based services; programming and outreach; substance abuse treatment services; and new as of November, international student services to provide language-specific services to

Chinese students, among other duties. The staff is broadly culturally diverse, very committed, and highly productive. The size of staff provides one senior counseling staff per 1,888 students, which falls below the IACS recommendation of 1:1,500. SCS also maintains a nationally recognized psychology pre-doctoral intern training program accredited by American Psychological Association (APA). This program consists of four FTE pre-doctoral interns selected via national matching process. This program significantly expands service availability at low cost and contributes to a vibrant departmental climate which helps retain talented senior staff by challenging them to remain current and engaged with a rapidly changing field. The intern program also has a strong emphasis on multi-cultural competency and contributes to efforts to diversify the SCS staff: more than two-thirds of interns since 1997 have been racial, ethnic, or sexual minorities.

One challenge for SCS and our students is the context of mental health resources in the greater Oxford and Butler County area. Oxford is in a rural location with few mental health services. The local hospital has no mental health services. The closest mental health in-patient unit is 35 minutes away and is historically unreliable in admitting and providing quality service to our students. There are scarce out-patient community based mental health services, with the exception of valued 24/7 suicide and rape crisis hotlines. And, there are only a handful of private out-patient mental health providers in Oxford available to students. Bottom line: SCS is all but the only reliable mental health service resource for Oxford students. This places a burden and demand on SCS that is unique in the state and rare nationally among universities the size of Miami. In addition, we have seen a sharp and rapid increase in utilization of clinical service over the past 17 years at SCS, leading to last year's provision of individual or group treatment to a total of nearly 1600 students, or 9.67% of the student body. SCS staff provided a total of 7,433 sessions last year, while the average number of sessions per client fell to 4.84, the lowest level ever. Over the past decade, these data reflect a 62% increase in individual clients seen; a 56% increase in percentage of student body seen in one year, and an estimate that 35-40% of students receive SCS clinical service during their time at MU now; a 56% increase in clinical sessions provided; and a slight 3% drop in average number of sessions per client. Other data document an increase in the severity of the presenting conditions as measured by diagnoses and hospitalizations. Not surprisingly, the dramatic increase in demand has led to a concerning increase in number of students needing to wait for service beyond initial evaluation, some for as long as 4 weeks or more, despite adjustments to use staff as efficiently as possible.

The trends of clinical service utilization at Miami mirror the trends nationally. Mental health service utilization rates have increased more rapidly than any other service on campuses across the country over the past 15 years, and have only been exacerbated since the campus tragedies at Virginia Tech and Northern Illinois. Comparing Miami's utilization rates to those of comparable universities across the country, we find that 21% more Miami students use on

campus mental health service than students at other schools (9.32% vs 7.69% in 2012-13, the most recent year for which that data is available), and are seen for fewer sessions on average.

A summary of diagnoses of student clients at SCS from last year shows most notably that the number of students experiencing anxiety disorders has now equaled or exceeded the number of students with depressive disorders. There is truly an epidemic of anxiety disorders among young people. Panic attacks have become so commonplace that we have begun training our residence life in how to assist a student having a panic attack. Also, it should be pointed out that 15 years ago, the percentages of students with relational problems, adjustment disorders, and phase of life problems dominated our time, while the charts in our presentation highlight the increase in severity as well as the frequency of mental health problems for this generation.

These and other data we have reflect an intriguing paradox re: MU students' attitudes about mental health service when compared to their utilization of these services. Specifically, students enter Miami reporting significantly lower expectation that they will seek personal counseling during college than do their national peers (CIRP 2009). These data conflict with MU students' eventual utilization of mental health services and with their estimation of their current mental health status. So, why such discrepancy? After looking at various data we find that MU students hold higher negative stigma toward MH treatment: they are more likely than US peers to report they think less of someone who has received mental health treatment and that receiving mental health treatment is a sign of personal failure. This information led us to put even more effort into our already substantial primary prevention programming: educational efforts aimed at the larger campus environment which helps students, faculty, and staff to better understand mental health problems; to develop better coping and resiliency skills; to better identify and reach out to students and peers who appear to be struggling; and to feel competent to refer such students to our service. This led us in 2012 to apply for and win a three-year federal SAMHSA Garret Lee Smith Suicide Prevention Grant of \$290,000. We identified the major goals of the grant activities as stigma reduction and early identification and intervention of students with developing mental health problems, which coincidentally is also the most effective means of suicide prevention. The resources available through the grant have helped us to further extend the increased focus and expansion of our primary prevention activity that has been on-going for the past decade, resulting in an increase in the number of annual outreach programs from 117 to 236, or 102%, in past decade, reaching 157% more (a total of 16,622 last year) student/faculty/staff/parent attendees. We will detail these efforts in a future report.

Near-term challenges face SCS, as they do many centers, in the area of how to provide enough clinical services to meet the growing demand—and the prediction that it will continue to grow as stigma diminishes and family expectations expand even further. Our SCS faces this problem

even more intensely than most institutions its size given the lack of community mental health services in the rural Oxford area—and no indication of change in that sector. We have been granted additional temporary part-time assistance in several recent years to help address the wait list specifically during certain times of the academic year, and we anticipate that may need to become routine. This may expand to provide a consistent presence of social workers on staff in the future now that there are enough psychologist positions to support the psychology training program. Finally, there is immediate need to ensure that the deeply effective and valuable practices and resources which the suicide prevention grant has provided in the area of primary prevention are sustained going forward. This may require creating a full-time prevention specialist position which we created with grant funds but will be without funding after this year. There are also natural linkages with the Office of Student Wellness which have begun to be established in the area of prevention which can and should be expanded.

Student Counseling Service

**Presentation to Board of Trustees
December 4, 2014**

**Kip Alishio, Ph.D.
Director**



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SCS Mission

Miami's Student Counseling Service provides primary, secondary, and tertiary level interventions in an effort to achieve and/or maintain a mentally healthy status for each student and to create a learning environment that facilitates and supports that status.



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SCS Services

- Evaluation and screening
 - General mental health concerns
 - Attentional problems
 - Mandated substance abuse evaluations
 - Mandated threat assessment-related evaluations
- Individual and group counseling and psychotherapy
 - Brief and “time-attendant”

Group Therapy



SAM-W

Stress & Anxiety
Management
Workshop



Wise Minds Workshop



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SCS Services

- Pharmacotherapy and medication management
- Consultation, especially re: “students of concern”
- Psycho-educational services: workshops, gatekeeper training programs, educational programs
- All services accredited by International Assn of Counseling Services (IACS)

Group Therapy



SAM-W

Stress & Anxiety
Management
Workshop



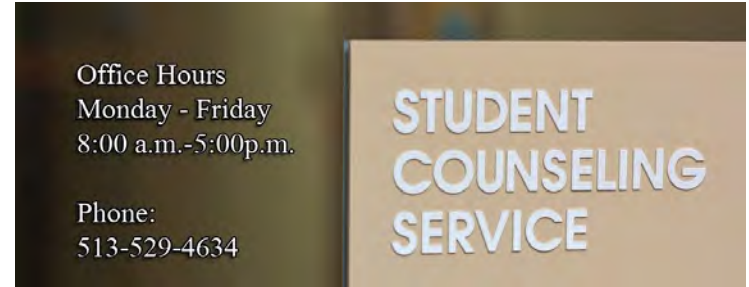
Wise Minds Workshop



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SCS Services: Cost

- Five “free” counseling sessions, then “co-pay” fees
 - \$25 each for 6 or more counseling sessions
 - \$40 initial psychiatric evaluation
 - \$25 for med checks
 - All above may be waived
- \$120 for mandatory substance abuse evaluations—a penalty/consequence



SCS Services: Value



- Mental and behavioral health problems are learning problems (Douce and Keeling)
- Primary value of mental health services to IHE's is in *retention*:
 - Studies show “large economic returns from programs to prevent and treat mental health problems among college students” (Eisenberg, et al, 2009)



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SCS Services: Value



- Withdrawals for mental health reasons rose from 95 to 147 from 2007 to 2013
 - 55% increase in 6 years
- Rates of return after withdrawal vary by year, ranging from 67% to 45%
- Trend is downward: fewer return once they withdraw

SCS Clinical Services: Effectiveness

Client satisfaction report: “As a result of participating in individual counseling”:

- **75% more likely to continue their education at Miami**
- **67% improved their academic performance**
- 68% reported they learned strategies to help them cope
- 72% reported they improved their ability to think clearly
- 68% reported improved self-management skills



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SCS Clinical Services: Effectiveness

Overall percent improvement from first to latest assessment (2013-14):

	Elevated Range	Mild Range
Depression:	68%	85%
Generalized Anxiety:	47%	51%
Social Anxiety:	32%	39%
Academic Distress:	51%	68%
Eating Concerns:	27%	30%
Family Distress:	27%	29%
Hostility:	51%	56%
Substance Use:	10%	13%
Distress Index:	63%	74%

Professional Staff

- 9 Psychologists, licensed or eligible
- 1:1888 vs 1:1500 IACS recommended students per counselor
- 1 Board Certified Psychiatrist
- Broadly culturally diverse staff
- Emphasis on multi-cultural competency
- Generalists



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Professional Staff: Specialty Areas

- Women's Services
- Men's Services
- Training/LGBTQ
- Multicultural, Group and Tech-based services
- Programming and Outreach
- Substance Abuse
- International student services



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Training Program

- Nationally accredited by American Psychological Association (APA)
- Four Pre-doctoral interns
- Significantly expands service availability at low cost
- Further diversifies staff: more than 2/3 of interns racial, national, or sexual minorities
- Four half-time doctoral associates from Miami's APA-accredited Clinical Psychology Training Program



Community Mental Health Resources

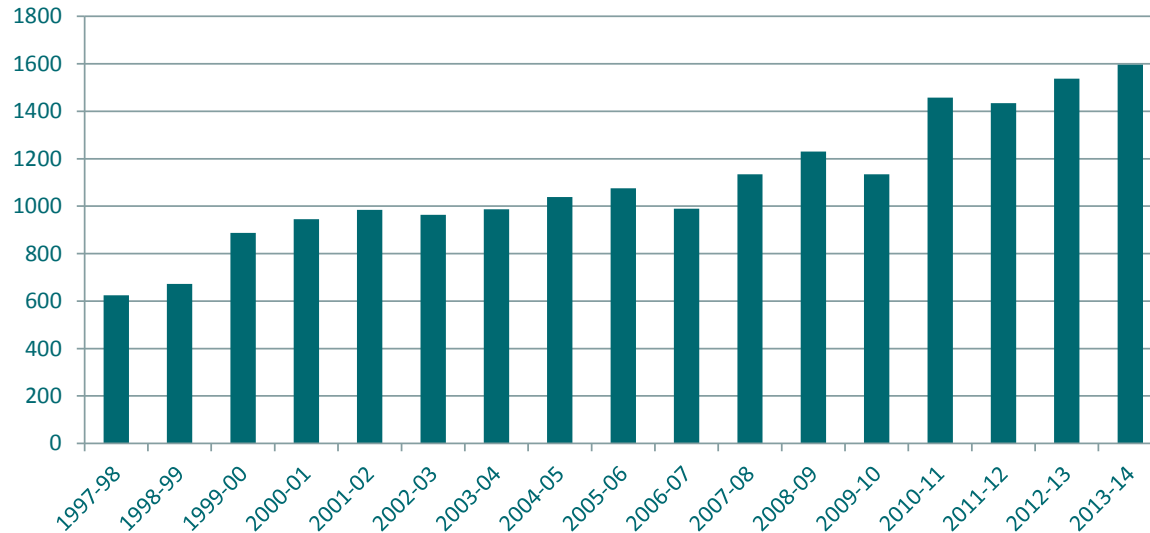
- No mental health resources at MHMH; SCS volunteers 24/7 consultation services for students with mental health emergencies to hospital
- Very limited in-patient services in county
- Scarce out-patient CMHC resources in county; none in Oxford except 24/7 hotline
- Limited private out-patient services in Oxford

**SCS is all but the only reliable mental health resource
for Oxford students**



Clinical Service Trends

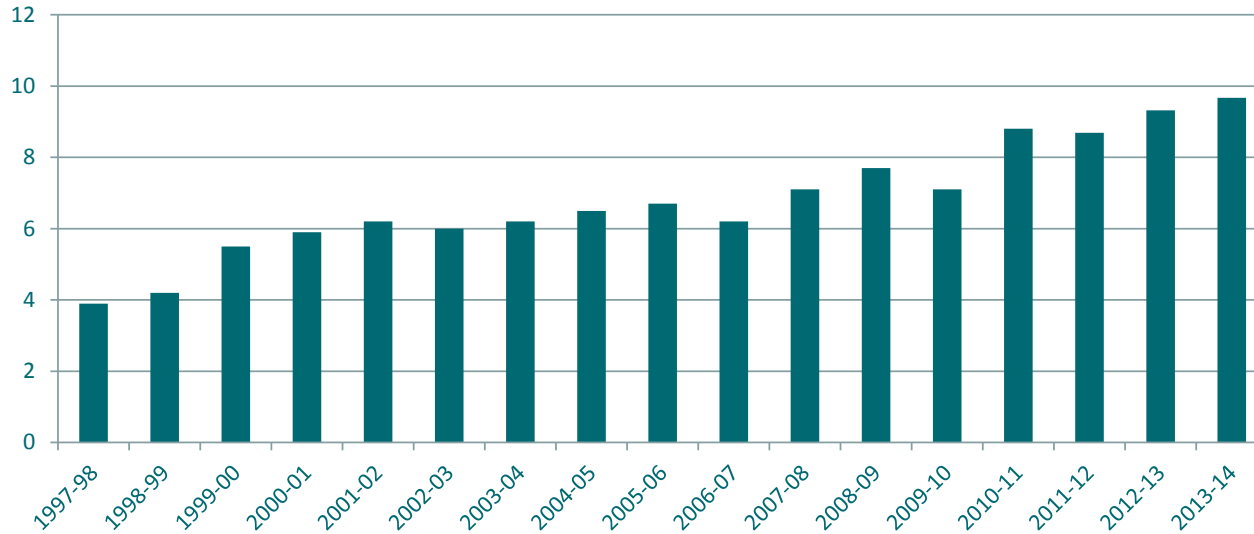
Total No. of Individual Clients (New and Updates)



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Clinical Service Trends

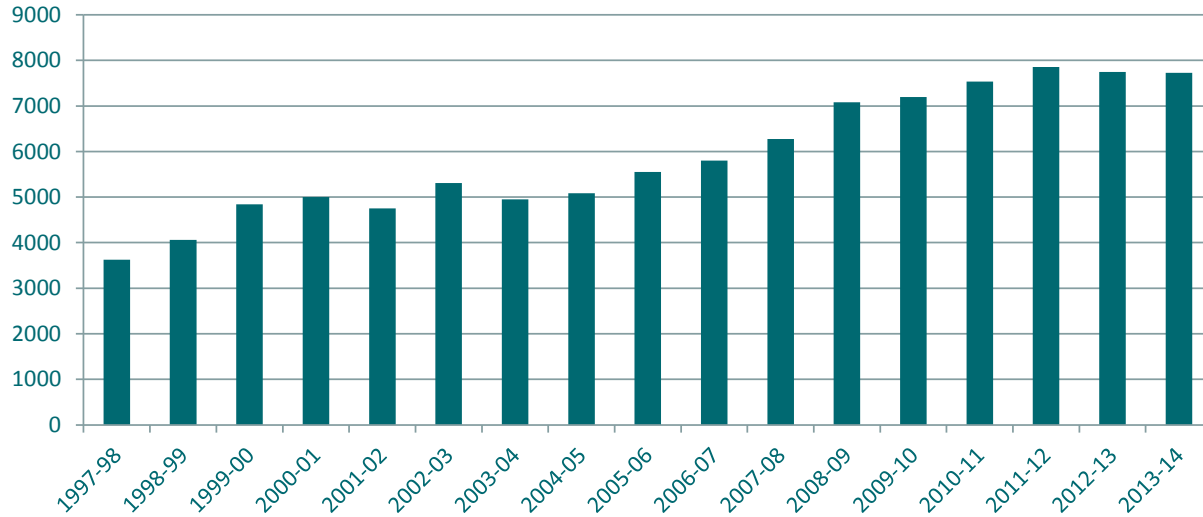
% of Student Body Seen



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Clinical Service Trends

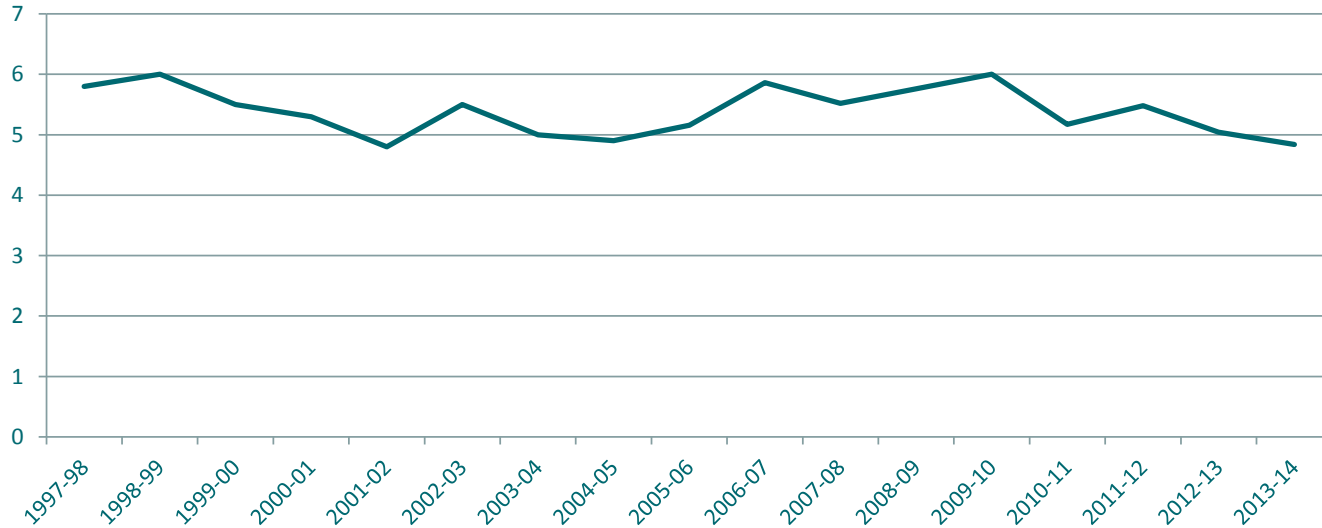
Total No. of Sessions (Indiv. and Group)



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Clinical Service Trends

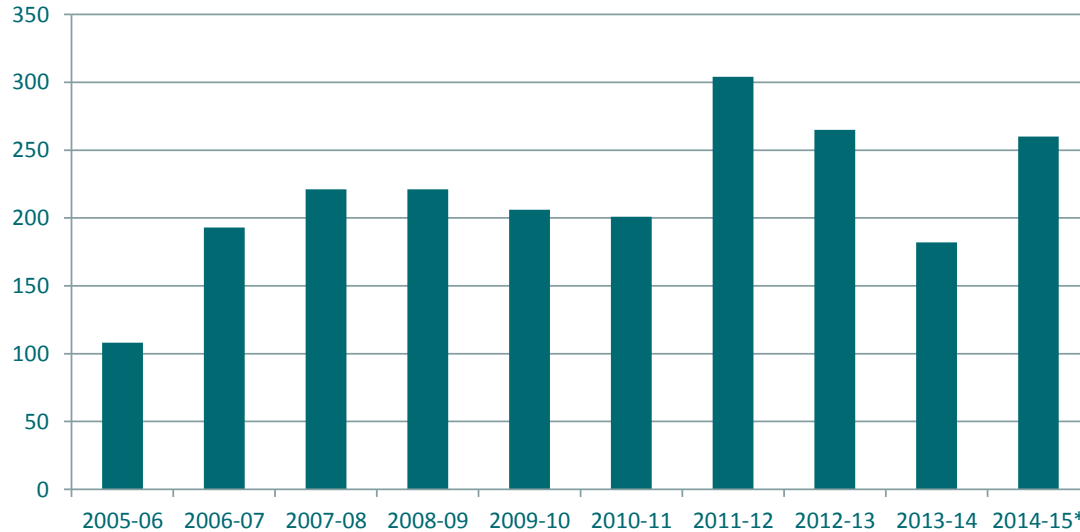
Avg. No. of Visits/Client (Indiv. Or Group)



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Clinical Service Trends

Clients on Wait List



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Clinical Service Trends: Summary

(past decade)

- 62% increase in individual clients seen
- 56% increase in percentage of student body seen in one year
- 56% increase in clinical sessions provided
- 3% drop in average # of sessions per client: virtually no change
- Increases in severity as measured by diagnoses and hospitalizations
- Increase in number of students waiting 4+ weeks beyond initial evaluation



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Clinical Service Trends: National

- National trends of mental health services utilization mirror those at Miami
- Mental health service utilization rates have increased more rapidly than any other service on campuses over the past 15 years (Kadison and Digeronimo, 2004).
- Trend became noticeable as Millennials started college in late 1990's
- Accelerated even more following campus tragedies such as VA Tech and NIU which were seen as mental illness based



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Clinical Service Utilization Trends: MU vs. US

2012-13; IHE's 15k – 20K (AUCCCD Survey)

Statistic	US	MU
% of students seen	7.69	9.32
# of students served	1332	1537
# of sessions provided	6542	7744
Ave # of sessions/client	5.50	5.04



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Reasons for Increases in Utilization

- Greater percentages of youth overall attend college
- Advanced psychiatric meds and support services in K-12 schools enable severely mentally ill to complete high school successfully and matriculate to colleges
- Reduced stigma re: mental health treatment
- Rise in societal consciousness of violence in schools: mass murder, sexual and interpersonal violence
- Improved identification of youth in need, e.g. Care Teams



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Reasons for Increases in Utilization

- “Millennial generation” characteristics:
 - “Helicopter” parenting practices
 - Higher needs to achieve
 - Lower abilities to tolerate distress
 - Breakdown easily when confronted with failure
 - Unprecedented rates of ANXIETY!
 - Parental expectations of mental health resources through schools



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Mental Health Portrait: MU vs. US

(non-clinical) (HMS)

	2007 MU	2007 National	2009 MU	2009 National	2013 MU	2013 National
MH % Flourishing (raw score)	62 (49.6)	54 (47.7)	61 (49.2)	52 (47.4)	54 (46.8)	50 (46.2)
Depression screen	18	18	20	17	18	21*
Anxiety Screen	10	8	14	11	17	22*
Eating Disorder dx	2	2	3	3	3	3
Suicide ideation	5	6	8	7	8	10*
Non-suicidal self-injury	15	14	16	16	18	20
Academic impairment (# days in past month)(any/6 or more)	58 (11)	56 (11)	57 (10)	54 (10)	60 (12)	60 (14)

Mental Health Portrait: MU vs. US

(non-clinical) (HMS)

	2007 MU	2007 National	2009 MU	2009 National	2013 MU	2013 National
<i>Used past 30 days</i>						
marijuana	16	14	18	16	18	19
Cocaine	1	1	0	2*	3*	2
Amphetamines (Ritalin, etc) no rx	5*	2	4	3	9*	4
Binge drinking past 2 weeks (any/3 or more)	59* (30)*	43 (16)	58* (32)*	43 (17)	55* (29)*	41(14)
<i>In past year (CIRP—Sr hs)</i>						
Frequently Felt overwhelmed	32	26	32	32	36	32
Frequently Felt depressed	5	5	5	7	7	7

Portrait of MU Student Mental Health

(Clinical, 2013-14)

- Relational problems still highest overall (19.8% of diagnosed clients)
- Anxiety and trauma (16%) has surpassed depression and other mood disorders (13.8%)
 - “Epidemic” of panic attacks
 - Now training residence life staff in how to respond
- Substance use disorders (12.5%) have grown significantly, often co-occur
- 15 years ago: predominant diagnoses were phase of life and adjustment disorders



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Paradox of Attitudes

- MU Students report significantly lower expectation that they will seek personal counseling during college than do their national peers, and
- Rate their current mental health as flourishing at a significantly higher rate (61%) than their national peers (52%)

YET . . .



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Paradox of Attitudes

- MU students' actual utilization rate of mental health services is higher, and
- MU students report having been previously diagnosed with a mental disorder at an equal rate as their national peers (27% vs 26%), and
- MU students report equal or greater amounts of depression, anxiety, disordered eating, academic impairment from mental health problems, non-suicidal self-injury, and suicidality



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Why the discrepancy?

- Bi-modal distribution of mental health with one group significantly more distressed than the other?

OR

- Miami students tend to over-estimate their mental health and to minimize or be slow to recognize when they are in need of assistance?

And/Or

- Hold higher stigma about MH services?



MU Student Attitudes re: mental health services



- MU students more likely to report:
 - Think less of someone who has received mental health treatment
 - Receiving mental health treatment is a sign of personal failure
- MU students significantly less likely to “know where to go for professional mental health assistance”—despite high levels of SCS programming/marketing



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Primary Prevention Programming



- Range of programs that focuses on reducing stigma re: mental health problems and treatment
- Will be the focus of a future BOT presentation



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Future Challenges and Directions

- How to provide adequate services from our rural location?
- Clinical demand/wait times expected to grow
- May require routine additional temporary assistance at highest demand times
- Grant sustainability: primary prevention efforts require prevention specialist, on-line program availability to sustain the highest valued and most effective programs



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Thank you!



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Overall Page 56 of 208

Student Affairs Good News December 2014

Fall Accomplishments and Highlights

Armstrong Student Center

- The Armstrong Student Center Board welcomed three new student members in October.
- August through October have had several large building-wide events:
 - Miami Activities and Programming presented "Armstrong Palooza" for Welcome Week. The event was held the day after first year student move in. A comedian, dueling pianos and other forms of entertainment kept over 3500 students entertained for the evening.
 - We also worked closely with the Residence Hall Association to present "Safe Trick or Treat" for the University and Oxford community. There were kid-friendly activities throughout the building. The student center was busy with Miami students, guests and their children for the duration of the 3 hour event.
 - Homecoming's "Red Fest" moved into Armstrong Student Center. Previously held on the Roubush Lawn, there were several events occurring concurrently. Attendance exceeded previous years by a noticeable margin.
 - A Welcome Center was set up on Shade Stage to greet families coming to campus for Family Weekend. Miami Activities and Programming provided refreshments and information about the weekend's activities.

Career Services

- The fall career fair was a success, with 260 employers in attendance. On-campus recruiting activity has been strong, with over 1,700 interviews conducted in Hoyt Hall through the end of September. Planning is now underway for the spring career fair, which will be held on February 11 in Millett Hall.
- Through September, the Career Services Website has experienced over 111,000 page views.
- More than 20 career exploration programs have been or will be completed this semester. The Career Services team has either collaborated directly with an academic or support department in planning each event or provided logistical or financial resources in support of an event. Topics covered career options for particular majors or divisions, options for public policy, non-profit, and other industry-specific careers, a first-year friendly career fair, and programs for athletes and other specific groups of students.
- In addition, 8 sections of EDL are being taught this semester, three career development modules are included in the First year Experience curriculum, a new career exploration workbook, *Mapping Your Miami Journey*, was published, and 15 Career Success Certificate welcome meetings were held.
- The second annual post-graduation survey will be completed by November 30. The survey, a joint project between Institutional Research and Career Services, evaluates student employment and graduate school outcomes 6 months following graduation. The survey results are scheduled to be published in December.
- In collaboration with students in the Agile Launchpad in the College of Engineering and Computing, Career Services is developing two new mobile apps—one that will allow students to schedule attendance at career development events on campus and another that will enable students to manage the career fair experience by researching employers, prioritizing visits to employer booths and navigating to the locations of employers in Millett Hall. The students have designed the apps utilizing Guidebook technology.

Community Engagement and Service

- The number of service-learning courses supported this fall increased from 33 to 38.
- We are currently working with 83 community partners, up a third since last fall
- We were recognized as a member of the 2013 President's Higher Education Community Service Honor Roll with Distinction

Diversity Affairs

- The Rainbow Reception was held on September 5 and was the first big Lesbian, Gay, Bisexual, Transgender, Queer+ (LGBTQ+) event of the academic year. This event was well attended with approximately 75 members of the campus community coming out to show their support and make connections.
- The UniDiversidad Latin American & Caribbean Festival was held on September 12 at the uptown parks. Patrons experienced a taste of Latin American and Caribbean culture with a fun-filled evening of Latin Music, dancers and steel band performances.
- Safe Zone 101 is an introductory training which debuted in September 2014 and is offered as a 2.5 hour workshop. The focus of this training is to provide participants with the fundamentals of awareness, history, language, and basic tips on how to be an ally of the LGBTQ community. Safe Zone 101 has been offered as: 4 open sessions and 6 departmental/office sessions, with 141 total participants to date. In turn we have added 117 new Safe Zone Allies to our network including: 20 resident assistants, 15 graduate students, 5 undergraduates, 11 faculty, 57 staff members, and 9 unspecified participants. Moreover, Safe Zone 101 was approved for Job Enrichment credit through the Department of Human Resources allowing accessibility to a greater number of campus members.
- For areas, classes, and groups unable to make the 2.5 hour commitment of Safe Zone 101 training; Queer 101 was offered in its place and had a total of 208 participants. Queer 101 is a brief introduction that helps participants understand the difference between sex assigned at birth, sexual orientation, gender identity, and gender expression.
- The Cross-Cultural Dinner was held on October 5. This event formerly known as the Men & Women of African Descent Dinner was changed to include more diverse student participation. The dinner enables students to make connections with other students, faculty, and staff that will support and enrich them throughout the school year.
- On October 14 GLBTQ Services celebrated National Coming Out Day with an event entitled #ComeOUTMiami. This event allowed members of the campus community to “Come Out” in support of an affirming Miami University. Also on that day, GLBTQ Service and Spectrum (LGBTQA student Organization) held the Coming OUT open mic at the Interfaith Center. This open mic provided space for students, faculty, and staff to share their coming out stories, to seek encouragement, find support, and sharing their concerns related to coming out.
- As part of National Coming Out Day GLBTQ Services placed an ad in the Miami Student Newspaper. A tradition since 1999, this year’s ad had over 250 signatures from various members, organizations, departments, alumni, and community members, all showing their support for inclusion at Miami.
- The 3rd Annual Multicultural Student Leadership Conference was held on November 7-8. This conference, now in its third year, provides an interactive forum combining thought-provoking speakers, challenging educational sessions, and opportunities for resource and idea sharing to strengthen the presence of students and multicultural organizations on campus.
- Backpack 2 Briefcase Series (B2B): This workshop series is designed to provide Miami University students with financial, social, and professional skills needed for life at and beyond Miami.

Harry T. Wilks Leadership Institute

- The Wilks Leadership Institute coordinated and hosted the 2014 Perlmutter Leadership Conference on Sunday, October 19. Eighty-one current Miami University students from the Oxford and Hamilton campuses attended. During the Perlmutter Leadership Conference students heard from a keynote speaker, attended a 100-minute StrengthsQuest™ session, attended two 50-minute leadership workshops, and participated in a small group reflection session.
- We presented two new leadership workshops this fall, Character & Responsibility and Vision and Innovation. Each of these workshops are three hours in length with over 30 participants registered for each.

- Over 500 StrengthsQuest assessments have been completed and debriefed since August. This brings the total over the past year to more than 1,000 and includes students and staff/faculty.

Myaamia Tribe Relations

- There are 26 Myaamia students enrolled this semester, 25 are receiving the Heritage Award. 20 Myaamia students are enrolled together in EDL 115 - iiši-meehtoseeniwiciki myaaamiaki noonki kaahkiikwe, How the Miami Live Today and 5 Myaamia seniors are enrolled in EDL 477 Independent Study where they are creating individual projects as a culmination of their Myaamia cultural education. One 5th-year student has already completed this independent study project.
- Fall 2015 welcomed 9 new Myaamia 1st year students. One is a varsity cheerleader, others have found numerous student activities: Myaamia broomball team, competitive water-ski club, Rec Center lifeguard, martial arts clubs, Toastmasters, Parkour, Circle K
- The Myaamia Center recently received a National Science Foundation grant to organize and direct the 2015 National Breath of Life Archival Institute for Indigenous Languages. The program will run during the first two weeks in June, 2015 in Washington DC. Selected applicants from a variety of indigenous communities will participate and obtain access to the materials about their specific languages held in various Smithsonian Institution and the Library of Congress archives.
- The Miami Tribe is providing travel support for three Myaamia undergraduates to spend one week in January in Washington DC working with the Smithsonian Recovering Voices team preparing archival materials for use during the summer. This unique opportunity will expose these students to primary archival documents, many that are extremely old. It is expected that these students will gain a much deeper understanding of the process of language revitalization, particularly in relation to the work that has been completed and continues with the Myaamia language.
- The Myaamia Center hosted Miami Tribe Chief Doug Lankford and Miami Nation Enterprises CEO Joe Frazier on a campus visit October 2-4. Chief Lankford visited the IDS 259 class, attended the Myaamia language table dinner with Myaamia students, had special meetings with eleven representatives from the Farmer School of Business, and attended Miami football and hockey games as guests of Dr. & Mrs. Hodge.
- Communication has occurred with nine potential Myaamia applicants for 2015-16. Four of them will attend Bridges Program weekends in November. Their overnight hosts will be current Myaamia students and Myaamia Center staff will join them for the lunch on the final day.

New Student Programs

- Each year since 2010, New Student Programs has coordinated a faculty-taught transition course for first-year, first-generation students. This fall we offered three sections, which enrolled a total of 39 students. A pre/post assessment measuring student self-efficacy was conducted (results are currently being processed).
- New Student Programs continues to offer our staff-taught transition course for new transfer students. This fall's class had 19 new transfers – the largest number we have ever seen in this course.
- Along with other staff and faculty across student and academic affairs, both unclassified staff members in New Student Programs are currently teaching sections of UNV101, the newly redeveloped first-year experience course, currently in pilot stage. New Student Programs staff were also involved in developing the curriculum and have contributed to ongoing training for course instructors.

Parent & Family Programs

- Mark Pontious joined the staff on October 1 as the Director of Parent & Family Programs
- We hosted 44 members of the Parents Council on October 24 and 25. They discussed the goals of the organizations and the subcommittee structure, which have been in place for nearly 10 years. They also reviewed the guidelines for distributing monies from the Family Fund.

- As of November 10, 52 grants have distributed from the Family Fund this fiscal year, totally approximately \$70,000. Eleven of those grants were from the faculty/student discourse fund, allowing informal interactions between faculty and their students. The remaining grants supported opportunities such as:
 - Study Abroad/Volunteer trips to places such as Belize, Thailand, Peru, Nicaragua, and India
 - Conference Travel to conferences such as the Pavlovian Society (Psychology), Midwest Outdoor Leadership Conference, and the Southwestern Black Student Leadership Conference
 - Other initiatives, including an international student trip to Chicago over Thanksgiving, annual trip to the Miami Tribe's Winter Gathering and Stomp Dance, and the Grand Night: An American Holiday music production.

Residence Life

- The Resident Director/First Year Advising staff conducted interventions with 1170 students who received poor mid-term grades. 415 of those meetings were one-on-one, face to face appointments. An additional 206 sophomores with poor midterm reports also received emails with resources and tips for improvement. All outreach was conducted prior to the class withdrawal deadline for the fall.
- 8 students, representing the Residence Hall Association [RHA] and Community Leadership Teams, attended the annual Central Atlantic Affiliate of the College & University Residence Halls [CAACURH] at Kutztown University November 7-9, 2014. Students had the opportunity to engage in leadership development programs and share ideas with other delegates. One Miami U. delegate, Marcus Branch, RA in Emerson Hall, presented two sessions at the conference.
- Over 200 residence hall students have volunteered to overnight host a high school student during the four Bridges Weekends currently occurring.

Rinella Learning Center

In the first half of the term (through October 22), Rinella:

- Served 493 students through tutoring with a total of 932 appointments
- Served 426 students through our supplemental instruction program
- Facilitated 74 students engaging as an Undergraduate Associate with faculty
- Served 71 students through our academic coaching program
- Proctored 519 exams through the Rinella Learning Center Testing Center
- Engaged with 95 students on academic probation as part of the Second Year Intervention
- 194 students attended one of our study strategies workshops
- Welcomed 134 Access Fellows to the university through our newly structured support program. 72% of the Access Fellows are currently taking a specialized section of the First Year Experience course. As a result of programmatic initiatives, 36% of the Access Fellows successfully connected with a student employment, student leadership, service learning, or undergraduate research opportunity.
- Celebrated and honored our tutors during International Tutor Appreciation Week

Second Year Programs

- Second Year Programs welcomed over 350 second-year students with the Welcome Back Picnic during opening weekend. This is the third year the program has been held.
- Second Year Programs and Career Services successfully partnered to offer the second Career L.E.A.P programs. This is an August, pre-semester experience for second-year students who are still struggling to pick a major.
- Second Year Programs and Outdoor Pursuits offered another successful Transfer Connections Trip. This is a trip offered to incoming transfer students. The trip is an overnight trip offered during Labor Day Weekend where new transfer students develop friendships while camping, canoeing and exploring at a local state park.

- Second Year Programs has held our first successful Mystery Bus Trip of the year. Students sign up for Mystery Bus Trips and are only given hints as to where the bus may be going. They don't find out the actual destination until after the bus leaves campus.

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Welcome Week events had a record number of students: Over 3,000 at Armstrong the first Friday night of move in and over 3,000 at Mega Fair.
- Over 100 students attended ACROPOLIS: The Greek Emerging Leaders Program
- Student Activities and MAP hosted a regional Extravaplaza conference- 200 students from 10 schools in the region attended
- Increase in involvement for Homecoming: Over 75 Student Organizations participating this year
- We had over 600 participants during National Hazing Prevention Week Programming - up by about 250 from last year
- Sold over 6,000 tickets for the Family Weekend Entertainment

Student Counseling Service

- The Student Counseling Service offered the first annual Suicide Prevention Week in late September 2014, with over 350 students attending Suicide Prevention Day activities on the Oxford campus. Information about reaching out to others, referring oneself or a friend for services, and reducing stress and depression were provided, along with the loving wags and furry handshakes of 10 therapy dogs. Student provided caring messages to their peers which will be posted online at the SCS webpage and Facebook page in coming weeks.
- The Student Counseling Service provided an exceptionally well received Mid Terms Dog Day in mid-October, with 12 therapy dogs and handlers greeting and cheering over 360 students in three hours. Students received bountiful furry snuggles, and also doggy bags with information about stress reduction, SCS offerings to reduce anxiety, and information on reaching out to others to prevent suicide. Students reported that this event made it "the best day I have had since coming to Miami".
- Fall appointment numbers will be reported in the February report.

Student Disability Services

- Disability Resources changed its name to Student Disability Services this fall, and began serving all students with disabilities. In the past, students with learning disabilities were served by the Rinella Learning Center, which did not serve students with multiple diagnoses well. The new office is now working with 830 students with documented disabilities.
- Student Disability Services is sponsoring a series of 6 webinars this year offered by the Association of Higher Education and Disability (AHEAD) that will explore technology used by students, faculty and staff across campuses, as well as crucial technology-related topics that are relevant to disability and higher education.
- This fall, Student Disability Services was able to purchase 25 Livescribe Smartpens from a grant from IT Services. So far, 16 pens have been issued to students to help with note-taking during class. This pen records the lecture and then the student can play back the lecture by tapping the pen to their notepad which syncs the written to the audio of the lecture. Students love them!

Student Wellness and Education

- The Office of Student Wellness and HAWKS Peer Educators have facilitated the Step Up Bystander Education program to over 1000 students so far this year. The Step Up program was included in the pilot first year student seminar class. Miami Athletics, sororities, fraternities, residence halls and Student Senate have also participated in the Step Up program. The HAWKS Peer Educators and the Step Up program was featured on WKRC Channel 12 News. (<http://www.local12.com/news/features/top-stories/stories/miami-university-teaches-bystander-training-students-20274.shtml>)

Women's Center

- In August the Women's Center participated in Welcome Week programming by offering a screening and discussion of the documentary, *The Purity Myth*. Thirty-two students attended.
- In August the Women's Center partnered with the League of Women Voters of Oxford to present a Women's Equality Day program focusing on voter registration. Fifty-four new student voters registered to vote. Women's Equality Day commemorates the passage of the 19th Amendment to the U.S. Constitution in 1920; the amendment granted women the right to vote throughout the country.
- In October the Women's Center coordinated the Clothesline Project, an annual visual display of t-shirts decorated by students and others who are survivors or friends of survivors of sexual and interpersonal violence. Twenty-eight new t-shirts were decorated and over 3000 handbills were distributed with sexual and interpersonal violence statistics and resources for survivors.
- The Women's Center supported students who decided to stage a peaceful protest in response to George Will's campus visit to the Oxford campus on October 22 as part of the Anderson Lecture Series. The protest was in response to a June 2014 column about campus sexual assault penned by Will in which he referred to victimhood as a "coveted status" and questioned the seriousness and extent of sexual assault on college campuses. Approximately 150 students, faculty, staff, and community members staged a lively but respectful protest near the Farmer School of Business immediately prior to Will's speech. The protest was followed by a teach-in across the street, organized and facilitated by members of the Women's, Gender and Sexuality Studies faculty. The faculty also created a blog to encourage continued dialogue about sexual assault and interpersonal violence on Miami's campus.

Staff Achievements and Accomplishments

- The Student Counseling Service proudly celebrates Dr. Kip Alishio, Director, who was the recipient of the 2014 Miami University Distinguished Service Award, presented by President Hodge in Sept., 2014. Dr. Alishio has spoken for students, with faculty, administrators, and staff, and spoken against mental health prejudices and barriers that block student achievement for over thirty years at Miami University. We are tremendously proud to have Dr. Alishio at our helm and celebrate this outstanding achievement.
- Dr. Josh Hersh, Board certified psychiatrist, continues to advocate for healthier life styles for Miami students. He will be an invited speaker and present cutting edge information about student prescription drug abuse to the Partnership for A Drug Free America Prescription Stimulant Abuse Panel of Experts in New York City this November.
- Gwen Fears, Associate Dean of Students, served as the Lead Faculty at the Orientation Professionals Institute for the Association for Orientation, Transition and Retention. The Institute was attended by 70 new professional staff members from the United States and Canada.
- Chad Garland and Ben Williams attended the Association of College Unions--International Regional Conference in Blacksburg, VA. Ben was awarded the association's Colleen Hennessey Award. This award is for a graduate student within the region who excels in their involvement with a student union or student center.
- New Student Programs staff recently returned from the NODA Conference – the National Organization for Orientation, Transition, and Retention in Higher Education – where Buffy Stoll Turton (Director) presented two educational sessions.
 - First-generation Students Navigating Home and School: Reflections on Research
 - Connecting to Careers: Integrating Student Development and Career Development into Orientation (co-presented with Dr. Heather Christman, Associate Director of Career Services, Miami University)
- Hailey Mullins, a participant in Miami LeaderShape was selected as one of two Palmer Award winners. The LeaderShape Palmer Award is provided each year to LeaderShape graduates who have participated in a national and campus-based session during the previous year. The award is given to recognize the achievements of those individuals who have demonstrated their commitment to bringing their vision to reality after attending a session of The LeaderShape Institute.



The Office of Community Engagement and Service (OCES) led Miami's successful application for the **Carnegie Elective Classification for Community Engagement in 2010 (valid until 2020)** and received national recognition from the White House for our students' service engagement - **2012 President's Higher Education Community Service Award recipient, and 2013 Honor Roll with Distinction recipient.**

We are proud of our students' continued commitment to service, and we see that their activity continues to increase. However, for these awards and others we have received, we were forced to estimate (which is currently acceptable to awarding entities) the level of student engagement using a formula we devised because our tracking system is not adequate for our needs. This has been an issue for community engagement offices, nationally. As such, it has long been our aspiration to acquire, by development or purchase, a knowledge management system that would allow Miami to accurately capture and report students' service and its resulting community impact.

In Spring 2012, we subscribed to NobleHour and conducted a soft launch with marginal student usage. NobleHour is a web based software that purports to help universities create, manage, and join secure, social online communities dedicated to service-learning, volunteering, co-curricular activities and work-based learning. Service hours are securely verified and credited online. After students enter their hours, NobleHour generates reports to measure involvement and impact.

While NobleHour promotes these as their deliverable services, the system has not been able to perform at a level commensurate with our needs and expectations. Additionally, the use of NobleHour has not been fully supported as a comprehensive tracking system, divisionally or institutionally.

As a countermeasure, we are working in partnership with Career Services to more fully utilize NACELink, a knowledge management system which has been successfully used by Miami, for the past seven years, to assist students with securing internships and full-time employment. NACELink also provides an experiential learning module that may allow for expanded student usage – including the facilitation and tracking of OCES managed student community engagement, service-learning, and advocacy and activism. We know that much more community engagement occurs than is being reported or facilitated by our office. Early indications suggest that the NACELink experiential learning module has the capacity to capture ALL forms of experiential learning, thus providing a potential mechanism to generate a verifiable co-curricular transcript which would be of additional value for the university and all of its students.

Miami University OFFICE OF COMMUNITY ENGAGEMENT AND SERVICE				
		Fall 2014 as of 11/13/14	Fall 2013	AY 2013-14
TOTAL IMPACT OF SERVICE*		\$ 186,394	\$ 248,764	\$ 509,109
SERVICE- LEARNING	Courses/Sections	25/38	15/33	28/54
	Fee assessed	7/19	9/27	12/35
	Revenue generated	\$ 23,665	\$ 22,700	\$ 48,900
	Unique students (Fee assessed)	444	408	797
	Hours	5260	4670	9890
Value of volunteer time		\$ 112,564	\$ 99,938	\$ 211,646
COMMUNITY OPPORTUNITIES	NobleHour			
	Partner accounts (cumulative)	83	62	77
	Active student accounts	1619	n/a	1568
	Hours submitted**	1143	3883	7786
	Value of volunteer time	\$ 24,460	\$ 83,107	\$ 166,624
	MUVolunteers list-serv			
	Subscribers	2149	1399	1435
	Adopt A School			
	Volunteers	48	108	158
	Hours (avg. 10 per placement)	500	1180	1980
	Value of volunteer time	\$ 10,700	\$ 25,252	\$ 42,372
	America Reads and America Counts			
Tutors	66	66	84	
Hours (avg. 53% of Kronos)	1550	1644	3072	
Value of volunteer time	\$ 33,170	\$ 35,182	\$ 65,741	
ADVOCACY AND ACTIVISM	Walkabout			
	Student residences contacted	415	1031	1031
	Volunteers	64	83	83
	Hours	128	166	166
	Value of volunteer time	\$ 2,739	\$ 3,552	\$ 3,552
	Community K'Nexions Dinners			
	Dinners	2	2	2
	Community Members	23	30	73
	Students	37	61	95
	Urban Plunges			
	Plunges	2	3	6
	Students	28	21	42
	Hours	129	81	146
	Value of volunteer time	\$ 2,761	\$ 1,733	\$ 3,124
	Sharefest			
	Residence Halls	Spring Event	Spring Event	42
	Off-campus housing locations	Spring Event	Spring Event	247
Volunteers	Spring Event	Spring Event	55	
Hours	Spring Event	Spring Event	750	
Value of volunteer time			\$ 16,050	
SERVICE-LEARNING				
<ul style="list-style-type: none"> Academic Service-Learning (SL) course designations which appear on student's official transcripts and in faculty promotion & tenure guidelines. 				
COMMUNITY ENGAGEMENT				
<ul style="list-style-type: none"> NobleHour (Online volunteer matching system) and MUVolunteers list-serv (weekly newsletter) Adopt A School (22 year-old student-led volunteer program supporting K-12 and senior adult initiatives) America Reads and America Counts (Federal Work Study funded tutoring programs) 				
ADVOCACY AND ACTIVISM				
<ul style="list-style-type: none"> Walkabout - annual neighborhood student welcoming event focused on responsible behavior Community K'Nexions Dinners - hosted for community members and primarily Greek-affiliated sophomores to improve communication and civility between them (co-hosted with 2nd Year Programs) Urban Plunges - overnight experiences in Cincinnati, Hamilton, Middletown, Cleveland, and Dayton, exposing students to urban issues (in partnership with Urban Teaching Cohort and 19 schools & agencies) Sharefest - annual end-of-year service and environmental effort facilitating Miami students' donation of usable furniture, food, and clothing to area social service agencies 				

*According to Independent Sector, the 2013 Ohio "value of volunteer time" is \$21.40 per hour.

**Fall 2013 total is for the entire semester. Students tend to wait until the end of the semester to submit their hours.

Orientation & Welcome Week 2014

Introducing new students and families to the Miami community

MIAMI UNIVERSITY

December 1, 2014

Authored by: Buffy Stoll Turton, Director of New Student Programs

Orientation & Welcome Week 2014

Introducing new students and families to the Miami community

Introduction

Miami University Orientation and Welcome Week programs are coordinated by the Office of New Student Programs. The Office of New Student Programs supports student transitions and equips students for success inside and outside the classroom by:

- introducing students to university resources and support
- connecting students with campus and local communities
- fostering environments that promote students' sense of belonging
- empowering students to take an active role in their learning and development
- inspiring students to discover new ideas and experiences

All first-year students at Miami University must attend **new student orientation**. Nearly all domestic students attend one of sixteen day-and-a-half summer orientation sessions in June and early July. In 2014, 3,334 students (96% of domestic first-years) and 3,831 family members attended a summer orientation session (total 7,165). An additional 111 first-year students and 103 family members attend orientation in August, just prior to the start of the semester, along with 101 transfer students and their 85 guests, and 13 students relocating from Miami's regional campuses, and their 4 guests (total 417).

Miami's **Welcome Week** consists of twelve days of more than 100 large- and small-scale programs involving over 40 campus departments and a combined attendance of more than 50,000. All first-year and second-year students receive a printed schedule and access to a mobile app with the list of events, and Resident Assistants (RAs) in the residence halls often take students to Welcome Week programs. Weekend programming extends until 10pm or later.

Orientation Program and Changes for 2014

At summer orientation, students and family members engage in a wide breadth of important experiences that aid their transition to Miami. They meet faculty, staff, and student leaders, learn about Miami's approach to Liberal Education, develop an academic plan based on each student's selected major, meet with an academic advisor and register for fall semester classes (students only), hear about Miami's history and traditions, learn about campus resources, connect with other new students and families, become more familiar with the physical space of campus, stay overnight in a campus residence hall, understand more about the differences between high school and college, learn about campus safety and community expectations – including alcohol and sexual assault, engage in conversations about student transitions to college, and set goals for academic and co-curricular achievement in their first semester (students only).

As we implemented the above elements of summer orientation 2014, we incorporated several new initiatives, including:

- **A new daily orientation schedule that starts in the afternoon of Day 1.** This allowed families (especially those who are from several hours away) to travel to Oxford on the morning of their orientation session without requiring additional time and expense of arriving the night before. Some families who did arrive early used the morning to explore campus or uptown, open bank accounts, shop at the MU Bookstore, or take a campus tour or Freedom Summer tour (provided by orientation staff).
- **Extended interactions between Student Orientation Undergraduate Leaders (SOULs) and small groups of new students.** SOULs now lead their groups of new students through the Day 2 schedule, which allowed for more informal interactions among the group, as well as fewer lost students and fewer families worried about where their students were. Students and families reunited at a new closing celebration.

- **Celebration of the anniversary of Freedom Summer** with Freedom Summer Tours at each of the sixteen summer orientation sessions. These tours were not well attended (average of less than 5 people per day), but those who did take advantage of the opportunity gave positive feedback.
- The addition of an ***I am Miami vignette***, which opened conversations with new students about the *I am Miami* initiative and the character of the Miami community. After the vignette, the SOULs remained onstage for a brief discussion of the tenets of *I am Miami*, including audience involvement.
- **A revised approach to sharing community expectations, including Title IX and alcohol information.** The new approach included a 30-minute presentation from a staff member from the Dean of Students Office about sexual assault and sexual violence as well as alcohol and other drugs, and included handouts that listed campus and community resources and questions about alcohol and other drugs for students and families to discuss. As in previous years, the session was followed by small group discussions with new students and their SOULs, and students received wallet-sized cards with emergency and bias reporting contact information.
- **Orientation registration caps by major/division.** We worked closely with the academic units to determine the appropriate registration caps for their areas, which helped increase efficiency in our individual advising at orientation. This change was made possible by our adopting a new online registration system, and also allowed for streamlining of orientation communication, data management, and reporting.

Feedback from students and family members about these changes was extremely positive, and New Student Programs will focus on minor improvements to orientation for 2015.

Orientation – Assessment

Post-orientation survey data indicates that orientation has a substantial and positive impact on both student and family transitions. Several results from our student and family surveys illustrate this impact:

- 97% of student survey respondents said that orientation made them more confident about their transition to Miami (up 6% from 2013)
- 85% of student survey respondents said that the session that focused on community expectations (particularly alcohol and other drugs, sexual assault, and safety) increased their awareness of these issues at Miami (up 27% from a similar question on last year's survey about the SOUL vignette we used to present on community expectations)
- 98% of student survey respondents said orientation made them more curious about opportunities and experiences at Miami
- 96% of family survey respondents said they feel more prepared for their student's first year after attending orientation
- In response to the open-ended question, *What was the most important thing you learned at orientation?* students respond with ideas that match our intended outcomes. Some examples of these responses include:
 - During my academic advising appointment I was made aware of my ability to graduate with a master's degree in 4 years. I had no idea that was possible, and that changed the way I looked at college.
 - How interconnected the Miami family is and how willing everyone is to help students succeed.
 - I belong, no matter what. The stereotypes around Miami and its students are false and there is a place for me here - I was very, very nervous about not "fitting in" and I loved the emphasis put on that.
 - I learned that the professors encourage the students to come and see them frequently, and I learned that it is okay to do so, and meet with your advisors often. I learned that there is no shame in asking for help at Miami.
 - I learned that there is much more than just a few small fields that I would be able to use my major to conquer and that a lot of unexpected careers actually connect to my intended major

- I was really relieved to learn that it's okay not to know my major quite yet. I can take classes of all sorts to discover my interests and passions.
- It's important to push yourself out of your comfort zone in order to make yourself a more well-rounded person.

Welcome Week – Overview

Welcome Week, which is actually twelve days long, provides opportunities and support for new students as they continue to meet new friends, experience campus traditions, connect with their academic department, join student organizations, learn more about campus involvement and support, and begin working toward the goals they set during orientation. Welcome Week begins for first-year students on the evening of move-in day (the Thursday prior to the start of fall classes), with building-wide and corridor meetings in the residence halls. Resident Assistants accompany their students to major Welcome Week programs throughout the first weekend they are on campus.

Welcome Week programs provide numerous opportunities for students to socialize in alcohol-free environments, and to engage in hands-on learning about life in their new community. New students are introduced to facilities and programs at the Rec Center/Goggin Ice Arena, Armstrong Student Center, and Yager Stadium in their first days on campus. Residential students attend a fire and personal safety event in their residence halls. All new students attend New Student Convocation, connect with their academic units, and have opportunities to learn about academic support, study abroad, community service, diversity and cultural communities, career development, student organizations and involvement, and the local community. Events continue through Labor Day Weekend to keep students engaged, including bus trips to Cincinnati activities and destinations such as the Kenwood Towne Center and Newport Aquarium.

Welcome Week – Assessment & Future Plans

Welcome Week continues to grow in number of events, number of contributing departments, and total program attendance. In 2014, Welcome Week included more than 100 events facilitated by more than 40 departments across all divisions of the University. Another indicator of Welcome Week's success is student feedback. Students reported on the 2014 survey that Welcome Week helped them better find their way around campus (93%), meet new friends (90%), feel more connected to Miami (91%), feel more confident in their decision to attend Miami (91%), and feel optimistic about their ability to succeed at Miami (95%). Overall, 82% of respondents said Welcome Week met or exceeded their expectations.

In terms of impact and student satisfaction, Welcome Week improved slightly in 2014 (about 2% for each statistic listed in the previous paragraph). Still, NSP has identified opportunities for improving Welcome Week over the next two years. NSP anticipates implementing additional structure to the Welcome Week program schedule (e.g., identifying one day as an academic day, another as a spirit day, etc.) in order to illustrate Welcome Week outcomes more transparently. The office is also exploring the addition of a Welcome Week Leader role in order to increase first-year engagement with Welcome Week programs and experiences, other first-year students, and current student leaders. In addition, Welcome Week will adopt the theme of *I am Miami*, and expand programming related to diversity, community expectations, and career development.

Conclusion

The Office of New Student Programs has purposefully designed Orientation and Welcome Week to support new students and their families in their transitions to Miami. This work includes multiple and varied approaches to orienting students to the Miami community through which students can explore and connect with academic and co-curricular opportunities.

Enrollment Update

Board of Trustees
December 4, 2014

Susan K. Schaurer
Interim Director of Admission and Enrollment Communication



MIAMI UNIVERSITY

2014 University Enrollment Goals

First-year Objectives:

- 3,600 first-year target
- Manage divisional enrollment targets
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment (41%)
 - Non-resident domestic
 - International
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase ACE Program enrollment (150)
- Increase transfer enrollment (300)
- Expand TOP Program (35)
- Meet Net Tuition Revenue targets

Fall 2014 First-year Enrollment Final

Pre-melt confirms: 3914
Final first-year class: 3641 (as of 10/15/14)
Final melt: 7%, or 273 students

Note: Fall 2013 melt was 6.2%.

Key First-Year Enrollment Comparisons 2014 versus 2013

Average ACTBest: 27.6 versus 27.5

Domestic Diversity: 13.0% versus 13.2%

Average GPA: 3.70 versus 3.72

Alumni Connection: 33.1 % versus 35.3%

Rigor of HS Curriculum: 13.2 versus 13.4

Countries: 34 versus 24

Non-Resident: 43.3% versus 39.0%

States: 39 versus 47

International: 6.9% versus 4.7%

High Schools: 1,200 versus 1,228

2014 Competitors

Resident

		#	% of loss
1	THE OHIO STATE UNIVERSITY	1433	32.3%
2	UNIVERSITY OF CINCINNATI	603	13.6%
3	OHIO UNIVERSITY	277	6.2%
4	UNIVERSITY OF DAYTON	204	4.6%
5	UNIVERSITY OF KENTUCKY	84	1.9%
6	KENT STATE UNIVERSITY	76	1.7%
7	BOWLING GREEN STATE UNIVERSITY	75	1.7%
8	INDIANA UNIVERSITY BLOOMINGTON	74	1.7%
9	XAVIER UNIVERSITY	71	1.6%
10	UNIVERSITY OF TOLEDO	65	1.5%
			66.8%

Non-resident

		#	% of loss
1	INDIANA UNIVERSITY BLOOMINGTON	574	8.1%
2	UNIVERSITY OF ILLINOIS @ URBANA	305	4.3%
3	UNIVERSITY OF MICHIGAN-CENTRAL CAMPUS	279	3.9%
4	PURDUE UNIVERSITY - WEST LAFAYETTE	229	3.2%
5	PENNSYLVANIA STATE UNIVERSITY	192	2.7%
6	MICHIGAN STATE UNIVERSITY	190	2.7%
7	THE OHIO STATE UNIVERSITY	168	2.4%
8	UNIVERSITY OF WISCONSIN - MADISON	158	2.2%
9	UNIVERSITY OF IOWA	120	1.7%
10	UNIVERSITY OF COLORADO BOULDER	113	1.6%
			32.7%

Source: National Student Clearinghouse, EMSS analysis.

Other Enrollment Goals

American Culture and English (ACE) Program

- Fall 2014 enrollment goal is 150 first-year students
- 218 confirmed students or a 108% YTD increase versus fall 2013

Transfers

- Fall 2014 enrollment goal is 300 students
- 240 confirmed students or a 11% YTD decrease versus fall 2013

TOP (Pathways)

- Spring 2015 Oxford enrollment goal is 35
- 45 confirmed Regional students or a 55% YTD increase over fall 2013

2015 University Enrollment Goals

First-year Objectives:

- 3,550 first-year target
- Manage divisional enrollment targets
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment (42%)
 - Non-resident domestic (34%)
 - International (8%)
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase ACE Program enrollment (250-300)
- Increase transfer enrollment (300)
- Expand TOP Program (40)
- Meet Net Tuition Revenue targets

Fall 2015 – Application Status by Residency

	2013	2014	2015	% Δ 2013 to 2015	% Δ 2014 to 2015
Non-Resident	7,103	8,602	10,285	44.8%	19.6%
Domestic Non-Resident	6,838	8,140	9,616	40.6%	18.1%
International	265	462	669	152.5%	44.8%
Resident	6,829	7,221	8,780	28.6%	21.6%
Grand Total	13,932	15,823	19,065	36.8%	20.5%

Note: Data as of 12/1/2014.

Fall 2015 – Application Status by Academic Division

	2013	2014	2015	% Δ 2013 to 2015	% Δ 2014 to 2015
Arts & Science	5,713	6,589	7,495	31.2%	13.8%
Business	4,292	4,983	6,177	43.9%	24.0%
Engineering & Computing	1,703	1,969	2,568	50.8%	30.4%
Education, Health and Society	1,666	1,665	2,078	24.7%	24.8%
Creative Arts	558	617	747	33.9%	21.1%
Grand Total	13,932	15,823	19,065	36.8%	20.5%

Note: Data as of 12/1/2014.

Recruitment Strategy

- Implementation of strategic events calendar
 - Opportunities for on- and off-campus engagement
 - Redesigned information session and tour
 - Launch of an academic summer experience – Summer Scholars Program
 - Increased SOC programming – Bridges and Day of Champions
- Enhanced and integrated communication strategy
 - Targeted increase in volume
 - Utilization of predictive analysis
 - Delivery of key messaging to targeted audiences
- Augmented Search strategy
 - Employment of Segment Analysis – high school clusters, neighborhood clusters
 - Alignment with strategic market analysis
- Increased travel efforts
 - Market protection and relationship maintenance with feeder institutions
 - Cultivation and development of relationships in emerging markets and with new schools

Fall 2015 - Recruitment Strategy

High School Visit Trends


	TRAVEL DATES				% Δ (13-14)
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
High School Visits					
Domestic	584	901	1012	1161	14.7%
International	51	75	94	135	43.6%
Total	635	976	1106	1296	17.2%

Fall 2014 Off-Campus Recruitment

EVENT TYPE	OH	OOS	OI	TOTAL
College Fairs	72	145	12	229
Counselor Programs	8	10	10	28
High School Workshops, Programs, Panels & Presentations	23	15	2	40
High School Visits	343	818	135	1296
Prospective Student Receptions	4	22	0	26
Total	450	1010	159	1619

Admission Review Process Enhancements

- Enhanced training and professional discretion to better identify non-cognitive factors
- Detailed evaluation and analysis of high school curriculum
- Utilization of historical admit data at the University and divisional level
- Use of multi-year data to produce student success measures



MIAMI UNIVERSITY
OFFICE OF ADMISSION

First Year Review Dashboard

Fall 2015 / Early Action
Oakwood High School
Undeclared - Arts & Science (Universi

		University
	Best Test: 31	Best Test 21 \ 26 \ 28 \ 30 \ 35
Sex: F	Recalculated GPA: 3.78	GPA 2.7 \ 3.5 \ 3.8 \ 4.0 \ 4.8
Reported Race: White		AcadRS 3 \ 11 \ 14 \ 17 \ 25
First Gen: No		
Citizenship Status: US	Predicted 1 st Term MU GPA: 3.34	Division
Citizenship: United States	FSB:	Best Test 21 \ 26 \ 28 \ 30 \ 35
Legacy: Other	Honors:	GPA 2.6 \ 3.4 \ 3.8 \ 4.0 \ 4.9
		AcadRS 3 \ 11 \ 14 \ 17 \ 25

High School: Oakwood High School	HS CEEB: 361845
Best Test 19 \ 26 \ 28 \ 31 \ 36	Class Rank:
GPA 2.6 \ 3.4 \ 3.7 \ 3.9 \ 4.3	Class Size:
AcadRS 3 \ 10 \ 13 \ 17 \ 24	Class Percentile:
Historical MU Retention: 81.8%	Original GPA: 3.784
	Original GPA Scale: 4
	# of AP Courses Offered: 20

2015 University Scholarship Grid

ACT/SAT (CR+M) Score	High School GPA	Additional Requirement	Resident Scholarship Range	Non-Resident Scholarship Range
32+/1400+	3.50+	Rigorous Coursework	\$24,000 - \$48,000 (Half to full tuition per year)	\$56,000 - \$110,000 (Half to full tuition per year)
30-31/1330-1390	3.50+	Rigorous Coursework	\$20,000 - \$40,000 (\$5,000 to \$10,000 per year)	\$28,000 - \$60,000 (\$7,000 to \$15,000 per year)
28-29/1250-1320	3.50+	Rigorous Coursework	\$12,000 - \$28,000 (\$3,000 to \$7,000 per year)	\$20,000 - \$44,000 (\$5,000 to \$11,000 per year)
26-27/1170-1240	3.50+	Rigorous Coursework	Up to \$8,000 (Up to \$2,000 per year)	Up to \$16,000 (Up to \$4,000 per year)
Applicants not meeting the above criteria will be considered for a full range of merit and need-based scholarships ranging up to full tuition annually.				
Award amounts may be determined by additional factors including diversity, audition, portfolio, intended area of academic interest, and athletic ability.				

Miami University merit scholarships are highly competitive and, thus, not guaranteed. The academic qualifications determining scholarship awards are dependent on the strength of the applicant pool. Priority consideration will be given to students applying for admission by December 1, 2014.

Scholarship offers and award amounts will be determined by a holistic review of the application for admission and thorough evaluation of academic indicators including, but not limited to: rigor of coursework, high school GPA, and standardized test scores. Award determinations will be based on the official testing and high school transcript information received by Miami University at the time of application.

Note: Fall 2015 change includes removing the guaranteed scholarship in each award range.



WINTER TERM 2015 ENROLLMENT UPDATE

Winter Term 2015 vs. 2014

2014 Final – Student Participation

- 3,046 Oxford
- 233 Regional Campus



*2015 – Student Registration

- 4,188 Oxford
- 422 Regional Campus

A flyer for Winter Term registration at Miami University. The top left has the text "WHERE WILL winter term TAKE YOU?" with "winter term" in a stylized, lowercase font. The top right features the Miami University logo and contact information for the Office of Academic Advising. The main body of text explains that winter term provides the best of both worlds: more manageable fall and spring semester schedules, and study abroad, internship, and research opportunities. It also states that online registration will continue for all students until Saturday, January 3, 2015 at 11:59 p.m. and provides the website MiamiOH.edu/winterterm. The bottom left has a small disclaimer about the flyer's content.

*Note: Fall 2015 Winter Term registration is as of 12/1/2014.



QUESTIONS?

Enrollment Update

DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT SUCCESS

Dear Colleagues,

It is my great pleasure to present the fourth annual Enrollment Management Update which contains some noteworthy characteristics regarding the entering class, as well as other key enrollment metrics I think will be of interest to the Miami University community. More than 25,300 students applied for fall 2014 admission, up nearly 12 percent from the previous year. This record-number culminated in enrolling a first-year class of 3,641 impressive, diverse, and talented students.

The new Division of Enrollment Management and Student Success (EMSS) provides leadership to the offices of Admission, Bursar, Enrollment Operations, University Registrar, and Student Financial Assistance. In addition, it has responsibility for the development and implementation of the new One Stop for Student Success Services which opened its doors in early November. The division is accountable for not only recruiting and enrolling the best and brightest students from Ohio, across the U.S., and around the world, but supporting them through graduation to lifelong success. Accordingly, EMSS has adopted the following mission statement and ambitious set of goals for 2014-15.

Mission Statement:

The Division of Enrollment Management and Student Success is committed to creating and sustaining a culture of engaged University-wide partnerships to facilitate the design, implementation, and support of strategic and research-based enrollment and student success practices. The Division champions data-driven decisions, student-centered services, and shared collaboration across campus to lead and support the full student lifecycle from recruitment through graduation to lifelong success.

Goals:

- Build a new Division of Enrollment Management and Student Success
- Create a Student Success Organization
- Provide High Quality, User-Friendly Services that are Efficient, Effective, and that Support the University Community and Beyond
- Strategically Manage Undergraduate Enrollment and Advance Miami's Market Position

We look forward to our work with the University community as we continue supporting the implementation of the Miami 2020 Plan.

Sincerely,



Michael S. Kabbaz
Vice President
Enrollment Management and Student Success



By the Numbers

3,641

First-year students

27.6

ACT

3.70

GPA

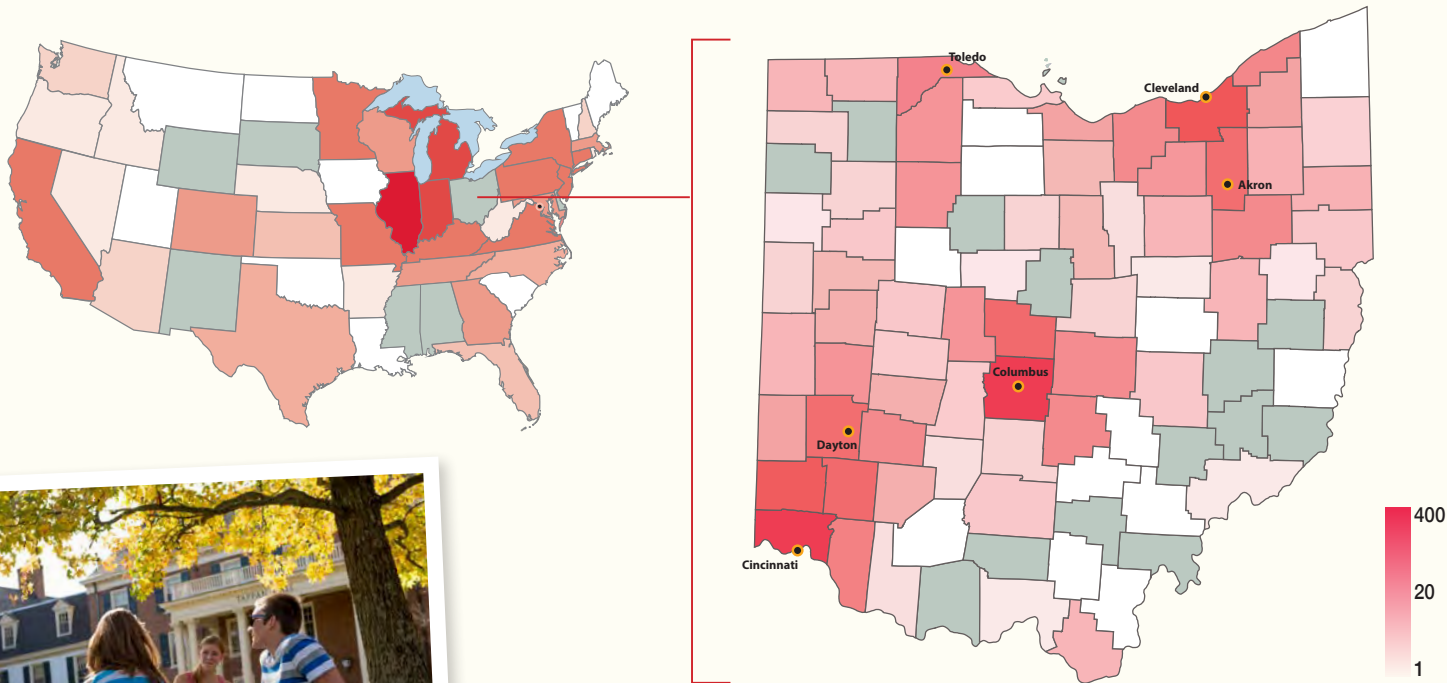
43.3%

NON-RESIDENT

Enrollment Management & Student Success

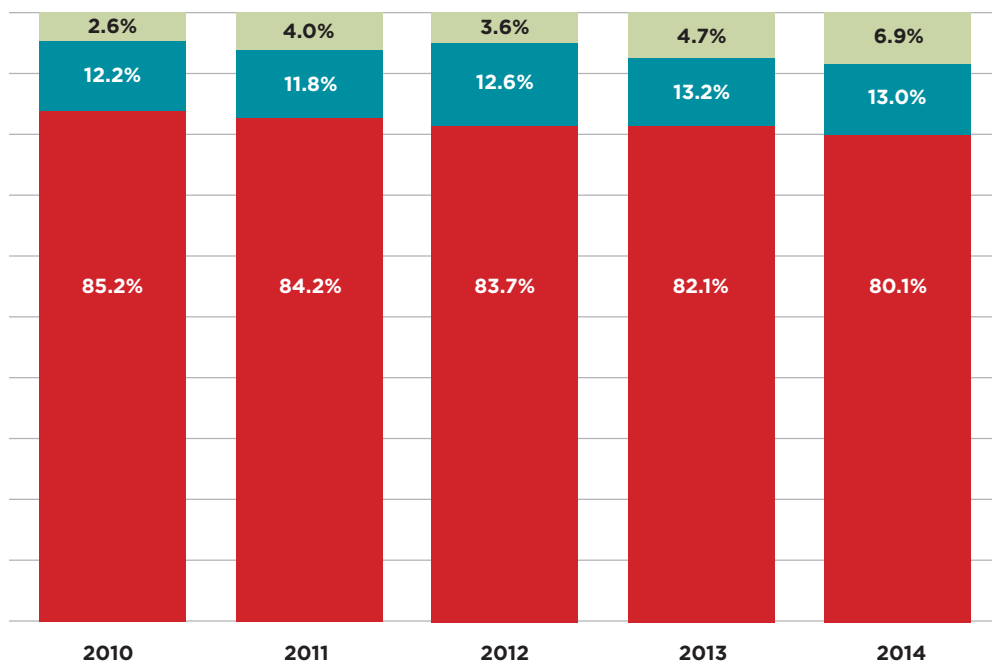
CHARACTERISTICS OF THE ENTERING CLASS

Geographic Breakdown of the Entering Class



Composition of the First-Year Class

● International ● Domestic Students of Color ● Domestic White or Unknown



A Class of High-Achievers

189

Enrolled in the University Academic Scholars Program

381

Enrolled in the University Honors Program

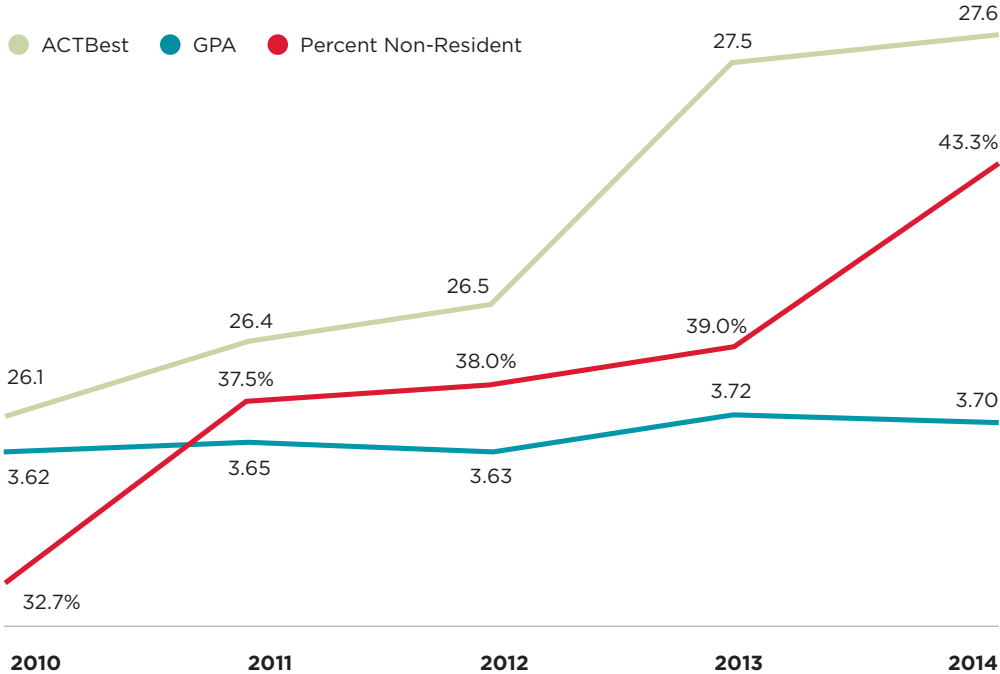
26.7%

of students in the first-year class with an ACT average of 30+

2014 First-Year Class Profile by Division

CAS	CEC	FSB
Enrolled 1,906	Enrolled 398	Enrolled 753
ACTBest..... 27.1	ACTBest..... 28.4	ACTBest..... 29.0
GPA..... 3.64	GPA..... 3.73	GPA..... 3.87
% Non-Resident..... 42.7%	% Non-Resident..... 42.5%	% Non-Resident..... 59.9%
% Students of Color..... 12.7%	% Students of Color..... 14.8%	% Students of Color..... 12.9%
CCA	EHS	Total
Enrolled 180	Enrolled 404	Enrolled 3,641
ACTBest..... 27.2	ACTBest..... 26.4	ACTBest..... 27.6
GPA..... 3.68	GPA..... 3.71	GPA..... 3.70
% Non-Resident..... 38.7%	% Non-Resident..... 35.1%	% Non-Resident..... 43.3%
% Students of Color..... 13.3%	% Students of Color..... 13.6%	% Students of Color..... 13.0%

Academic Profile Trends



Transfers

240

Fall 2014 Transfer Enrollment

DIVISIONAL BREAKDOWN

CAS.....	155
CCA.....	13
CEC.....	32
EHS.....	36
FSB.....	4

TOP INSTITUTIONS FROM WHICH STUDENTS TRANSFERRED

- Sinclair Community College
- Ohio University Main Campus
- Columbus State Community College
- Wright State University
- Cincinnati State Technical Community College
- Cuyahoga Community College
- Lorain County Community College
- Indiana University-Bloomington
- University of Dayton
- Cleveland State University
- Bowling Green State University
- Edison State Community College

International Students

251

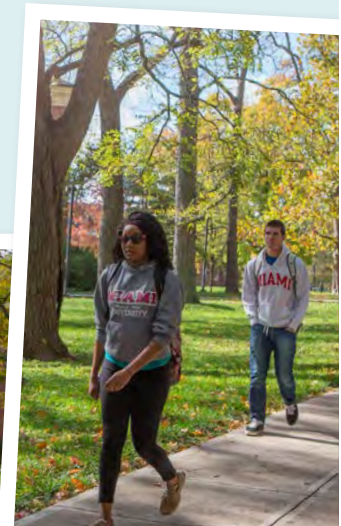
First-Year International Students

29

Number of Countries

219

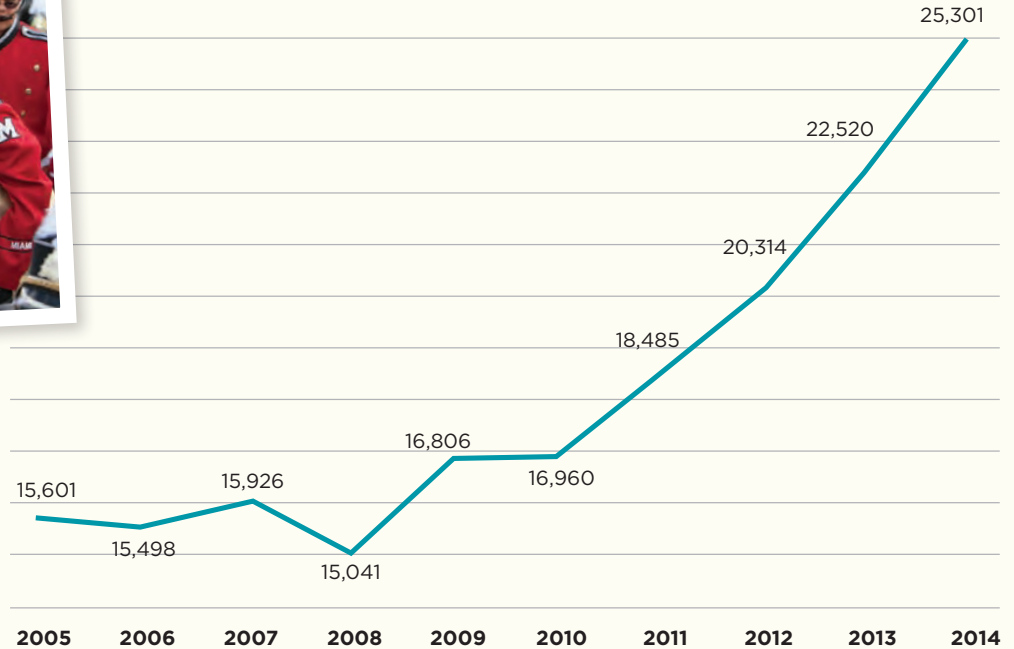
Students Enrolled in the ACE Program



RECRUITING THE CLASS



Applications for Admission



Feeder High Schools for Applications for Admission

Ohio High School

- St. Xavier High School
- William Mason High School
- Lakota West High School
- Centerville High School
- Upper Arlington High School
- Lakota East High School
- Sycamore High School
- Fairfield High School
- Olentangy Liberty High School
- Dublin Jerome High School

Non-Ohio High School

- New Trier High School
- Hinsdale Central High School
- Loyola Academy
- Adlai E. Stevenson High School
- Benet Academy
- Lake Forest High School
- Lyons Township HS North
- Fenwick High School
- Barrington High School
- Deerfield High School

High School State

1,108

High School Visits

22

Countries Visited

40,000+

On Campus Visits





OFFICE OF THE PRESIDENT

210 Roudebush Hall
501 E. High Street
Oxford, OH 45056-3653
(513) 529-2345 main
(513) 529-3911 fax
MiamiOH.edu

To: Michael Kabbaz (chair), Vice President for Enrollment Management & Student Success
Jayne Brownell, Vice President for Student Affairs
Phyllis Callahan, Dean, College of Arts and Science
David Ellis, Associate Vice President for Budgeting & Analysis
Carolyn Haynes, Associate Provost for Undergraduate Education
Matthew Myers, Dean, Farmer School of Business

From: David C. Hodge, President

A blue ink signature of David C. Hodge, written over the name 'David C. Hodge, President'.

Date: October 14, 2014

Re: Creation of Student Success Committee and Charge

The vision set forth in the Miami 2020 Strategic Plan is ambitious: "To provide the best undergraduate experience in the nation, enhanced by superior, select graduate programs." It is a vision that reflects both our historical focus on undergraduate education and our commitment to student success. Today, more than ever, curricular and co-curricular activities are interwoven as the student lifecycle includes a series of mutually dependent and overlapping phases that culminate in graduation and lifelong success.

In order to meet this ambitious goal, we will need to think even more purposefully, and act with even more intentionality, in creating an educational experience that is second to none. We will need to define specific goals and be relentlessly committed to assessment and the use of data to challenge and enhance every aspect of the student experience. We will need to integrate and prioritize actions that will provide an outcome whose "whole is truly greater than the sum of the parts," actions that will stimulate collaborations across the university.

To this end, I am writing to invite you to serve on the newly created Student Success Committee. The Student Success Committee is charged with aggressively evaluating current practices and policies in light of best practices, recommending appropriate aggressive actions, and taking responsibility for ensuring the implementation of proactive, systematic changes that will lead to increasing success for all students. My expectation is that this committee will serve as the driving force behind moving Miami's six-year graduation rate to 85% by 2020.

This committee's work should be broad, inclusive, and model the practice of continuous improvement, and most importantly, cross all boundaries of the University. Therefore, it is vital the committee build the appropriate metrics and associated accountability structures with specific sub-goals and action plans and feedback mechanisms that integrate and best leverage all University constituencies and resources to achieve this goal.

I ask you report regularly to me on your committee's planning, actions, and results as we move forward in the initial phases. It is important to launch this effort right away. Michael Kabbaz, serving as the committee chair, will be contacting you shortly to arrange the first meeting.

Thank you in advance for your leadership on this critical University initiative.

Student Success Update

Board of Trustees
December 4, 2014

Michael S. Kabbaz
Vice President
Enrollment Management & Student Success



MIAMI UNIVERSITY



Mission Statement

The Division of Enrollment Management and Student Success is committed to creating and sustaining a culture of engaged University-wide partnerships to facilitate the design, implementation, and support of strategic and research-based enrollment and student success practices. The Division champions data-driven decisions, student-centered services, and shared collaboration across campus to lead and support the full student lifecycle from recruitment through graduation to lifelong success.



EMSS FY15 Goals

- I. Build a new Division of Enrollment Management and Student Success
- II. Create a Student Success Organization
- III. Provide High Quality, User-Friendly Services that are Efficient, Effective, and that Support the University Community and Beyond
- IV. Strategically Manage Undergraduate Enrollment and Advance Miami's Market Position



Student Success – Current State

Retention				
2009	2010	2011	2012	2013
89.4	88.8	88.9	89.6	90.5

Four-Year Graduation Rates				
2006	2007	2008	2009	2010
68.1	68.3	65.5	65.3	66.3

Six-Year Graduation Rates				
2004	2005	2006	2007	2008
80.0	81.5	79.8	80.8	79.0

Source: Miami University, Office of Institutional



National Public Six-Year Grad Rates

Rank	Institution	Grad Rate 2012
1	University of Virginia	93.4
2	University of California, Los Angeles	91.5
3	University of California, Berkeley	90.7
4	University of Michigan	90.7
5	William and Mary (College of)	89.9
6	Univ North Carolina at Chapel Hill	89.4
7	The College of New Jersey	86.9
8	University of California, San Diego	86.2
9	Pennsylvania State University	85.6
10	University of California, Irvine	85.6
11	University of Florida	85.1
12	University of Illinois Urbana-Champ	84
13	Virginia Polytechnic Institute	82.8
14	Ohio State University	82.4
15	University of Connecticut	82.1
16	University of Maryland, College Park	82
17	University of Wisconsin-Madison	81.8
18	Clemson University	81.6
19	University of California, Davis	81.3
20	University of Washington	80.8
21	University of California, Santa Barbara	80.2
22	James Madison University	80.1
23	University of Delaware	79.9
24	Miami University-Oxford	79.8

Rank	Institution	Grad Rate 2012
25	Texas A&M University	79.6
26	Michigan State University	79.4
27	SUNY at Binghamton	79.4
28	Georgia Institute of Technology	79.3
29	SUNY at Geneseo	79.1
30	Rutgers, the State Univ of New Jersey	79
31	University of Pittsburgh	79
32	University of Texas at Austin	78.7
33	University of New Hampshire-Main	77.6
34	University of Mary Washington	76
35	University of Vermont	75.8
36	Indiana University	75.4
37	Florida State University	75.1
38	University of California-Santa Cruz	74.5
39	University of Minnesota, Twin Cities	72.9
40	University of South Carolina-Columbia	72.4
41	Cal Poly St Univ-San Luis Obispo	72.2
42	North Carolina St Univ at Raleigh	71.3
43	Illinois State University	71.2
44	Iowa State University	70.8
45	University of Missouri-Columbia	70.8
46	University at Buffalo, SUNY	70.4
47	Purdue University	70



Historical Retention Rates: Residency



Division of Enrollment Management and Student Success





Historical Retention Rates: Race/Ethnicity





EMSS Goal #2

Create a Student Success Organization

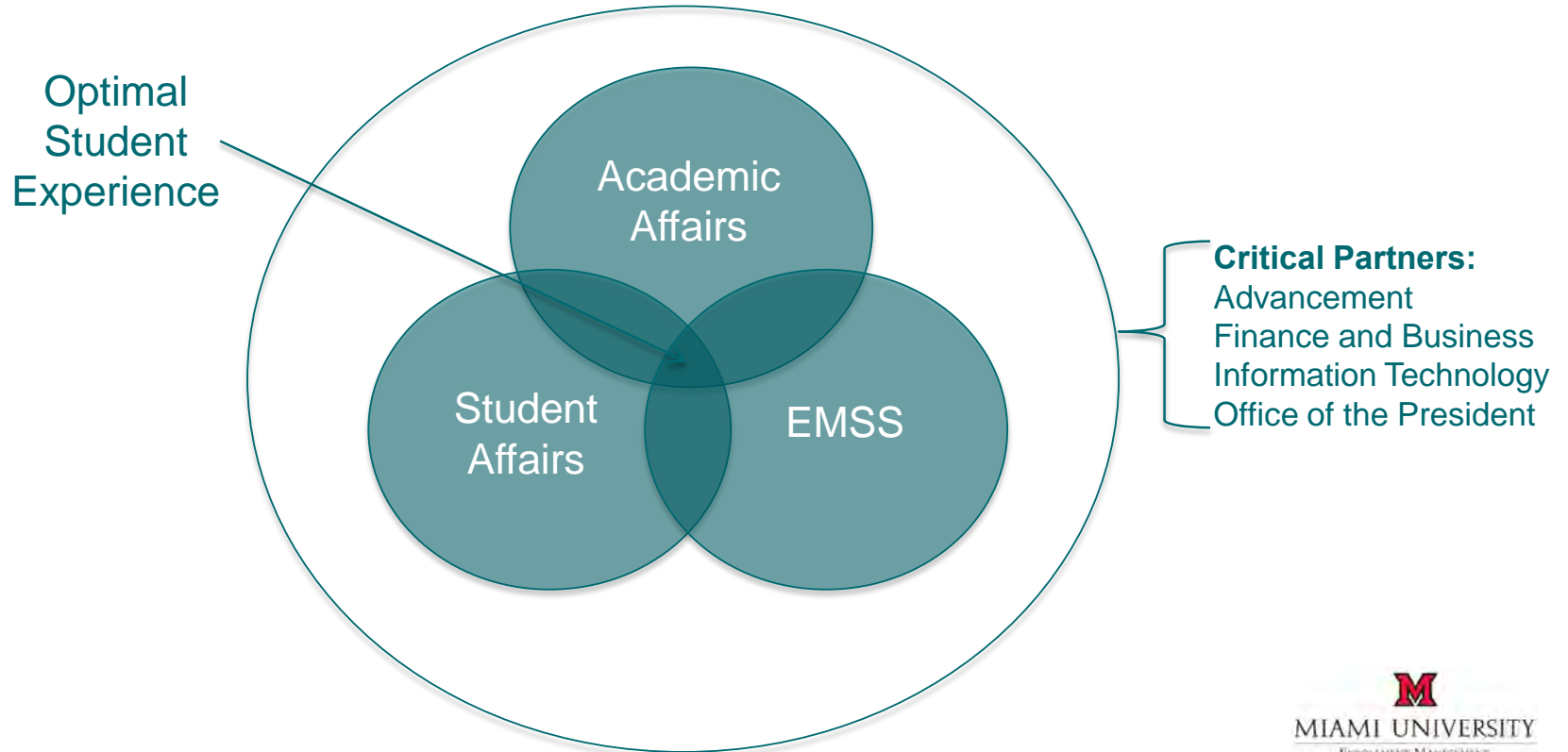
Create a central structure that proactively identifies and systematically works to overcome academic, social, and financial obstacles that result in student attrition. Provide the leadership, oversight, and coordination of initiatives across the University that will lead to improved retention and increased graduation rates.

Creating a Student Success Organization

- Work in close partnership with the President, Provost, Academic Deans, Student Affairs and other key University leaders to ensure collaboration to facilitate an engaged student learning experience.
- Create a central structure that proactively identifies and systematically removes academic, social, and financial obstacles to student success.
- EMSS will coordinate research and centrally manage and leverage relevant data to provide meaningful insights from which to make decisions, improve processes, and influence actions leading to increased student success.
- Create a proactive central student success office that coordinates defined and targeted retention efforts (as prioritized through the SSC) that supplements academic advising and other student services throughout the University by increasing outreach and support services for all students.



Building a Student Success Infrastructure



Student Success Committee Charge

The vision set forth in the Miami 2020 Strategic Plan is ambitious: “To provide the best undergraduate experience in the nation, enhanced by superior, select graduate programs.” It is a vision that reflects both our historical focus on undergraduate education and our commitment to student success. Today, more than ever, curricular and co-curricular activities are interwoven as the student lifecycle includes a series of mutually dependent and overlapping phases that culminate in graduation and lifelong success.”

- Recommending appropriate aggressive actions and taking responsibility for ensuring the implementation of proactive, systematic changes that will lead to increasing success for all students.
- Committee will serve as the driving force behind moving Miami’s six-year graduation rate to 85 percent by 2020.

Student Success Committee

Members of the committee include:

Michael Kabbaz (chair), Vice President for Enrollment Management and Student Success

Jayne Brownell, Vice President for Student Affairs

Phyllis Callahan, Dean, College of Arts and Science

David Ellis, Associate Vice President for Budgeting & Analysis

Carolyn Haynes, Associate Provost for Undergraduate Education

Matthew Myers, Dean, Farmer School of Business

Stephen Quaye, Assistant Professor, College of Education, Health & Society

Cole Tyman, Student Body President, Associated Student Government

Student Success Committee – Draft Organization

LINKING COMMITTEE

UNIVERSITY STUDENT SUCCESS COMMITTEE (USSC)

The interchange between the USSC and President’s Executive Cabinet (PEC), Council of Academic Deans (COAD), and University Senate will be fluid ensuring a regular exchange of information will flow to and from the respective committees. All committees will work closely with the USSC sharing and exchanging ideas, issues, and discussing recommendations impacting student success. Topics of concern will be referred to the USSC from the committees for possible investigation and follow-up, as needed.

STANDING UNIVERSITY COMMITTEES

Permanent committees, comprised of faculty and staff, formed to delve into complex issues impacting student success and provide continuity and expertise to advise the USSC. These committees provide guidance and direction to the Topic/Ad Hoc committees, as needed. The goal of each is to improve and integrate student engagement and student support services across the University.

Student Engagement
J. Brownell, Chair

Student Support Services
M. Kabbaz, Chair

STUDENT TOPIC COMMITTEES / AD HOC

Topic/Ad Hoc committees address very specific student success issues that need succinct but actionable resolutions for key areas of improvement. Committees and members will dissolve, evolve, and adjust based on topic and complexity of issue(s). Committees are typically short term in nature (3-6 months) to carry out their respective charge and provide actionable recommendations.

International
TBD, Chair

Understand 2nd to 3rd year attrition patterns and suggest recommendations to improve student success.

Miami Access Initiative (MAI)
TBD, Chair

Develop and help implement robust program and support model for students receiving MAI monies, due to higher risk of attrition.

Diversity
TBD, Chair

Understand key attrition factors leading diverse groups to exit campus and suggest aggressive action steps to improve their success.

At Risk
TBD, Chair

Identify and integrate support for ‘at risk’ students at the point of admission. Look to move from reactive to proactive engagement.

Student Success Collaborative Initiative

Miami has partnered with the Educational Advisory Board (EAB) to improve student success. The EAB's Student Success Collaborative (SSC) combines technology, best practice research, and predictive analytics to help positively influence outcomes with at-risk and off-path students.

Fall 2014/Spring 2015 Academic Division Pilots: CAS and CPSAS

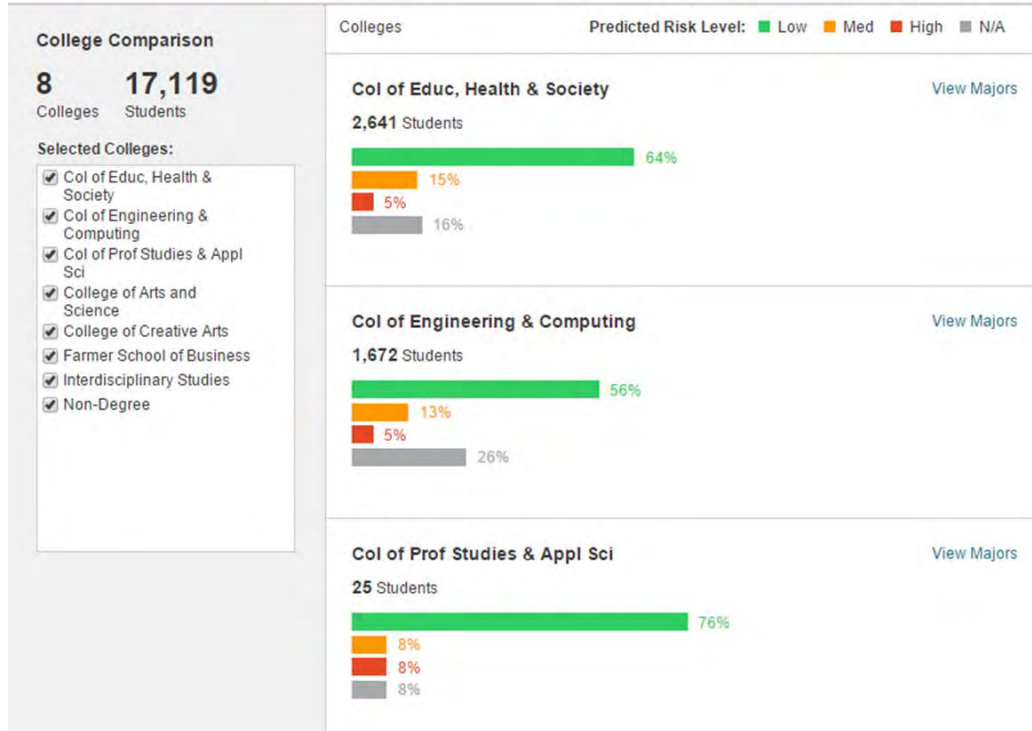
Key Initiatives:

- Proactively identify students needing extra assistance in historically critical coursework;
- Provide actionable data to facilitate difficult conversations with students who may be at-risk in their chosen degree;
- Enable comparison of alternative academic major decisions based on predicted academic performance;
- Access to integrated career planning data.



Student Success Collaborative

INSTITUTIONAL ANALYTICS





Watch Lists

Currently Viewing

High Risk Seniors **X**

Saved Work Lists

High Risk Enrolled **X**

High Risk Freshmen **X**

test list **X**

Create a new list

STUDENTS


Search:

Show all students in institution Displaying Students 1-25 of 6 pages **▶**

[Export List to CSV](#)

Risk	Student name	Cum. GPA ▼	Notifications	Last edit to profile
●	<div style="background-color: #ccc; width: 100px; height: 20px; margin-bottom: 5px;"></div> Major: Integrated Eng Lang Arts Edu Add to watch list	2.97	None	Never Student Status: Default
●	<div style="background-color: #ccc; width: 100px; height: 20px; margin-bottom: 5px;"></div> Major: Middle Childhood Education Add to watch list	2.95	None	Never Student Status: Default
●	<div style="background-color: #ccc; width: 100px; height: 20px; margin-bottom: 5px;"></div> Major: Integrated Eng Lang Arts Edu Add to watch list	2.95	None	Never Student Status: Default

Student Details



- Overview
- Success Progress
- Term Details
- History
- Major Explorer

KEY INFO

OVERVIEW

ACADEMIC SUMMARY

Integrated Eng Lang Arts Edu
Col of Educ, Health & Society

<p>COURSE GRADE of D/F 4</p> <p>ENG304 Grade: F Spring Semester 2013-14</p> <p>ENG373 Grade: D+ Spring Semester 2013-14</p> <p>View more</p>	<p>REPEATED COURSES 6</p> <p>ENG304 Fall Semester 2014-15 Grade: -</p> <p>Spring Semester 2013-14 Grade: F</p> <p>Second Semester 2012-13 Grade: -</p> <p>View more</p>	<p>COURSE WITHDRAWALS 9</p> <p>BIO126 Spring Semester 2013-14</p> <p>IES175 Fall Semester 2013-14</p> <p>View more</p>
---	--	---

RISK

Current risk ?
HIGH

Cum GPA **2.97**

Notifications **0**

Total Credits **116.00**

Senior

MAJOR SELECTION

Currently

Integrated Eng Lang Arts Edu
B.S. in Education
First Semester 2010-11

ADVISING

Next follow-up	Last profile edit
None	Never



Alternative Majors across Divisions

Major Matcher

Browse Majors (142)

Saved Majors (0)

Majors sorted by college

College of Arts and Science	Col of Prof Studies & Appl Sci	Col of Engineering & Computing	Interdisciplinary Studies	Col of Educ, Health & Society
● Speech Communication	● Criminal Justice	● EGR: Manufacturing Engineering	● Interdisciplinary Studies	● Earth Science /Life Sci Edu
● Economics	● Engineering Technology	● Computer Science		● Sport Studies
● Women, Gender & Sexuality Studies	● Integrative Studies	● Engineering Management		● Family Studies
● American Studies	● Nursing - 4 Year	● Undeclared - Applied Science		● Nutrition
● Urban and Regional Planning	● Nursing [RCN4]	● Electrical Engineering		● Health Studies
● Strategic Communication	● Electrical & Computer Eng Tech	● Computer Engineering		● Exercise Science
● East Asian Languages & Culture		● Mechanical Engineering		● French Education
● Mass Communication		● Chemical Engineering		● Special Education



EMSS Goal #3

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

Provide student-centered support for faculty, staff, and administrators through data analysis and services that enable members of the University to accomplish their academic and administrative goals and objectives. Equally as important, provide efficient, user-friendly, in-person and virtual student-centric services that enhance the Miami experience and contribute to attracting, retaining, and graduating an academically-talented and increasingly diverse student body.

One Stop for Student Success Services

- Opened Monday, November 10, 2014.
- Consolidate front-facing services of the offices of Bursar, University Registrar and Student Financial Assistance.
- Provide best in class, student-centered services via telephone, email, online and in-person.
- Improve service capabilities to positively impact student satisfaction, increase retention, lower the cost of delivery, and over time, become an additional selling point in the recruitment of new students.
- Adopt a “total care” approach for every student interaction to resolve all current issues and identify and prevent future issues.

One Stop for Student Success Services

- Counsel, answer inquiries, and provide problem resolution for current and future Miami students, families, alumni, faculty, staff, various departments, and the broader University community in the areas of:
 - Registration
 - Financial aid
 - Student academic records
 - Billing and payment
 - Commencement
 - Veteran Affairs
 - Residency
- Implement changes to enhance the customer experience through technology and improved processes.

Before CAB Renovation

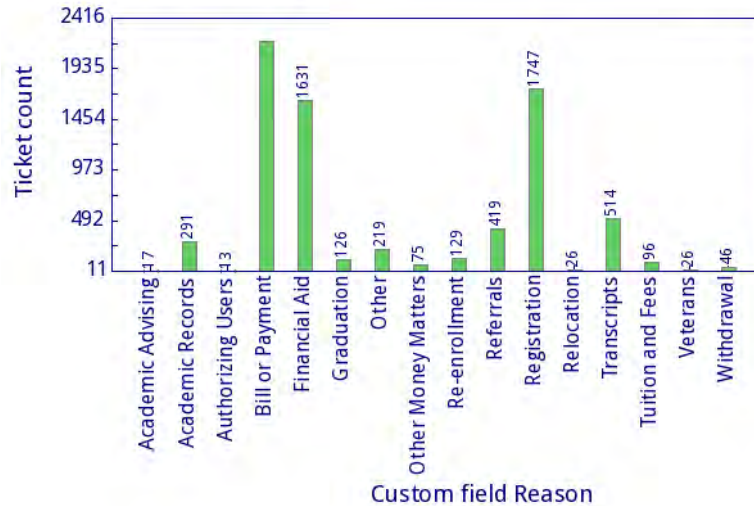


One Stop for Student Success Services



One Stop for Student Success Services: Data and Service

One Stop Total Resolved by Reason

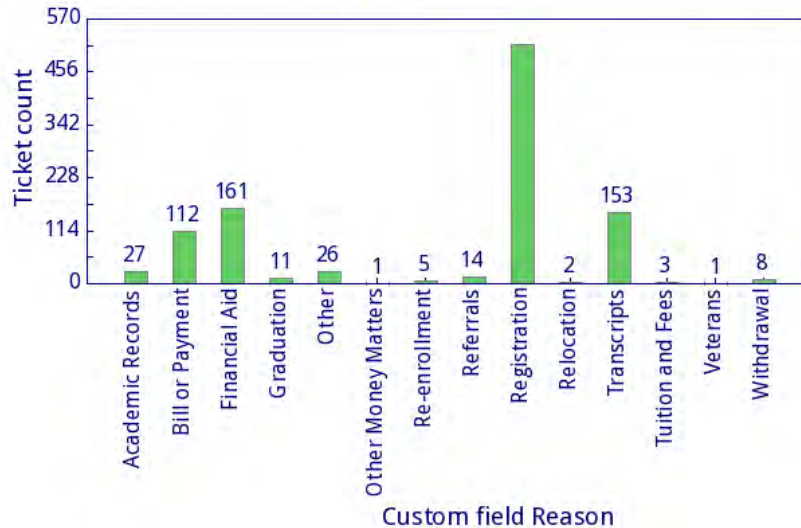


Custom field Reason	Ticket count
Academic Advising	17
Academic Records	291
Authorizing Users	13
Bill or Payment	2193
Financial Aid	1631
Graduation	126
Other	219
Other Money Matters	75
Re-enrollment	129
Referrals	419
Registration	1747
Relocation	26
Transcripts	514
Tuition and Fees	96
Veterans	26
Withdrawal	46
Total	7568

Note: Total One Stop interactions by classification from 10/1-12/3/2014.

One Stop for Student Success Services: Data and Service

^ One Stop in Person Resolved by Reason



Custom field Reason	Ticket count
Academic Records	27
Bill or Payment	112
Financial Aid	161
Graduation	11
Other	26
Other Money Matters	1
Re-enrollment	5
Referrals	14
Registration	516
Relocation	2
Transcripts	153
Tuition and Fees	3
Veterans	1
Withdrawal	8
Total	1040

Note: Total One Stop in-person interactions by classification from 11/10-12/3/2014.

One Stop for Student Success Services Website

MIAMI UNIVERSITY myMiami

OneStop
for Student Success Services

INFO FOR: [Veterans](#) [Graduate Students](#) [International Students](#)

Your Money | Your Registration and Academic Records | Your Personal Information | Other Resources / Services

What will you do
WITH ALL THE
time you save?
SHOWER BEFORE CLASS

MAKE A PAYMENT | ORDER & TRANSFER | FIND FORMS | RATES AND DEADLINES

DATES AND DEADLINES

Nov 18, 2014
Spring 2015 Registration - Oxford Freshman

Nov 25, 2014
Spring Open Registration - Oxford

Nov 26, 2014
Thanksgiving Break

Nov 27, 2014
Thanksgiving Day Holiday

Nov 28, 2014

STUDY ABROAD

Learn more about our options for students that would like to study abroad and immerse themselves into other cultures.

Read more about Study Abroad »

Want to apply for funding to help pay for your study abroad trip?
We can help, here's how »

ANNOUNCEMENTS

Housing During Break Periods

During break periods when the residence halls and university are closed (Thanksgiving Break, Winter Break, and Spring Break), students may sign up to stay on campus in their assigned building and room. For more information visit the University Break Housing site.

System Upgrade

Miami's Student Information System will be upgraded on Friday, Nov 14 beginning at 4:00pm EST. Payments made online will be held and credited to your Banner account on Monday morning, Nov 17 by 10am EST. In addition, deposits to M/Max and meal plans may be made

One Stop for Student Success Services

The One Stop serves as the virtual and in-person one stop service center for the Miami University community by providing best in class in-person, telephone, email, online and outreach student-centric services. The One Stop provides essential information, answers questions, counsels and provides problem resolution for current and former students, parents/families, alumni, faculty, staff, various departments, and the broader university community in the areas of registration, enrollment, financial aid, student records, billing, and payment.

OneStop@MiamiOH.edu
Phone: 513-529-0001
Fax: 513-529-0003
Map and Directions

TAKE ACTION

- Make a Payment
- Share Access to Personal Records
- Order Transcripts
- Run a Degree Audit Report (DAR)
- Apply for Graduation
- Dates and Deadlines
- Find Forms

ADDITIONAL INFO

- Health Insurance Waiver
- 1098 Tax Info

MIAMI UNIVERSITY myMiami

OneStop
for Student Success Services

INFO FOR: [Veterans](#) [Graduate Students](#) [International Students](#)

Your Money | Your Registration and Academic Records | Your Personal Information | Other Resources / Services

Billing

First Billing | Bill and Payment | Cost Information

Payment

How to Add Funds to Meal Plans and/or M/Max

Payment Plans

Any Payment Plans

Payments Using Outside Scholarships and Other Funding Sources

Returned Payments

Health Insurance Waiver

Refunds

Fast Done Accounts and Right to Withdrawal Services

How to Make a Payment

We are pleased to offer you a secure online service to pay your bill. Our secure online service accepts payments by eCheck (electronic check), MasterCard, Visa, Discover and American Express. We also accept the following international credit cards: China UnionPay, BC Card, JCB and Diners Club International. If you pay with your credit card you will be charged a convenience fee. Please be sure to read the rates and terms.

You must submit appropriate payment by the due date to avoid a \$150 late fee and possible course registration cancellation. Students are responsible for ensuring their account balance is paid in full by the published due date. You can make a payment online, by mail, or in-person.

Online Payments - Students and Authorized Family Members

1. Login to MyMiami.
2. Go to the "My Bill and Aid" tab or "Families" tab.
3. Go to the Account Information section and choose "View Details" under the Current Balance column. You will be redirected to the student account center where you can view your balance and payment options.
4. Scroll down the page to the "View Available Payment Options" section and select "One-time payment" (next to the "Make a Payment" button).
5. On the next page, select "Make a one-time payment" and then verify/confirm the amount you wish to pay.
6. Select a payment method and check the payment verification checkbox.
7. Click Submit. You will be taken to a payment confirmation screen and you will receive an email confirming your payment.

NOTE: If you don't know or have forgotten your password visit Login Help for assistance.

Online Payments - Guest Payers (No Password Required)

Make a Payment »

A login or password is not required, but you must know the student's Banner ID.

Please note the system does not provide the amount due; you must know the amount to pay. If you do not know the amount due and/or Banner ID of the student, please contact the One Stop for Student Success Services for assistance (513-529-0001 or OneStop@MiamiOH.edu).

If you pay with your credit card you will be charged a convenience fee. Please be sure to read the rates and terms.

Mail Your Payment To:

Miami University Payment Center
Room 125, 301 S. Campus Ave.
Oxford, OH 45066-3439

In-Person (On Campus)

The payment dropbox is located in the One Stop for Student Success Services in the Campus Avenue Building (CAB).

The One Stop is open Monday - Friday, 8:00 a.m. - 5:00 p.m. (7:30 a.m. - 4:30 p.m. during the summer).

Please note that we only accept checks, cashier's checks, and money orders. Please make all checks payable to Miami University and write the student's name and Banner ID or Linque ID on the check to ensure payment is applied to the correct account. Checks are processed very quickly through the banking system and may clear your bank account on the same day they are received.

Please note the dropbox only accepts checks, cashier's checks, and money orders. Please make all checks payable to Miami University and write the student's name and Banner ID or Linque ID on the check to ensure payment is applied to the correct account. Checks are processed very quickly through the banking system and may clear your bank account on the same day they are received.

TAKE ACTION

- Make a Payment
- Share Access to Personal Records
- Order Transcripts
- Run a Degree Audit Report (DAR)
- Apply for Graduation
- Dates and Deadlines
- Find Forms

ADDITIONAL INFO

- Health Insurance Waiver
- 1098 Tax Info

Previous Office Websites

Registrar

MIAMI UNIVERSITY

Office of the Registrar

Office Hours
8:00 a.m. - 5:00 p.m.
Summer Hours
7:30 a.m. - 4:30 p.m.

301 B. Campus Ave.
Oxford, OH 43086

November 16, 2014

Hot Links

Label/Address Requests

Course Scheduling Requests

University Publications

Registration

Registration Info

Registration Times (also see BannerWeb)

Course List

Transfery - Course Transfer Information

Service Center

Our Service Center serves as a one-stop shop for transcripts, drop/add slips, DARS requests, transfer evaluation questions, and other assorted student records and registration needs.

Today is: **November 16th, 2014**

One Simple Number

Our phone menu allows callers to access appropriate departments, such as records and transcripts, commencement, and classroom scheduling, upon calling a single office phone line, **(513)-529-8703**.

Using Student Work to Assess University Learning Goals

Miami University does not accept electronic requests from the Ohio Student Residency. Paper forms requiring information regarding a student's status at our institution may be submitted to the Dean of Students Office located in 110 Warfield. Official transcripts may be requested by logging into myMiami and clicking the link to the National Student Clearinghouse or by using the Clearinghouse's public site: www.nslmfranscripts.com.

Our Vision

We, the Office of the Registrar, pledge to be a model for outstanding customer service and relations. We value the diversity of the University and greater community and endeavor to reflect this attribute within our own environment. Our dedication will be demonstrated through continued commitment to building a cohesive sense of community and purpose.

Questions? Contact us at registrar@MiamiOH.edu.

©2007 Miami University | 301 East High Street | Oxford, Ohio 43086 | 513-529-1800
Equal opportunity in education and employment | Privacy Statement
registrar@MiamiOH.edu | Accessibility problems? Contact: ada@MiamiOH.edu

Bursar

MIAMI UNIVERSITY

Office of the Bursar

Office Hours 9:00 a.m. - 5:00 p.m.
301 B. Campus Ave.
Oxford, OH 43086

301 B. Campus Ave.
Oxford, OH 43086

View My Invoice | Pay Online | myMiami | Tuition & Fees

Welcome to the Office of the Bursar

Our Mission

The Office of the Bursar maintains the financial assets of the University with integrity, while providing quality customer service delivered with respect and fairness to all internal and external stakeholders.

How to find us

Conveniently located in the Campus Avenue Building (CAB) on the corner of Campus Avenue and Spring Street. Please visit the [Frequently Asked Questions](#) page to first answer to commonly asked questions. The links to the left provide detailed information about the Office of the Bursar. For information on your Bursar account visit [myMiami](#) "Student" tab.

Announcements

Requesting access to the students record

A Family Member can request access to the student's account or request a change to add the parents new email address by clicking [here](#).

1098T's

To retrieve a copy of your 1098T please contact ECS at:

Phone: 866-428-1099
Email: ecs@MiamiOH.edu
Web: www.miamioh.edu/officeofthebursar

Billing Schedule

To view the billing schedule [click here](#).

2014-2015 Fees for Fall, Winter, Spring and Summer

2014-2015 Fees have been posted under "[Tuition and Fees](#)"

© 2008 | Miami University | Oxford, Ohio 43086 | www.miamioh.edu | 513-529-1800

Financial Aid

MIAMI UNIVERSITY

Financial Aid

Ment Scholarships

Miami offers scholarship awards to recognize student achievement. We are committed to making your Miami experience not only memorable, but affordable.

- GRADUATION RATES
- MEASURING SUCCESS
- TESTIMONIALS
- MENT SCHOLARSHIPS

Mark Your Calendar

AUGUST 2014

18 Friday First disbursement of financial aid for fall semester for Oxford campus students

23 Monday Fall semester classes begin

SEPTEMBER 2014

1 Monday Labor Day - Miami University closed

13 Friday Continuation for Fall Semester 2014 is posted. Financial aid for the semester is based on the number of credit hours for which a student is enrolled at this time. Students should be enrolled for all the classes they intend to take for the semester as of this date.

14 Saturday First disbursement of financial aid for Fall Semester 2014 for Hamilton and Middletown campus students

OCTOBER 2014

10 Friday Fall Midterm Holiday

12 Sunday

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QUESTIONS?



Good News December 2014

Our work supporting students, faculty, and staff is featured in this report through key office updates.

Admission

- The Office of Admission recently hosted 608 students as part of the 2014 Bridges Program. Students participating in the annual overnight visit program were an incredibly diverse and talented group, representing 17 different states and having an ACT average of 26.7. Of those participating in the program, nearly 70% had applied for admission within 48 hours of the final event.
- **The first of Miami's application deadlines for Fall 2015 was November 15. As of November 18, the Office of Admission had received 1,034 Early Decision applications.** This number represents the largest number of binding applications history of the University.

Bursar

- Semester payment plan enrollments increased by 12% this fall. Approximately, 13% of Miami students utilize the payment plan as an affordable alternative to help to budget education expenses by making monthly payments. As fall plans are closed out, Miami has realized a 94% collection rate from all enrollments.
- The Office of the Bursar continues to review office procedures for potential LEAN opportunities. A LEAN project that allowed the office to automate the posting of payments from the Attorney General was recently completed.

University Registrar

- Winter Term 2015 registration continues with over 4,400 students registered as of November 17. There are approximately 375 onsite, online, and study abroad/away classes available, in addition to independent work, research, and internships, resulting in over 16,000 credit hours generated.
- Student program changes (major, minor, thematic sequence) have been automated, enabling **Miami's academic offices to change students' programs electronically** rather than via paper. This joint venture between divisional academic advising, departments, University Registrar, and IT allows students immediate access to courses open for their major/minor/thematic sequence. This new process is currently in use by two academic divisions, with the remainder of the campus scheduled to begin using this application by the end of the academic year.
- Effective August 1, 2014, course drops through the e-roster became fully automated. At student request or per class attendance policy, instructors can select a student to drop, provide a last day of attendance to assist with federal financial aid compliance, and submit the drop requests electronically. An email is sent to both the student and the instructor to notify them that the drop has been processed. Through mid-November, over 4,300 drops were processed by more than half of **Miami's faculty** with no need for staff intervention.
- Electronic transcript exchange with other Ohio public institutions is now possible, replacing the need for the printing and mailing of paper copies. A future Ohio Board of Regents' initiative will also allow high school transcripts to be sent electronically between Ohio high schools and Ohio's public colleges and universities.

Student Financial Assistance

- **Miami's December graduates with student loans have been invited to attend in-person and online "exit" counseling sessions to provide resources and information** about the various repayment options available to them.
- The Office of Student Financial Assistance has reviewed every aid eligible student enrolled for the winter term to determine (and re-determine) aid eligibility. As of mid-November, nearly 2,000 students were reviewed for federal requirements and accordingly, had their federal aid records updated at the U.S. Department of Education. Nearly \$700,000 in additional aid has been awarded to students enrolled in the winter term who have high and medium levels of financial need.

Enrollment Operations (Including the One Stop for Student Success Services)

- The One Stop for Student Success Services is now open and serving students, families, alumni, and the campus community via email and phone, as well as in-person in newly renovated space in the north side of the Campus Avenue Building. The One Stop website also launched in early November and combines all of the content formerly located on the Bursar, Registrar, and Student Financial Assistance websites.
- Since October 1, the One Stop has resolved over 5,000 issues and questions, all of which are tracked in an extensive ticketing system that will help analyze reasons for customer interactions, customer volume, and areas where services could be improved.

Research and Analysis

- **Miami's pilot of the Student Success Collaborative**, a web-based platform that combines historical student data, predictive analytics, and career counseling information into a single advising tool, is in the data validation phase of the project. **Miami's partner in the project, the Education Advisory Board**, is updating the data nightly from the Banner System and the predictive models using Miami data are active.
- The platform is on schedule for use with the three pilot programs: undeclared students in the College of Arts and Science, and nursing and psychology students in the College of Professional Studies and Applied Sciences.



BOARD OF TRUSTEES
ROUEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

December 5, 2014
Academic and Student Affairs

RESOLUTION R2015-14

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new masters degree program; the Master of Science Degree in Computational Electrical and Computer Engineering, in the Department of Electrical and Computer Engineering, College of Engineering and Computing.

Approved by the Board of Trustees

December 5, 2014

T. O. Pickerill II
Secretary to the Board of Trustees

BOARD OF TRUSTEES
ROUEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

December 5, 2014
Academic and Student Affairs

RESOLUTION R2015-15

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new masters degree program; the Master of Science Degree in Computational Mechanical Engineering, in the Department of Mechanical and Manufacturing Engineering, College of Engineering and Computing.

*Approved by the Board of Trustees
December 5, 2014*



T. O. Pickerill II
Secretary to the Board of Trustees

BOARD OF TRUSTEES
ROUEBUSH HALL ROOM 212
OXFORD, OHIO 45056
(513) 529-6225 MAIN
(513) 529-3911 FAX
WWW.MIAMIOH.EDU

December 5, 2014
Academic and Student Affairs

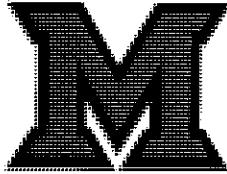
RESOLUTION R2015-16

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Science in Commerce, with a proposed new major in Small Business Management, in the Department of Business Technology, College of Professional Studies and Applied Sciences.

*Approved by the Board of Trustees
December 5, 2014*



T. O. Pickerill II
Secretary to the Board of Trustees



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Bryan Marshall, Chair

Terri Barr, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

November 18, 2014

To: David C. Hodge, President
 From: Carolyn Haynes, Secretary of the University Senate
 Re: Degree Program Approval
 SR 15-04, Master of Science Degree in Computational Electrical and Computer Engineering

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On November 3, 2014, University Senate adopted SR 15-04:

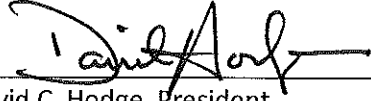
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Master of Science Degree in Computational Electrical and Computer Engineering, College of Engineering and Computing.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration

Approval of the President

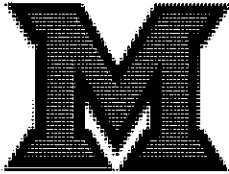
I, David C. Hodge, President of Miami University, approve/do not approve Master of Science Degree in Computational Electrical and Computer Engineering.

<input checked="" type="checkbox"/>	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
<input type="checkbox"/>	Do Not Approve


 David C. Hodge, President

11/13/14
 Date

Acc: Bryan Marshall, Chair, Executive Committee of University Senate
 Raymond F. Gorman, Interim Provost, Chair University Senate
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Bryan Marshall, Chair

Terri Barr, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

November 18, 2014

To: David C. Hodge, President
 From: Carolyn Haynes, Secretary of the University Senate
 Re: Degree Program Approval
 SR 15-05, Master of Science Degree in Computational Mechanical Engineering

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On November 3, 2014, University Senate adopted SR 15-05:

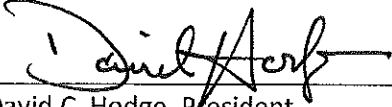
BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Master of Science Degree in Computational Mechanical Engineering, College of Engineering and Computing.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration

Approval of the President

I, David C. Hodge, President of Miami University, approve/do not approve Master of Science Degree in Computational Mechanical Engineering.

<input checked="" type="checkbox"/>	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
<input type="checkbox"/>	Do Not Approve



 David C. Hodge, President

11/13/14

 Date

Acc: Bryan Marshall, Chair, Executive Committee of University Senate
 Raymond F. Gorman, Interim Provost, Chair University Senate
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

College of Engineering and Computing

**Proposal to Create
Separate Degree Designations
for specializations currently offered
within the
Master of Science
in
Computational Science and Engineering**

Douglas Troy
College of Engineering and Computing
Miami University

Existing Degree

MS in Computational Science and Engineering

specializations in:

Electrical and Computer Systems Mechanical Engineering Bioinformatics

Proposal – New Degree Designations

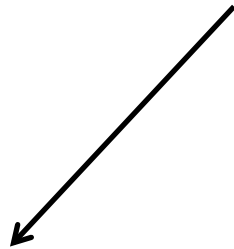
MS in Computational Science and Engineering

specializations in:

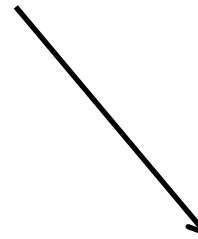
Electrical and Computer Systems

Mechanical Engineering

Bioinformatics



MS in Computational
Electrical and Computer
Engineering



MS in Computational
Mechanical Engineering

No proposed changes to degree requirements or courses

Rationale

- **New degree designations will improve marketability of the degrees by providing name recognition among prospective students**
- **New degree designations provide clarity to potential employers of graduates**
- **New degrees place ownership of the programs in the hands of the respective departmental faculty**

Enrollment in Current Degree

- First offered in 2009
- Goal is 40 full-time across both degree programs

Fall Enrollment	Full-Time	Part-Time	Total
2009	8	2	10
2010	12	2	14
2011	22	1	23
2012	20	3	23
2013	15	3	18
2014	28	0	28

Curriculum – No Changes Proposed

Requirement	Thesis Option (hrs)	Course Intensive Option (hrs)
Computational Core*	9 – 12	12 – 15
Electrical and Computer Engineering OR Mechanical Engineering specialization	12 – 15	15 – 18
Graduate Seminar	2	1
Thesis Research	6	
Research Project		3
Total	32	34

* Computational Core courses are offered by the
Computer Science and Software Engineering Department

Administrative Arrangements

- **MS in Computational Electrical & Computer Engineering**
 - Department of Electrical & Computer Engineering
 - Dr. Qihou Zhou, Chair; Dr. Chi-Hao Cheng, Graduate Director
- **MS in Computational Mechanical Engineering**
 - Department of Mechanical & Manufacturing Engineering
 - Dr. Tim Cameron, Chair; Dr. Jim Moller, Graduate Director

Faculty

Department	Tenured/Tenure-Track Faculty
Electrical & Computer Engineering	8
Mechanical and Manufacturing Engineering	13
Computer Science & Software Engineering Department – Computational Core	7

Facilities

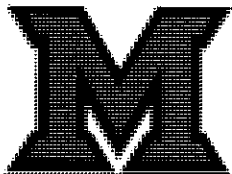
- **Engineering and computing complex: 90,000 sq. ft. completed in 2006**
 - High-bay labs
 - Faculty and graduate student office spaces and research labs
- **Miami University libraries provide access to primary research databases and digital libraries in all areas of engineering and computing**

Letters of Support (examples)

- Being a recent graduate I have ran into a few instances where my master's degree title does not carry an inherent meaning. In my opinion the name “Computational Electrical Engineering” fully encompasses what the degree entails.
 - Jason Pennington, 2011 graduate
- The proposed change to the two names ... is more descriptive of the disciplinary areas and provides greater clarity to prospective students and employers.
 - Steven Crowley, Director, Desault Systemes Simula Corp

Summary

- Create two new degree designations to aid recruiting, job placement, and administrative arrangements
- No changes to curriculum
- Existing faculty and resources are adequate

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Bryan Marshall, Chair

Terri Barr, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

November 18, 2014

To: David C. Hodge, President
 From: Carolyn Haynes, Secretary of the University Senate
 Re: Degree Program Approval
 SR 15-02, Bachelor of Science in Commerce, with a proposed new major, Small Business Management

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

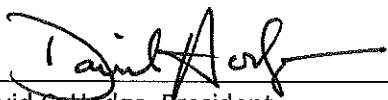
On September 22, 2014, University Senate adopted SR 15-02:

BE IT HEREBY RESOLVED that University Senate endorse the proposed degree, Bachelor of Science in Commerce, with a proposed new major, Small Business Management, Department of Business Technology, College of Professional Studies and Applied Sciences.

Approval of the President

I, David C. Hodge, President of Miami University, approve/do not approve Bachelor of Science in Commerce, with a proposed new major, Small Business Management.

✓	Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate)
	Do Not Approve



 David C. Hodge, President

11/13/14

 Date

Acc: Bryan Marshall, Chair, Executive Committee of University Senate
 Raymond F. Gorman, Interim Provost, Chair University Senate
 Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

University Senate, September 22, 2014
Agenda Item 8.a.i.



Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

**SUBMITTED BY
MIAMI UNIVERSITY**

**ESTABLISHMENT OF A
BACHELOR OF COMMERCE DEGREE IN
SMALL BUSINESS MANAGEMENT**

April 9, 2014



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APPENDICES 34

Signature Page

Supplements: List the supplement or supplements included with the proposal

REQUEST**Date of submission:** April 9, 2014**Name of institution:** Miami University**Degree/degree program title:** Bachelor of Science in Commerce degree in Small Business Management**Primary institutional contact for the request**

Name: Dr. Cathy Bishop-Clark
 Title: Interim Associate Dean & Professor
 Phone number: (513) 727-3436
 E-mail: bishopcu@miamioh.edu

Department chair/program director

Name: Dr. Ted Light
 E-mail: lighttb@miamioh.edu

Delivery sites: Miami University's regional campuses in Hamilton and Middletown, and the Voice of America Learning Center in West Chester.**Date that the request was approved by the institution's governing board:**

Approved by the Miami University Senate on [date], and the Board of Trustees on [date]

Proposed start date: Spring 2015**Date Institution established:** 1809**Institution's programs:** The institution offers the full range of degrees at the associate, bachelor's, masters' and doctoral level. The complete list of degrees offered by Miami University can be found in the General Bulletin at the following link:

<http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2013-2014/>

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure No**Endorsement** No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Miami University's regional campuses propose the creation of a Bachelor of Science in Commerce (BSC). This degree program will be available to students from the Department of Business Technology, located in the College of Professional Studies and Applied Sciences.

The proposed BSC will initially have a major in Small Business Management (SBM), and capitalizes on the existing assets at the regional campuses. The Small Business Management major is intended to serve students who are interested in, or who are currently employed in area businesses. It supplements the existing Associate of Applied Business offered at Miami University's regional locations by offering an in-depth examination of small businesses as well as courses in traditional business areas such as accounting, management and marketing.

The regional campuses, through the College of Professional Studies and Applied Sciences (CPSAS), are well positioned to offer this degree. As a Miami University degree, the BSC will have a solid liberal education foundation while providing students with a contemporary, applied education that they will need to be successful in the workplace. The campuses already offer all but four of the business courses in the proposed degree through the Associate of Applied Business and the Organizational Leadership Concentration in the Bachelor of Integrative Studies degree.

The BSC is designed to permit a student to begin as a traditional, direct from high school student, as well as being positioned as a completion degree, which affords associate degree graduates in business from other institutions and Miami University to complete a bachelor's degree. Graduates with associate degrees in other fields of study may be admitted, but additional hours may be required for graduation.

The CPSAS and the regional campuses have sufficient resources, classrooms, labs, faculty, and libraries, to offer this degree.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation:	1913
Date of last review:	2005
Date of next review:	2015

2.2 Results of the last accreditation review

Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.

In November 2005, Miami University received reaccreditation for 10 years following a self-study and a formal review by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The HLC report says Miami University adequately addressed concerns identified in a 1995 re-accreditation report, namely a need for strategic planning, increasing academic rigor, enhancing technology and improving diversity. The report acknowledges the university continues to address diversity, governance and communication issues. The HLC noted that Miami University meets the core components of its mission via collaborative governance processes, fair and

responsible policies and activities, and achieving widespread understanding of and commitment to the university's mission and values. Among the areas praised for effectiveness and/or innovation: strong faculty-student relationships; supportive libraries; high graduation and retention rates; and developments in information technology.

The full HLC Report and associated documents are in *Appendix A*.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.

An initial inquiry was submitted by Miami University to the Ohio Board of Regents on February 13, 2014. An acknowledgement of the initial inquiry was received by Miami on February 13, 2014, indicating the program was added to the OBR website as a preliminary request:

<https://www.ohiohighered.org/academic-program-approval/preliminary-requests>. Documentation of the notification can be found in *Appendix B*.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

Insert/describe the institution's mission statement.

Miami University has a main campus in Oxford, Ohio; two regional campuses (Middletown and Hamilton); and one learning center (Voice of America, West Chester) in Butler County. The College of Professional Studies and Applied Sciences is located entirely at the regional campus locations, and the regional campuses operate both closely with the Oxford Campus and independently of that campus. The regional campuses share the mission of the main campus with particular emphasis on certain aspects of that mission. While the Oxford campus focuses on a traditional residential experience with high admission standards, the regional campuses are open admission and serve more nonresidential students. A large number of non-traditional students attend the regional campuses. All Miami University campuses emphasize the liberal arts and place a premium on academic quality.

With the recent changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses is no longer a focus on only associate degrees and the first two years of a baccalaureate degree. The mission has instead expanded toward increasing the number of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

The stated mission of Miami University is:

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

-- June 20, 2008

The regional campuses and the College of Professional Studies and Applied Sciences share the overall mission Miami University with some distinctive additions. All Miami campuses emphasize the liberal arts and place a premium on academic quality. The regional campuses place additional emphasis on making higher education accessible through open admissions, low-cost tuition, the provision of academic and support services designed for returning as well as traditional-age students, and by serving the educational needs of the region's population and employers. They accomplish this more specifically by:

- Offering select bachelor degree programs.
- Providing general and technical associate degrees.
- Offering the first two years of many bachelor's degree programs for students who plan to relocate to the Oxford campus or transfer to another four-year institution.
- Providing student activities, athletics, intramurals, and organizations that enhance personal growth and provide opportunities for leadership development.
- Providing services in counseling, cooperative education, academic advising, financial aid, and career planning and placement.
- Providing intellectual, informational, and cultural resources for the community.
- Offering continuing education courses, community service activities, and training programs for businesses, industries, and organizations.
- With the recent changes under the University System of Ohio's (USO) strategic plan, the primary mission of the regional campuses has expanded to include increased development of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio's many institutions of higher education, high schools, and technical schools.

<http://miamioh.edu/about-miami/leadership/president/mission-goals/>

3.2 Organizational structure

Provide a copy of the institution's organizational chart as an appendix item.

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: <http://miamioh.edu/about-miami/leadership/admin-officers/index.htm>.

The Organizational Charts for Miami University are provided in **Appendix C**.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The BSC will be housed in the Department of Business Technology (BTE), which is solely located at Miami University's regional campuses, serving the residents of southwest Ohio. The department, an academic unit with its own chair, reports to the Dean of the College of Professional Studies and Applied Sciences (CPSAS). The department's budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through a recommendation/negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the BTE P&T Committee, the department chair, the CPSAS dean, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

Curricular decisions will also proceed through standard college and university approval processes.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The chair of the Department of Business Technology (BTE), currently Dr. Ted Light, is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The chair reports to the Dean of the College of Professional Studies and Applied Sciences. Dr. Ted Light's CV is included in **Appendix D**.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

- *Business Technology Faculty* - The faculty meets regularly, generally on a monthly basis. Because of its size, the entire full-time faculty decides curriculum and other issues as a committee of the whole.
- *Business Technology Advisory Committee* - This committee, which includes area business people as well as Chambers of Commerce representatives, and the BTE faculty, provides guidance on curriculum, field placement and other matters.
- *College of Professional Studies and Applied Sciences Curriculum Committee* - This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. An associate dean or other designee of the dean chairs the committee.
- *College of Professional Studies and Applied Sciences Promotion and Tenure Advisory Committee* - This committee, which includes faculty from all departments within the college, serves in an advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. An associate dean or other designee of the dean chairs the committee.
- *Miami University Council for Undergraduate Curriculum* - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio, nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans' office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).
- *Miami University Council of Academic Deans* - The council consists of the Provost of Miami University, the deans of each of the six academic divisions, dean of the graduate school and secretary of the university. There are no terms of appointments as members serve during their administrative appointments.
- *Miami University Senate* - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every-other-week). This body provides explicit final approval of new degrees and majors by vote.
- *Miami University Board of Trustees* - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami University approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the Senate. They serve nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

- Offering select bachelor's degree programs.

The proposed program advances the mission of offering open and affordable access to higher education to residents of Southwest Ohio that the Oxford Campus does not offer, particularly in applied and technical areas.

The proposed BSC provides a bachelor's completion degree option that will allow those who obtain associate degrees from Miami University's regional campuses and other institutions (e.g. Sinclair Community College, Cincinnati State Community and Technical College) to continue their education in the state of Ohio.

- Providing academic programs to meet needs of the region.

This degree meets the needs of our principal service area for more degrees with clear career outcomes, and follows both the strategic path outlined by OBR for regional campuses to provide more completion degrees and the mission of the regional campuses. It also aligns with the new state funding model for colleges and universities.

This degree provides a business related bachelor completion option for associate degree graduates of Cincinnati State Community and Technical College, Clark State, Miami University and Sinclair Community College. Demand for completion degrees at the regional campuses is evident in the success of the BIS degree introduced several years ago. Many BTE current students and graduates of our associate degree program have expressed a desire for a business related bachelor degree to be offered through Miami University's regional campuses.

The Bachelor of Commerce will serve as a delivery vehicle for a number of practical business related majors that relate directly to organizational needs in the area. The initial major will consist of small business management. Future potential majors include construction management, health care management, hospitality management, human relations, organizational leadership and sales management.

Describe how the program aligns with the Chancellor's strategic plan for higher education in Ohio.

The proposed program supports the recommendation for regional campuses of state universities to provide more upper division courses and bachelor's degree opportunities. Given the demographic of the regional campuses students, nearly all are likely to remain in Ohio after graduation.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The U.S. Bureau of Labor Statistics June 2013 Monthly Labor Review reports firms with fewer than 500 employees, the criteria often used for defining small firms, account for approximately 2 out of every 3 jobs created, and represent 54.5 percent of total private employment.

The Small Business Administration reports rapid growth in the small business section. The number of small businesses has increased 49 percent since 1982. Since 1990 small businesses have added 8 million jobs. The rate of small business start-ups has grown, while the rate of small business failures has declined.

The 2018 Ohio Job Outlook for Southwest Ohio Economic Development Region 5 (Butler, Clermont, Hamilton and Warren Counties) forecasts area job growth in management and business occupations of 1.6 percent and 11.2 percent respectively for the period 2008-2018.

Targeted candidates for the new degree include business associate degree graduates from Miami's regionals, as well as those of Cincinnati State Technical and Community College and Sinclair Community College. Approximately 600 individuals graduate annually from these three institutions based on the prior enrollment data: Cincinnati State (344), Miami Regionals (65) and Sinclair (185).

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The Business Technology program has long standing ties with the area business community through our advisory council as well as our full and part time faculty, the majority of whom have local business experience. A draft of the new degree curriculum and the degree concept itself was presented to the BTE Advisory Council in 2013. The Advisory Council supported both the curriculum and the degree concept. All full time BTE faculty were extensively involved in the development of the degree and the proposal. The BTE chair has also had discussions with representatives of Cincinnati State and Sinclair about the proposed degree.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The proposed Bachelor of Commerce was not developed to align with any standards of a specialized or programmatic accreditation agency. It does, however, include most of the standard course work typical of this type of degree.

4.3 Collaboration with other Ohio institutions

Indicate whether any institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

No institutions offer a bachelor of commerce degree within thirty miles.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed program was not developed in collaboration with another Ohio institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Miami University's Student Handbook can be found at:
http://miamioh.edu/files/documents/secretary/Student_Handbook.pdf

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The proposed Bachelor of Science in Commerce will follow regional admissions requirements for students. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or certification at Miami University. Detailed information about regional admissions can be found at the regional campuses website at <http://www.regionals.miamioh.edu/admission/>.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred.

- according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and
- other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 g.p.a. in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami University as a transfer student. Credit earned at another college is subject to transfer regulations.

(Adapted from <http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2013-2014/>)

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami University. Additional Liberal Education requirements that are not included in the Transfer Module may be required.

The proposed Bachelor of Science in Commerce is designed to accommodate transfer students, particularly students who have earned the general Associate of Arts degree or an Associate of Applied Business degree at Miami University or elsewhere.

Articulation tables and program information that can be found on Transferology (accessed via <http://www.transferology.com/welcome.htm>) are maintained to assist students in reviewing / previewing transfer credit information.

(Adapted from <http://www.units.miamioh.edu/reg/transferecredits/apibclepscores/Index.php>)

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami University's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services

Miami University's regional campuses are full-service and the academic support resources are adequate to support the proposed program.

SECTION 6: CURRICULUM**6.1 Introduction**

Provide a brief description of the proposed program as it would appear in the institution's catalog.

Commerce is the broad system of organizations producing goods and services for their markets to satisfy their stakeholders. The Bachelor of Science in Commerce and the Small Business Management major draws courses from a variety of disciplines to prepare students to work in small businesses and other organizations in managerial and staff capacities.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The learning objectives of the Bachelor of Science have been built around Miami University's goals for liberal education, and input from regional campus faculty, staff and advisory groups.

BTE Program

There are three broad learning outcomes for the program:

- Students will apply business principles in solving problems encountered in the workplace.
- Students will analyze data and other sources of information in order to recommend appropriate courses of action.
- Students will apply learned business principles through group/team experiences.

Topics

Topics that must be covered in the curriculum:

- Accounting
- Business Law
- Economics
- Finance
- Management
- Marketing
- Strategy

Miami University's Liberal Education

Miami University's Liberal Education Plan has four goals:

- Critical thinking
- Understanding Contexts
- Engaging with other learners
- Reflecting and acting

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All of these objectives are operationalized in the curriculum through the following required courses. It is noted, however, that many of these objectives are emphasized by the faculty in other required and general elective courses as well. What follows is where the objectives are required to be taught in a class, and hence, guarantee that they are taught in the Bachelor of Commerce.

BTE Program	Courses Where Practiced
Students will apply business principles in solving problems encountered in the workplace.	All BTE courses
Students will analyze data and other sources of information in order to recommend appropriate courses of action.	BTE 105, 207, 282, 302, 495. STA 261
Students will apply learned business principles through group/team experiences	BTE 105, 111, 495

Topics	Courses Where Practiced
Accounting	BTE 101, 207
Business Law	BTE 108
Economics	BTE 211
Finance	BTE 302
Management	BTE 111
Marketing	BTE 105
Strategy	BTE 495

Miami University's Liberal Education	Courses Where Practiced
Critical thinking	BTE 105, 108, 111, 211, 242, 302, 495, STA 261
Understanding Contexts	BTE 244, MPF III
Engaging with other learners	BTE 105, 111, 263, 301, 401, 495; MPF II, III
Reflecting and acting	BTE 105, 263, 301, 401, 495

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Page 15**6.3 Course offerings/descriptions**

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (number: name)	No. of Semester credit hours	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equival ent course	New/ Existing Course
BTE 101: Introduction to Accounting I	3	Core				Existing
BTE 105: Introduction to Marketing	3	Core				Existing
BTE 108: Introduction to Business Law	3	Core				Existing
BTE 111: Introduction to Management	3	Core				Existing
BTE 207: Management Planning and Control	3	Core				Existing
BTE 211: Economics for Commerce I	3	Core				New
BTE 244: Introduction to Global Business	3	Core				Existing
BTE 282: Computer Based Business Analysis	3	Core				Existing
BTE 302: Financial Info. for Managers	3	Core				Existing
BTE 495: Capstone in Organizational Strategy for Commerce	3	Core				New
STA 261: Statistics	4	Core	X			Existing
BTE 242: Management of Small Business Operations	3	Major				Existing
BTE 263: Sales and Promotions	3	Major				Existing
BTE 301: Personal	3	Major				Existing

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Organizational Skills						
BTE 361: Marketing for the Small Business	3	Major				New
BTE 401: Leadership Decision Skills	3	Major				Existing
BTE 442: Current Issues & Innovation in Small Business	3	Major				New

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course.

All bachelor's degree students at Miami University must complete the Miami Plan for Liberal Education (general education). The following curricula for the Small Business Management major incorporate the Miami Plan requirements. Students must complete a minimum of 128 hours to earn the degree.

In addition to the general education requirements (the Miami Plan for Liberal Education), students in the small business management major will complete 34 hours of core courses and 18 hours of major courses. The courses required to reach the 128 hour minimum are electives of the student's choice.

Core Classes (34 Hours)

BTE 101: Introduction to Accounting I (3)
 BTE 105: Introduction to Marketing (3)
 BTE 108: Introduction to Business Law (3)
 BTE 111: Introduction to Management (3)
 BTE 207: Management Planning and Control (3)
 BTE 211: Economics for Commerce I (3)
 BTE 244: Introduction to Global Business (3)
 BTE 282: Computer Based Business Analysis (3)
 BTE 302: Financial Info. for Managers (3)
 BTE 495: Capstone in Organizational Strategy for Commerce (3)
 STA 261: Statistics (4)

Small Business Management Major (18 Hours)

BTE 242: Management of Small Business Operations (3)
 BTE 263: Sales and Promotions (3)
 BTE 301: Personal Organizational Skills (3)
 BTE 361: Marketing for the Small Business (3)
 BTE 401: Leadership Decision Skills (3)
 BTE 442: Current Issues & Innovation in Small Business (3)

Additional Courses Needed to Complete Miami Plan Requirements

Course Number	Course Name	Credit Hours
ENG 111	Composition and Rhetoric	3
ENG 112	Composition and Literature	3
HUM	Student choice	3
Social Science	Student choice	3
Fine arts	Student choice	3
Global	Student choice, 6 hrs. if study abroad	6/9
Natural Science	Student choice, must include one laboratory course	9
Thematic Sequence	Student choice	9

Course Syllabi are provided in *Appendix E*.

Course Descriptions: Core Courses**BTE 101 Introduction to Accounting I (3)**

Introduction to double-entry accounting systems, journals, subsidiary ledgers, and the general ledger. Preparation of financial statements for service and merchandising concerns emphasized. Basic payroll procedures, cash account reconciliation, and completion of detailed practice set.

BTE 105 Introduction to Marketing (3)

General survey of the field of marketing including the marketing concept, management of the marketing-mix, analysis of the marketing environment, use of marketing information, understanding of buyer behavior, and selection of target markets.

BTE 108 Introduction to Business Law (3)

Survey of business law including the legal system and environment in which business operates. Problems and solutions are investigated in areas of contracts, sales, bailments, commercial paper, agency and employment, partnerships and corporations, risk bearing devices, and property.

BTE 111 Introduction to Management I (3)

Introduction to principles and practices of managing organizations. Exposure to contemporary management issues, functions of management, and the interrelationship between business organizations and the environment. Emphasis on development of supervisory skills.

BTE 207 Management Planning and Control (3)

Exploration of how accounting data is used by management to make decisions. Emphasizes budgeting, cash flow analysis, breakeven analysis, and “what-if” probability analysis. Development of student determined business plan. Computerized applications are an integral part of course. Writing skills.

Prerequisites: BTE 101 and 181

BTE 211 Economics for Commerce (3)

This course covers basic microeconomics terms and concepts, including scarcity and choice, equilibrium, efficiency and equity, comparative advantage, allocating scarce resources, opportunity cost and the production possibility frontier and supply and demand, the function of prices in markets, and how markets work and sometimes don't work. It also covers production and cost structures and firms' behavior in perfect and imperfect competition markets.

Prerequisite: MTH 102 or 104 or 121

BTE 244 Introduction to Global Business (3)

The globalization of the U.S. economy significantly impacts both organizations and their employees. Business opportunities and career paths that once seemed assured, no longer are. This course analyzes how businesses and individuals compete in the new global economy.

Prerequisite: BTE 106

BTE 282 Computer-Based Business Analysis (3)

Survey of the analysis, and presentation of business data. Emphasis on the use of these methods as tools for solving typical business problems.

Prerequisite: BTE 181, or CSE 141, CSE 148 or CIT 154

BTE 302 Financial Information for Managers (3)

The view of the non-financial manager/user of financial information is taken. Key concepts are reviewed with an emphasis on their managerial use and interpretation versus their construction. Accounting terms are presented with an emphasis on the non-financial manager/user of information.

BTE 495 Organizational Strategy for Commerce: Planning & Implementation (3)

This capstone course provides students the opportunity to integrate and apply what they have learned throughout the bachelor of commerce program. Students will apply strategic planning and implementation practices that underlie a well-structured organizational strategy. Concepts will include present and future states of a business, resource allocation, and achieving competitive advantage. Using a combination of simulations and studies of real-world organizations, students will learn how to make strategies actionable under conditions of actual use.

STA 261 Statistics (4) MPF, MPT

Service course. Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications.

Prerequisite: MTH 102 or 104 or 121

Course Descriptions: Major Courses**BTE 242 Management of Small Business Operations (3)**

Introduction to management concepts and procedures in starting, developing, and operating small businesses. Methods of planning, organizing, operating, and controlling small businesses are discussed.

Prerequisites: BTE 101 and 111

BTE 263 Sales and Promotions (3)

Understand how advertising and other promotional techniques may be used to communicate with consumers. Learn how effective sales processes and promotional activities function as important aspects of a balanced marketing plan.

Prerequisites: BTE 105 and BTE 181

BTE 301 Personal Organization Skills (3)

The course focuses on personal development of skills vital to leadership with topics such as developing self-awareness, handling stress, managing conflict, building effective teams, making oral & written presentations, and conducting meetings. Individual skills are assessed using various measures.

BTE 361 Marketing for the Small Business (3)

This course provides an overview of the marketing process as it relates to small business management. It covers fundamental marketing concepts, the marketing mix, competitive analysis, target markets, buyer behaviors, advertising and promotion. It also explores the use of a marketing

strategy, local and global opportunities in the economy as well as the incorporation of social media marketing tools, franchising and ethics.

Prerequisites: BTE 105 and 263

BTE 401 Leadership Decision Skills (3)

The belief of this course is leadership can occur at any level of the organization and that everyone can improve their leadership skills. This course will develop leadership decision making skills required for effective leadership through the study of leadership approaches/theories and applications.

BTE 442 Current Issues & Innovation in Small Business (3)

Exploration and analysis of issues and opportunities that currently face small and new businesses. Emphasis on developing short and long term strategies to address changing market, economic, and technological conditions. Address the need of innovation for business development and growth.

Prerequisites: BTE 242 and 361

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

Small Business Management Major

Time period	Curriculum component	Time period	Curriculum component
<i>Fall 1</i>		<i>Spring 1</i>	
	BTE 108: Introduction to Business Law (3)		BTE 101: Introduction to Accounting I (3)
	BTE 111: Introduction to Management (3)		BTE 105: Introduction to Marketing (3)
	ENG 111: College Composition (MPF I) (3)		ENG 112: College Composition (MPF I) (3)
	MPF IIIA (3)		MPF Global (3) (C)
	MTH 102 if required or Elective (3)		BTE 106 if required or Elective (3)
			BTE 181 if required or Elective (3)
Total	15 Hours		18 Hours
Time period	Curriculum component	Time period	Curriculum component
<i>Fall 2</i>		<i>Spring 2</i>	
	BTE 207: Management Planning and Control (3)		BTE 211: Economics for Commerce I (3)
	BTE 263: Sales and Promotions (3)		BTE 244: Introduction to Global Business (3)
	STA 261 (program requirement for MPF V) (3)		BTE 282: Computer Based Business Analysis (3)
	MPF Global (3)		MPF Global (3)
	MPF IIIB (3) (H)		MPF IIIC (3)
Total	15 Hours		15 Hours
Time period	Curriculum component	Time period	Curriculum component
<i>Fall 3</i>		<i>Spring 3</i>	

	BTE 242: Management of Small Business Operations (3)		BTE 302: Financial Info. for Managers (3)
	BTE 301: Personal Organizational Skills (3)		BTE 401: Leadership Decision Skills (3)
	MPF IV A (3)		MPF IV B (3)
	MPT (3)		MPT (3)
	Elective (3)		Elective (3)
			Elective (3)
Total	15 Hours		18 Hours
Time period	Curriculum component	Time period	Curriculum component
<i>Fall 4</i>		<i>Spring 4</i>	
	BTE 361: Marketing for the Small Business (3)		BTE 442: Current Issues & Innovation in Small Business (3)
	MPF IV A or B: Science + Lab (4)		BTE 495: Organizational Strategy for Commerce (3) (MPC)
	MPT (3)		Elective (4)
	Elective (3)		Elective (3)
	Elective (3)		Elective (3)
Total	16 Hours		16 Hours
Total	128 Hours		

Note: MPF refers to Miami Plan Foundation courses; MPT to Miami Plan Thematic Sequence courses; MPC refers to Miami Plan Capstone course; required for all bachelor's degrees at Miami University.

6.5 Alternative delivery options (please check all that apply):

- More than 50% of the program will be offered using a fully online delivery model
- More than 50% of the program will be offered using a hybrid/blended delivery model
- More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.6 Off-site program components (please check all that apply):

- Co-op/Internship/Externship
- Field Placement
- Student Teaching
- Clinical Practicum
- Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

- *Name of the unit/position responsible for directing assessment efforts*

Assessment efforts at the university are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA). Each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report that is submitted each year as part of the online annual reporting system.

For the BSC degree, the Chair of the Business Technology Department and a designated faculty member will be responsible for directing assessment efforts at the program level. The University's Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) will approve the final assessment plan.

- *Description of any committees or groups that assist the unit*

The Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) at Miami University partnered with Ted Light and Tom Mays in creating the assessment plan for the BSC degree. CELTUA's mission is to support learning, teaching, and assessment in the engaged university, encourage appreciation of diversity and global awareness and to promote reflective and scholarly practice by teachers, students, and their center. The office houses a director and multiple full- and part-time faculty members. In addition to CELTUA, each regional campus has a Center for Teaching and Learning that houses assessment resources, funding, and faculty that specialize in assessment if necessary.

Ted Light is the BTE department chair and has participated in several assessment workshops. He holds a PhD in marketing from the University of Cincinnati. Mr. Mays is ABD in Educational Leadership, has participated in assessment workshops, and is currently a member of a SOTL faculty learning community. Additionally, Mr. Mays has volunteered in the Center for Teaching and Learning at Sinclair Community College, and will be serving a two-year appointment on the Middletown campus CTL Leadership Collaborative starting Fall 2014. Mr. Mays currently directs assessment activities for the BTE department.

- *Description of the measurements used*

The following measurements will be used to assess learning outcomes at the course and program levels:

At the course level:

- Course syllabi and assignments will be evaluated by the BTE Assessment Committee to ensure the explicit links between course activities and assignments and the learning outcomes.

- Student work will be evaluated according to rubrics developed to assess their meeting of the learning outcomes of the course, which are tied to the program outcomes
- Faculty will complete periodic questionnaires distributed by the Assessment Committee about the ways the students are or are not meeting course goals and program outcomes.
- Students will complete course evaluations that include department-level items measuring student perceptions of how the course meets program objectives.

At the program level:

- The BTE Assessment Committee will complete an annual review of core courses to measure alignment between course-level outcomes, student work, and program-level outcomes.
 - Final projects from the Capstone will be evaluated by the BTE Assessment Committee according to rubrics designed to assess programmatic learning outcomes
 - Information will be regularly solicited from community partners about students placed in their organizations and/or program graduates they have hired
 - Students will complete a Final Reflection as the last assignment for the Capstone course in which they reflect on their experiential learning, their skill development, and their own assessment of having met the degree program's learning outcomes. The BTE Assessment Committee will assess these assignments as well.
- *Frequency of data collection*
Data collection will be completed at multiple times of the year. Student assignments, student evaluations, and faculty reflections will be gathered at the end of each semester.
 - *Frequency of data sharing*
Data will be shared in required program review, annually to CELTUA, and in communication with faculty throughout the years (workshops, learning communities, newsletters, etc.). We also plan to share the data with appropriate community organizations and the BTE Advisory Council.
 - *How the results are used to inform the institution and the program*
Data will be collected on an ongoing basis in anticipation of continuing improvement and as a way to align our curriculum with our programmatic goals and student learning outcomes. The BTE Assessment committee will compile data annually, and assessment results will be discussed by our program's faculty, will be utilized as a form of continuing improvement and change within the program, and will be reported to the CELTUA office for suggestions for improvement.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- *Name of the unit/position responsible for directing these efforts*
In individual courses, faculty will continually measure individual student success. These efforts will be overseen by the Chair of the Department of Business Technology and the BTE Assessment Committee with the assistance of the university's Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA).
- *Description of any committees or groups that assist the unit*
The Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) partnered with Dr. Ted Light and Mr. Tom Mays in creating an assessment plan for the Business Technology's Commerce degree program.

- *Description of the measurements used*

At the course level, specific measurements (assignments) are tied to these tiers in the each of the core courses, with Level 1 (Understanding) generally correlated to the 200-level core courses, Level 2 (Analysis) correlated to the 300-level courses, and Level 3 (Application) correlated to the 400-level courses. (See BTE Program Outcomes Matrix)

The BTE Assessment Committee will complete its assessment of key learning outcomes at the end of each academic year, and will specifically involve assessment of assignments from the degree capstone course as well as other 400 level required BTE courses. This plan is a revision of the previously approved plan and has been submitted for approval to the Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA).

BTE Program Outcomes Matrix

Program Learning Outcome	Level 1 (Understanding)	Level 2 (Analysis)	Level 3 (Application)
Students will apply business principles in solving problems encountered in the workplace.	Identify and describe common issues facing business. Identify and describe business principles as they relate to the different business disciplines including managing, marketing, accounting, and finance.	Analyze and evaluate business issues and opportunities facing each of the business disciplines.	Recommend courses of action for common business problems and issues.
Students will analyze data and other sources of information in order to recommend appropriate courses of action.	Identify and describe the tools used to complete data analysis Identify local, regional, and global opportunities for business. Summarize economic, political, and market issues facing businesses.	Analyze data and information to identify specific issues and opportunities.	Recommend courses of action for business that leverage data/information analysis and innovation concepts.
Students will apply learned business principles through group/team experiences.	Identify the benefits of collaboration in organizations, specifically to business needs.	Evaluate and communicate how common business principles translate to the business environment.	Develop and present a business strategy.

BTE Program Outcomes Measurement Matrix

Capstone Learning Outcomes	Measurement
Students will be able to identify local, regional, and global opportunities for organizations.	Forums, Case Analysis projects, Capstone project (BTE 495 - Capstone)
Students will be able to summarize economic, political, and market issues facing organizations.	Forums, Case Analysis projects, Capstone project (BTE 495 - Capstone)
Students will be able to create a plan to address technological, regulatory, economic, and market challenges facing organizations.	Case Analysis projects, Capstone project (BTE 495 - Capstone)
Students will be able to explain the importance of innovation to organizational growth and success.	Forums, Case Analysis projects (BTE 495 - Capstone)
Students will be able to propose solutions that leverage innovation to improve organizational outcomes.	Case Analysis projects, Capstone project (BTE 495 - Capstone)

As the program progresses, there may be minor changes to the outcomes and assessment portion of this document. This program bases its assessment on the continuous improvement model and will respond accordingly.

In addition to assessment of the specified learning outcomes, we also plan to directly and indirectly measure student perception by considering the use of the following:

- end-of-course and/or end-of-program questionnaires that include specific items related to the specified student learning outcomes (or, in the case of Miami Plan assessment, related to the Miami Plan goals);
- alumni surveys;
- focus group discussions to gather student input, conducted by someone not teaching the course or outside of the department, a program that already exists at Miami, called Small-Group Instructional Diagnosis (SGID);
- open-ended written commentary from students.
- open-ended written commentary from faculty.
- *Frequency of data collection*
Data will be collected on an ongoing basis in anticipation of continuing improvement and as a way to align our curriculum with our programmatic goals and student learning outcomes.
- *Frequency of data sharing*
Data will be shared in required program review and annually with faculty.

- *How the results are used to inform the student as they progress through the program*
Assessment reports may be reviewed with students in their courses, will be discussed in advising appointments held with BTE faculty, and will be offered to students upon request.
- *Initiatives used to track student success after program completion*
The standard University graduation survey will be used to track and assess student success after program completion.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at:

<http://miamioh.edu/files/documents/secretary/MUPIM.pdf>. This document includes Miami University's version of a faculty handbook.

Part-Time Temporary Faculty

Individuals with considerable experience in the field will be employed to teach within their areas of competence. Part-time temporary faculty must hold at least a master's degree.

Lecturer

A Lecturer must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, talent, or abilities deemed critical to fulfilling the mission of the department or program; and be full time.

The rank of Lecturer carries with it the requirement of teaching and advising as well as institutional and professional service.

Lecturers, by virtue of the prospect that they may be associated with departments/programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments/programs with which they are affiliated.

Clinically Licensed

A clinical/Professionally Licensed Faculty must hold a master's degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, appropriate educational background, and significant professional experience including a professional license or professional certificate/degree; and be full time.

The rank of Clinical/Professionally Licensed Faculty carries with it the requirement of teaching and institutional service as well as the requirement to remain active professionally for accreditation purpose.

Clinical/Professionally Licensed Faculty, by virtue of the prospect that they may be associated with departments or programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments or programs with which they are affiliated.

Assistant Professor

An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study or experience that does not culminate in a doctorate.)

For appointment to this rank, a candidate must demonstrate:

1. ability to achieve effectiveness as a teacher and academic adviser;
2. ability to do research, scholarly and/or creative achievement;
3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

Associate Professor

An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate:

1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and
4. professional collegiality within the department, division, campuses, and University community.

Professor

Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.

A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor's degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate excellence in teaching and either the second or third criteria listed below, as selected by the candidate at the time of hiring. The candidate must then demonstrate strength in the last of the three criteria below.

1. a cumulative record of high-quality teaching and academic advising;
2. a cumulative record of research, scholarly and/or creative achievement which has resulted in an established reputation within the discipline;
3. performance of productive professional service.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Normally tenure track faculty must hold a doctorate (including the J.D., as appropriate). However a master's degree and substantial experience in the field may be the minimum criteria in rare instances.

Part-time, visiting, and lecturers must hold a master's degree and have substantial experience in the field.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Overload teaching during the fall and spring semesters is available only to faculty in a department who are already teaching a 'normal load' as defined by the department chair with the approval of the divisional dean. Persons not teaching a 'normal load' as so defined are not eligible for overload assignments since it is assumed that anyone teaching less than a 'normal load' has been granted this privilege to engage in some other scholarly or worthwhile endeavor.

Part time faculty members are limited to teaching no more than three courses in a semester.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The university recognizes the need for additional full-time faculty. Two new assistant professors in Business Technology begin work in August 2014; a new assistant professor will be hired in time to begin work in August 2016. The university has committed to additional faculty (one full-time per 40 full-time majors) as the program grows.

The search process begins with a faculty search committee. The committee determines the qualifications for the position, advertises the position, receives and reviews resumes of applicants, subject to administrative approvals. Subsequently, a candidate pool is selected and forwarded to the Office of Equity and Equal Opportunity (OEEO) and the Dean of Professional Studies and Applied Sciences for approval. The Provost approves the final pool of candidates eligible for interviews. Several candidates are interviewed. Typically at the regional campuses, two or three candidates are ranked by the committee and approved by the department chair, and the names are forwarded to the Dean for further review and action.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time: 10 full-time faculty members (2 starting in 2014-15) in BTE, 1 full-time economics faculty, and several faculty in other disciplines will teach courses that support the program.

Less than full-time: 7 part-time BTE faculty plus several part-time faculty of other disciplines

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1

Less than full-time: 4

8.3 Expectations for professional development/scholarship

*Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. A link to the faculty handbook is provided in **Appendix G***

All tenured and tenure track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development and teaching

development resources are available to part-time faculty. All faculty members are evaluated annually for their assigned responsibilities. Teaching is evaluated, for both part-time and full-time faculty, through student evaluations, peer evaluations, and review of syllabi and other documents and learning aids.

Miami University has a rich array of professional development resources. Both the Hamilton and Middletown campuses have Centers for Teaching and Learning that provide teaching, scholarly, and assessment support and the Oxford Campus' Center for Enhancement of Teaching Learning and University Advancement is an additional resource available to regional campuses faculty. Funds are available to faculty to attend teaching and learning conferences and to purchase teaching materials. A number of these opportunities are open to part-time faculty.

Because the campuses are committed to serving Ohio and the communities in which they are located, scholarly service and public scholarship are also supported. Each regional campus has a center of civic engagement, as well as downtown centers, that offers support for faculty who are interested in this type of work by making connections between a faculty member's area of expertise and needs in the community, providing fellowships to seed the work, assisting faculty in understanding the place for the work in Miami's tenure, promotion, and evaluation system, and providing a venue for faculty led discussions and other work.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer term scholarship, service, and professional development projects. All faculty on the tenure track are guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly activities through departmental travel budgets.

8.4 Faculty matrix

*Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). CV's of core faculty are provided in **Appendix F**.*

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Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year, Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience in the Discipline/Field	Additional Expertise in the Discipline/Field	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Program Courses this Individual will Teach Per Year at All Campus Locations
Susan Baim	Associate Professor, BTE	FT	Ph.D., Organization and Management, Capella University, 2007	15	8	BTE 105, 111, 301, 401, 495	6
Dan Carroll	Associate Professor, BTE	FT	M.Ed, Secondary Education, Xavier University, 1975	26	32 (CPA)	BTE 101, 207, 302	6
Bob Davis	Associate Professor, Statistics	FT	Ph.D., Statistics, University of Southwestern Louisiana, 1989	24	2	STA 261	6
Doug Edwards	Lecturer, BTE	FT	M.B.A., Marketing, University of Cincinnati, 1974	13	25 Private Sector Marketing Sales	BTE 101, 263, 361	6

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Steve Feldmann	Visiting Faculty, BTE	PT	J.D., University of Kentucky, 1989	3	21	BTE 108	3
Chen Ferguson	Associate Professor, BTE	FT	Ph.D., Educational Leadership, Miami University, 2013	12	10	BTE 244	3
Mary Kovach	Assistant Professor, 1 st year, tenure track	FT	M.B.A., Cleveland State University, 2003	7	15	BTE 105, 111, 242	6
Ted Light	Associate Professor, Chair, BTE	FT	Ph.D., Marketing, University of Cincinnati, 1993	12	25	BTE 105, 301	4
Tom Mays	Assistant Professor 2 nd Year, tenure track, BTE	FT	M.B.A., Wright State University, 2004 *A.B.D., Educational Leadership, University of Dayton	7	18	BTE 282, 481	6

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Chris Metcalf	Senior Clinical/ Professionally Licensed Faculty, BTE	FT	M.B.A, Finance, Indiana University, 1974	14 years at Miami University 2 years in graduate school	26 financial management in the corporate world prior to teaching at Miami; CPA (Ohio, inactive)	BTE 207, 302	4
Luci Parmer	Assistant Professor, 1 st year, tenure track	FT	Ph.D., Leadership Studies, Our Lady of the Lake University, 2012	7	8	BTE 105, 301, 361	6
Chamina Smith	Assistant Professor 4th Year, tenure track, BTE	FT	Master, Labor & Employee Relations, University of Cincinnati, 2001 Master, Organization Development, Bowling Green State University, 1998	6	18	BTE 105, 111, 401	6
Monticha Sompolvorachai	Lecturer, Economics	FT	Ph.D., University of California, 2008	15	4	BTE 211	3

SECTION 9: LIBRARY RESOURCES

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The library directors at Miami University Hamilton and Miami University Middletown were consulted concerning the resources available for courses in the program.

The regional campuses have their own libraries. Additionally, students, faculty, and staff, have access to resources provided by Miami University Libraries at the Oxford campus. The regional campus libraries are also members of the OhioLINK statewide consortium. These two affiliations and the local resources available to the regional libraries provide a broad array of resources. They include over 180 periodical databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 80,000 e-books on a wide variety of topics.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the [Information Literacy Competency Standards for Higher Education](#) as established by the [Association for College and Research Libraries](#). The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

The only additional physical resources that will be needed to support the proposed program will be classrooms and the regional campuses have adequate classroom space available.

10.2 Budget/financial planning:

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	50	75	100	125
Headcount part time	25	50	75	100
Full-time equivalent (FTE) enrollment	62	100	137	175
II. Projected Program Income				
Tuition (paid by student or sponsor)	289,900	467,600	640,000	818,400
Expected state subsidy	153,600	240,000	328,800	420,000
Externally funded stipends, as applicable	None	None	None	None
Other income (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Program Income				
III. Program Expenses				
New Personnel				
<ul style="list-style-type: none"> • Instruction (technical, professional and general education) <ul style="list-style-type: none"> Full _____ Part Time _____ • Non-instruction (indicate roles in narrative section below) <ul style="list-style-type: none"> Full _____ Part time _____ 	0 FT 2 PT	1 FT 2 PT	0 FT 2 PT	1 FT 2 PT
New facilities/building/space renovation (if applicable, describe in narrative section below)	None	None	None	None
Scholarship/stipend support (if applicable, describe in narrative section below)	None	None	None	None
Additional library resources (if applicable, describe in narrative section below)	None	None	None	None
Additional technology or equipment needs (if applicable, describe in narrative section below)	None	None	None	None
Other expenses (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Expense				

Budget Narrative:

APPENDICES

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews	Course syllabi
Organizational Chart	Faculty CVs
Faculty/student handbooks (or link)	Current catalog (or link)

Appendix	Item	Description	Referenced in document on page
A	HCL Report - Advancement	Advancement Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission	6
A	HCL Report - Assurance	Assurance Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission	6
A	MU Accreditation Self Study	Self-Study of Miami University's reaccreditation review by the Higher Learning Commission	6
B	Initial Inquiry Notification	Initial Inquiry Notification from Miami University to the Ohio Board of Regents proposing a Bachelor of Science in Commerce	6
C	MU Organizational Charts	The Organizational Charts for Miami University and CPSAS	8
D	CV of Department Chair	Curriculum Vitae for Dr. Ted Light, Chair, BTE	8
E	Course Syllabi	Syllabi Core Courses	17
F	Faculty CV's	A copy of each BTE faculty members CV (and faculty from other disciplines teaching core courses)	28
G	Miami University Academic Catalog	http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2013-2014/	3 & 12
G	Miami University Policy & Information Manual	http://miamioh.edu/_files/documents/secretary/MUPIM.pdf This document also contains the faculty handbook.	27
G	Miami University Student Handbook	http://miamioh.edu/_files/documents/secretary/Student_Handbook.pdf	11

Miami University is committed to continual support of the delivery of the Bachelor of Science in Commerce in Small Business Management. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Bobby Gempesaw
Provost and Senior Vice President for Academic Affairs
Miami University

Department Chair/Program Director Approval and Forwarding:

Name: Ted Light Email: lighttb@miamioh.edu Phone: 513-785-7707 Date: April 8, 2014

Department Chair/Program Director approval indicates that the major and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.

When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

**Please submit completed approved forms (in Microsoft Word) via e-mail to:
courseapproval@MiamiOH.edu**

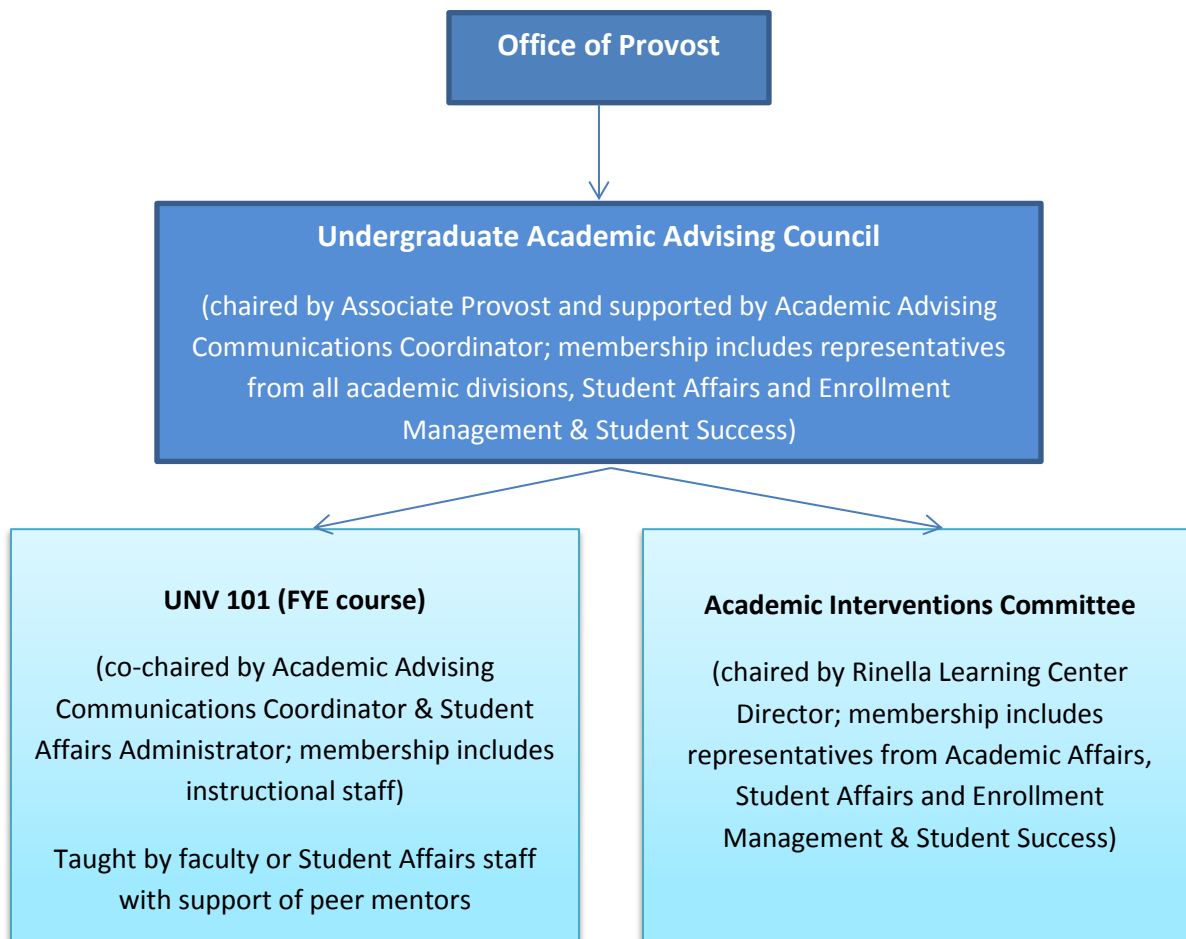
NOTE: New Degrees: This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

NOTE: New Majors: This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

Report on Academic Advising

Carolyn Haynes, Associate Provost

Beginning fall 2015, academic advising will be the sole responsibility of the Division of Academic Affairs and guided through the following organizational structure:



Academic advisors in all academic divisions and on all campuses promote a common advising philosophy and set of goals and outcomes that were developed and approved by the Undergraduate Academic Advising Council. Goals and outcomes are aligned with the advising standards of the National Academic Advising Association.

During the fall 2014 semester, the assistant deans have been collaborating with the associate provost, each other and the leadership within their college or school to develop a plan for how academic advising will be delivered beginning fall semester 2016. The plan (which is in the process of being finalized) promotes the following characteristics:

- Vigilant focus on student success;

- Best in class reflecting best practices;
- Mixed model of advisement which makes the best and effective use of the talents and expertise of professional staff advisors, chief departmental advisors, and faculty advisors within each academic division;
- Advising load of approximately 350 to 1 for full-time professional staff advisors;
- Advising load ranging from 15-40 to 1 for faculty advisors (faculty advisors with higher loads generally have structured curricular requirements or work with students with less complex needs);
- Required academic advising sessions at key milestones (e.g., first semester at Miami, prior to graduation, when changing majors, during the academic intervention period);
- Required UNV 101 course for all incoming first-year students (phased in over next three years) with embedded advising-related modules, informed by Student Affairs expertise, and designed to supplement one-on-one academic advising;
- Purposeful use of database and software technologies and data-informed decision making processes;
- Additional support for and interventions with students with the highest need;
- Appropriate and required training for all advisors;
- Seamless integration of academic advisors with other academic support units across all divisions (e.g., residence life, Global Initiatives, athletics, honors, career services, one-stop & student success centers, Rinella Learning Center).

The ultimate goal of academic advising will be to advance the Miami 2020 Plan metric to “achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%).” An additional aim is to improve students’ satisfaction with academic advising as measured through internal surveys conducted every four years and the advising-related questions on the National Survey of Student Engagement.

Toward these ends, the UAAC is taking the following steps:

- Hiring a new advising communications coordinator who will report to the associate provost and oversee advising-related communications to all advisors and students across all divisions of the University; coordinate comprehensive advisor training; lead University-wide assessment of advising; ensure that complaints related to advising are addressed appropriately; coordinate the advising e-tools; oversee the advising-related publications; assist with UAAC meeting preparation; and, in collaboration with Student Affairs, coordinate UNV 101;
- Hiring five new professional staff advisors deployed to the academic divisions;
- Clarifying the roles and responsibilities of all academic advisors (assistant deans, chief departmental advisors, faculty and staff advisors) as well as academic support specialists;
- Creating IT protocols for communicating the name of the academic advisor to students prior to the beginning of the fall semester;
- Finalizing and implementing required training for academic advisors (three modules);
- Assessing the pilot of UNV 101 (first-year experience transition course) which is being completed this semester with over 400 students enrolled, and increasing the offerings of UNV 101 to extend to all academic divisions in fall 2016;

- Revising the academic intervention processes in light of the new academic advising structures, and developing proposals for additional interventions including a summer bridge program for incoming students with multiple at risk factors, an alternative suspension program, and winter term support program for students on academic probation or returning from academic suspension;
- Updating all advising-related resources, including timelines and referral guides for advisors and students..

New Academic Advising Model

Carolyn Haynes, Associate Provost
Chair, Undergraduate Academic Advising Council



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Former Model

Management: decentralized

Policy: no shared philosophy goals, outcomes

Assessment: conducted sporadically

Delivery System: Hand-off from advisor in one division to advisor in another division; uneven communication

Advisor Training: Conducted unevenly

Information System: Uneven use; no comprehensive site for advising resources

Recognition: No formal awards

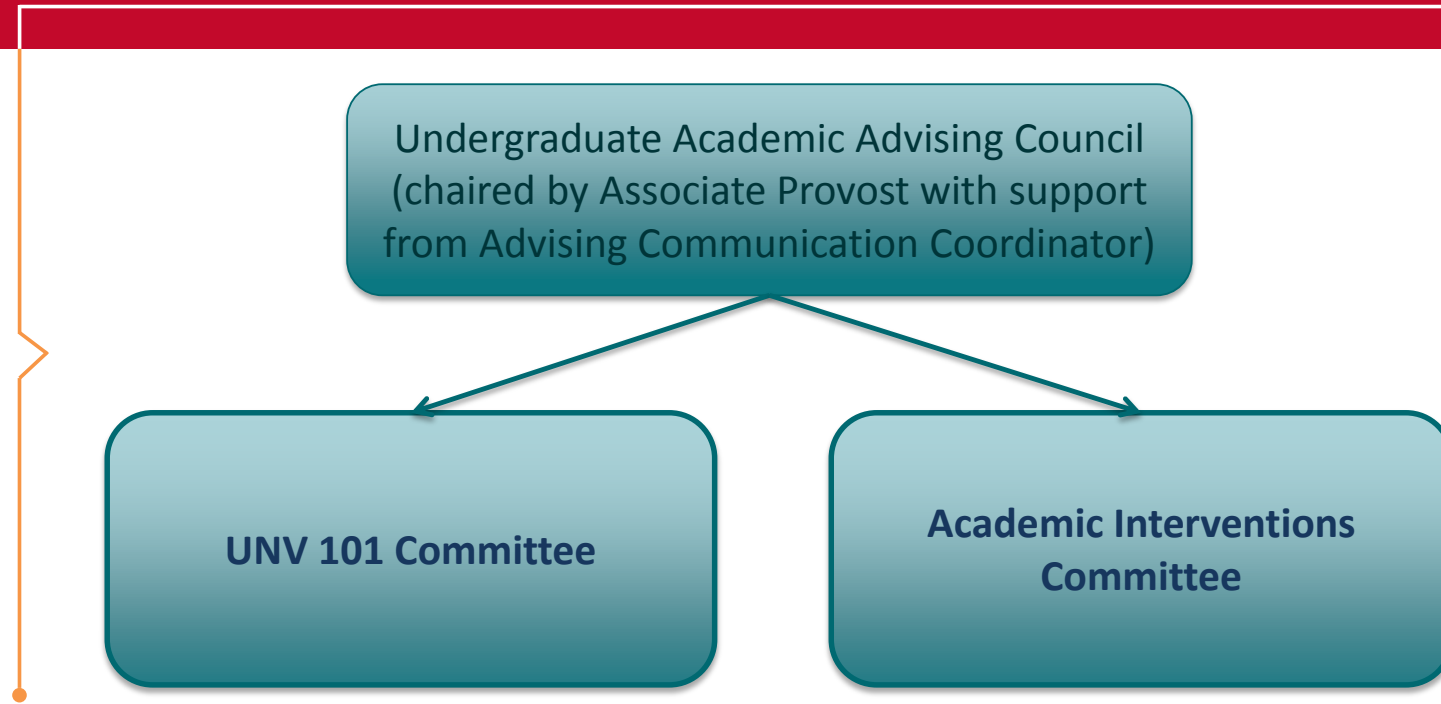


New Academic Advising Model

- **Organizational Structure/Oversight**
- **Philosophy, Goals & Outcomes**
- **Advisor Training**
- **Purposeful Advising at Key Milestones**
- **Clear Roles & Responsibilities**
- **Curricular Support**
- **Technology & Data-Informed Decisions**
- **Ongoing Planning & Assessment**



Coordination & Oversight



Shared Philosophy

Learner-centered advising requires advisors and academic support specialists who are experts in their area of responsibility, *see every opportunity the student needs to make a choice as a learning opportunity*, and assist students in steadily gaining ownership over the whole college experience.

Through conversation and dialogue, they teach students purposefully and intentionally to value the learning process, apply decision-making strategies, put the college experience into perspective, set priorities, develop thinking and learning skills, and make informed choices.

Goals & Measures

GOALS

- Academic advising is one important means of advancing the overall success of our students.
- Academic advising practice and policy are grounded in a clear and shared philosophy.
- Roles and contributions of different types of advisors and academic support personnel are clear to students.
- Advisors are appropriately trained to meet advising outcomes.
- Academic advising is assessed to promote continuous improvement.

MEASURES: retention & graduation rates, student & advisor surveys, annual evaluation processes

Advising Outcomes

- Students understand the advising system and where to find answers to questions.
- Students understand the roles of advisors and academic support personnel and have a sustained connection with at least one advisor.
- Students know their graduation requirements and use advising tools to manage timely degree completion.
- Through meaningful dialogue with their advisor, students craft a developmentally appropriate educational and career plan.
- Academic advising is a dynamic partnership between student and adviser, leading to intentional course selection, co-curricular involvement, and career planning.

Characteristics of New Model (fall 2015 and beyond)

- Academic advising delivered in Academic Affairs with additional support from Student Affairs (Rinella) & EMSS (One-Stop)
- Oversight by Associate Provost & Undergraduate Academic Advising Council with support from new advising communication coordinator
- Mixed model which makes best use of staff advisors, chief departmental advisors, and faculty advisors
- Five net new professional staff advisors funded initially by Provost to be deployed across academic divisions
- Required academic advising at key milestones (first semester of first year, when changing majors, at graduation, or in academic peril)
- Required advisor training developed by UAAC but customized & delivered by divisions

Advisor Training

- MyAdvising Tab on MyMiami for students and advisors (key advising information and resources)
- Three required modules focusing on philosophy, advising system, policies, student success resources, protocols, curricular requirements, and guidelines for advising conversations
- Optional modules for working with special groups and students with particular needs



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New & Existing Technologies

- **Degree Audit Report:** New interactive components provide a more student-friendly means of understanding progress on degree requirements
- **AdvisorTrac:** Web-based application to record advising visits, schedule appointments, and access records
- **Student Success Collaborative:** Provides data analytics and predictive modeling to generate risk assessments for each student; easily accessible dashboards for advisors; consultation & research on best practices in college completion. SSC is being piloted this year in CAS and Regionals.

UNV 101: First-Year Experience

- Being piloted with over 400 students this fall
- Course modules developed by UAAC but can be customized by divisions
- Can be offered in sprint or full semester format
- Can be offered as stand-alone or incorporated into existing, retooled transition courses
- Staffing options: solely faculty; solely Student Affairs staff; team-taught by faculty and SAF staff
- Peer mentors who assist the instructors and help to carry out course outcomes

UNV 101 Outcomes

- Understand what a liberal arts education is and its role and value
- Demonstrate engaged learning in class activities
- Integrate personal, academic and career goals in relation to student's values, interests and skills
- Utilize campus resources and e-tools in pursuit of goals
- Demonstrate awareness of the relationship between culture and identity within themselves and others
- Examine how one's behavior and decisions have an impact on one's well-being and on the community
- Outline an intentional plan of curricular & co-curricular learning



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UNV 101 Units

Unit 1, *I am Miami.* Students build connections with their peers, instructor, and upper-class peer mentor, revisit their academic and co-curricular goals originally set at orientation, and discuss how to intentionally make the most of their time at Miami.

Unit 2, *We are Miami.* Students consider their college journey and connection to Miami in the context of the larger Miami community.

Unit 3, *Mapping My Miami Journey.* Students connect insights from Parts 1 and 2 and create a plan with next steps for continued learning about self, academic and co-curricular success, community, and career aspirations.

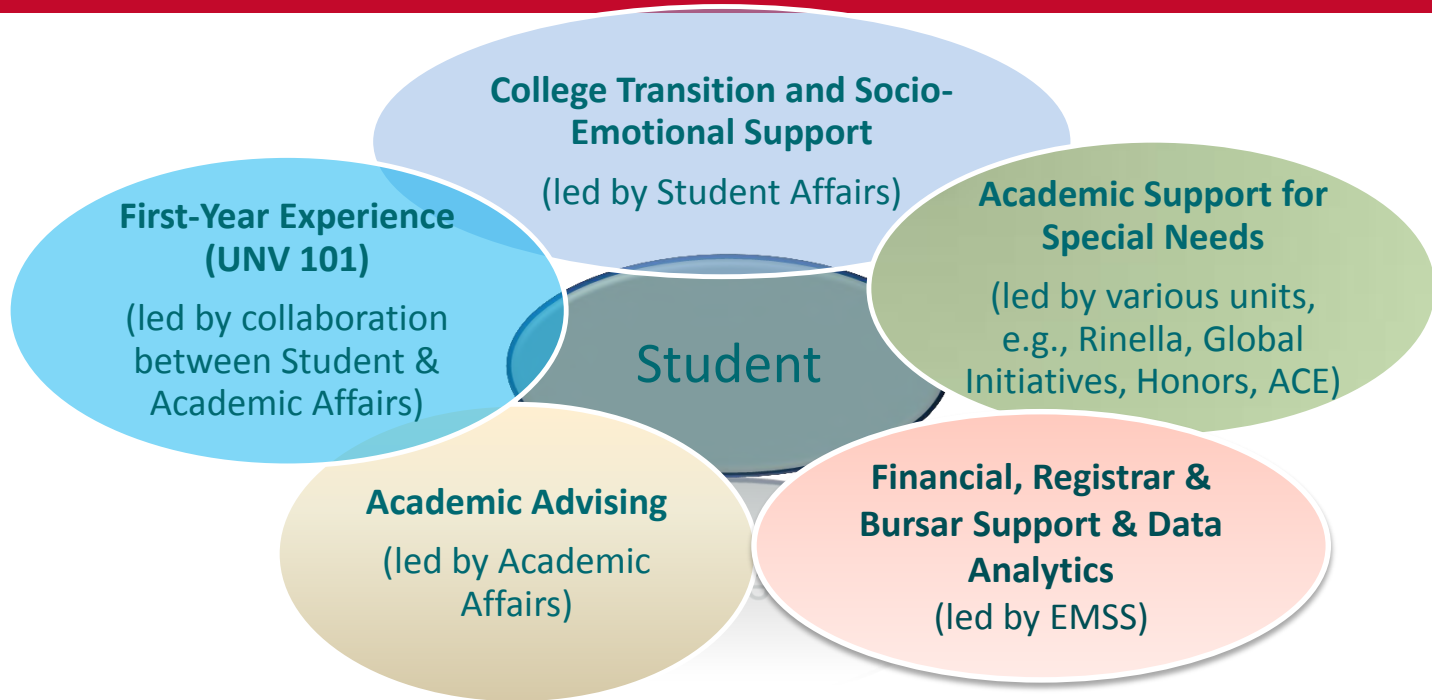


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Academic Interventions: 2014-15 Goals

- **Revise current protocols and support for students on probation and suspension as well as students with low midterm grades in light of new advising structure**
- **Develop proposals for new proactive programs:**
 - **Summer bridge program for entering students who have multiple risk factors**
 - **Winter term program for students on probation**
 - **Alternative suspension program for students with particular academic challenges**

Overview of Student Support



Undergraduate Academic Advising Council

Samuel “Zeb” Baker

Tresa Barlage

Stephanie Beck

Craig Bennett

Rosalyn Benson

Mike Curme

Christina Carrubba-Whetstine

Kim Ernsting

Gwen Fears

Michael Goldman

Karla Guinigundo

Peter Haverkos

Carolyn Haynes

Tonia Hyllengren

Carol Jones

Brian Kirkmeyer

Marti Kyger

Dave Sauter

Claudia Scott-Pavloff

Roxann Sommers

Kirsten Fowler



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Academic Excellence Award

- Begun in 2013
- Recognizes faculty and staff members who provide exemplary direct delivery of academic advising services to undergraduate students
- Awarded annually to faculty and staff advisors as well as one person who has been advising for less than five years



MIAMI UNIVERSITY



EHS Status Report

Presentation to the Academic Affairs
and Student Affairs Sub-Committee

December 2014

2014-15 Highlights



2014-15 HIGHLIGHTS

Leading the Way on the 25/50/60 Observance *Speaker Series to highlight our connection to social justice*



2014-15 HIGHLIGHTS

Recruitment and Retention Initiatives

- EHS Leadership Scholars: second cohort of EHS Leadership Scholars includes 28 first-year students—a 75% increase over the previous year—with an average ACT of 30.1 and high school GPA of 4.05.
- 1st to 2nd year retention for class entering in 2013 is 90.1% (up from 89% for the previous cohort)
- EHS 6-year graduation rate 83.6% (2008 cohort-second highest among divisions)
- EHS is a leader in Miami's new First Year Experience program for Fall 2014
 - 5 of the 10 UNV 101 sections are taught by EHS faculty
- 100% of EHS majors require practicums, field experiences, or internships
- Experiencing rapid growth in some key programs
 - 434 majors in SLAM (Sports Leadership And Management)



2014-15 HIGHLIGHTS

Partnerships & External Recognition

- The National Network for Educational Renewal (NNER) chose the Urban Teaching Cohort as the 2014 recipient of the Nicholas Michelli Award for Promoting Social Justice
- YWCA Hamilton named Dr. Doris Bergen and Dr. Denise Taliaferro Baszile “Outstanding Women of Achievement”
- Partnership with Fengtai Educational Bureau in Beijing – workshops on mental health issues in education yielded 300 participants
- Partnership with Bermuda College – special education masters degree (on-line hybrid program- added 10 to the domestic cohort of nearly 60)
- Nutrition Program received the highest accreditation rating from the Accreditation Council for Education in Nutrition and Dietetics (ACEND)

2014-15 HIGHLIGHTS

Final FY 2014 Financial Results – Positive for the division as a whole

	FY 2014 Budget	Final 6/30/2014	Over (Under) Budget
Undergraduate Net Tuition Revenue	28,877,786	29,483,874	606,088
Graduate Net Tuition Revenue	2,406,568	2,219,688	(186,880)
State Subsidy	10,064,762	10,411,529	346,767
Other Revenue	<u>1,538,996</u>	<u>1,675,899</u>	<u>136,902</u>
Total Revenue	42,888,112	43,790,990	902,877
Expense Budget	19,825,286	19,825,286	-0-
Support Center Expense Allocation	18,262,904	18,022,847	240,057
Debt & Facility Allocation	<u>1,865,499</u>	<u>1,938,189</u>	<u>(72,690)</u>
Total Expense	39,953,689	39,786,322	167,367
Revenue Less Expense	2,934,423	4,004,668	1,070,244
Subvention	(2,934,423)	(2,934,423)	
Net Revenue less Expense	-0-	1,070,244	

2014-15 HIGHLIGHTS

Winter Term Success

WINTER TERM 2014

<i>Yielded</i>	<i>Enrolled</i>	
\$1,098,739	483	1573
IN REVENUE	STUDENTS	CREDIT HOURS

TOPICS:

Medical Terminology
Psychosocial Aspects of Coaching
Global Childhood Education
Technology & Media Literacy
Family Life Education

WINTER TERM 2015

as of mid-November

561	40	1896
STUDENTS	EHS CLASSES	CREDIT HOURS

TOPICS:

Human Sexuality;
Diverse Family Life Cycles
Behavioral Intervention
Medical Terminology
Disability History in America
Youth Action Research
Sport, Power & Inequality

2014-15 HIGHLIGHTS

External Revenue

FY 2013-14
\$1,098,739
EXTERNAL GRANTS

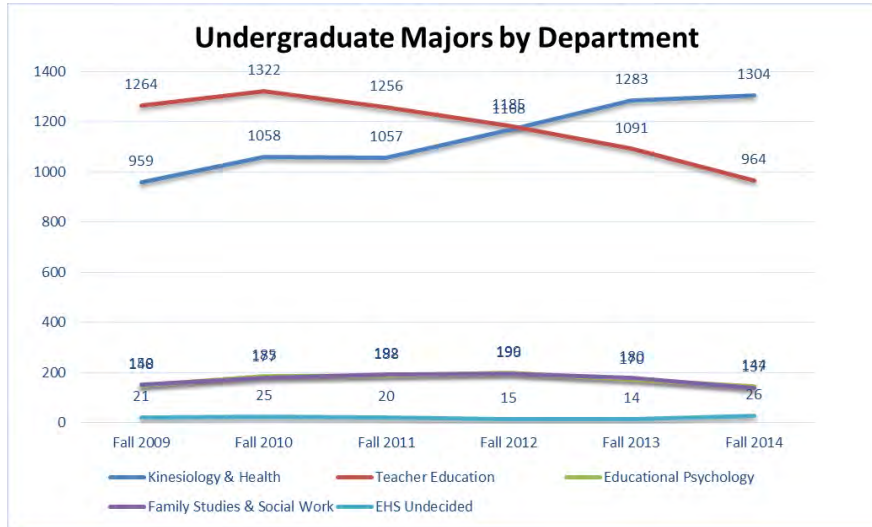
to date in 2014-15
\$3,514,219
EXTERNAL GRANTS

*{ Significant Mental
Health Grant }*

Challenges for EHS

Challenges for EHS

Shifting UNG Enrollment Patterns



Department	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
KNH	1058	1057	1168	1283	1304
Teacher Ed.	1322	1256	1185	1091	964
Ed. Psychology	185	188	199	170	144
FSW	177	192	196	180	137
EHS Undecided	25	20	15	14	26
Total	2767	2713	2763	2738	2575

Challenges for EHS

- National & Local shifts in Enrollment
- Teacher Preparation & Accountability Debate
- Facilities which were adequate even a few years ago are no longer meeting curricular needs.
 - Pedagogical shifts to learner centered approaches, and blending in-class experiences with field experiences requires a rethinking of classroom use and dynamics.
 - Shortage of classrooms that can accommodate class sizes of 50+.
 - Shortage of space in Phillips Hall to accommodate the rapid growth of KNH.
 - Uncoordinated technology spaces (Digital Learning Lounge, TeachLive Lab, IMS game design lounge, various KNH lab spaces).
- Leadership Transitions:
 - Search for new Dean and pending retirement of an Associate Dean
 - Three new department chairs (out of 5) this fall
 - An organizational structure that reflects earlier priorities rather than Miami 2020 goals.

Bright Outlook

Key Trends are on a Positive Trajectory:

- Fiscal Health
- Searches for talented faculty
- New Dean
- Experiential Learning and Innovative Curriculum

Good News from Academic Affairs September - December 2014

Miami ranks No. 2 in nationwide list for students studying abroad

11/17 Miami University ranks No. 2 nationwide among public doctoral universities for undergraduate student participation in study abroad programs.

The results of the just-released Open Doors 2014 report by the Institute of International Education are based on figures from the 2012-2013 academic year.

Miami also ranks No. 25 nationwide among all universities for total number of students, both undergraduate and graduate, for study abroad participation. About 38 percent of Miami undergraduate students study abroad by the time they graduate, with the majority studying abroad during their junior year.

Miami helps with the fight on Ebola

11/11 Miami University is helping in the worldwide fight against ebola. It's worked with the CDC and Johns Hopkins to make video-training program for health-care providers. Miami says the video makes the learning process more interactive and can give them a better understanding.

Miami Students to help fund clean water wells in Rwanda

11/10 Miami students are giving up coffee and beer for water. it's a 10 day national campaign where students across the country will give up every beverage except water and pledge to donate the money they usually spend to help fund clean water wells in Rwanda.

Miami among nation's smartest public colleges

10/30 Miami University was one of three Ohio colleges to be ranked on a list of the nation's 100 smartest public colleges. Miami was part of a three way tie ranked 30th on the list, which is based off of the average standardized test scores of public schools. The list was published by Business Insider.

Miami recognized as 5th best-landscaped college in Midwest

10/28 Miami University ranked 5th on a list of top 10 Midwest colleges with the best-landscaped campuses by LawnStarter, a lawn care-related technology company. Criteria for the ranking included the amount of green space on campus, the prevalence and uniqueness of landscape installations and the attention given to lawns and landscapes on campus. According to its blog, LawnStarter looked at photos, scanned message boards and interviewed students, alumni and faculty to create the list.

Miami included in multidisciplinary team to create Web-based Ebola training

10/27 Johns Hopkins Medicine has been tasked by the Centers for Disease Control and Prevention to lead a group and to design an interactive Web-based learning program that guides health care workers, nurses and physicians through government-approved protocols to aid clinicians as they provide care to patients who may be at risk of contracting the Ebola virus. The 40-member, multidisciplinary team included representatives from academic institutions, such as Miami University (Oxford, Ohio) to professional organizations, such as the Association for Professionals in Infection Control and Epidemiology.

Urban Teaching Cohort receives Nicholas Michelli Award for Promoting Social Justice

10/22 The Miami University Urban Teaching Cohort has been selected as a 2014 recipient of the Nicholas Michelli Award for Promoting Social Justice. Reviewers commend the leadership of the program for preparing teacher candidates who are learning to understand the local communities in which their schools are located, who can see the assets and strengths of urban schools and the communities in which they are located, and who understand and can utilize culturally relevant curriculum and pedagogy.

Miami's Gerontology Center Partners with Retirement Village to Open Minds through Art

Mount Pleasant Retirement Village is excited to announce their partnership with the Scripps Gerontology Center of Miami University in their Opening Minds through Art (OMA) program. OMA is an intergenerational art program for people with dementia. It is grounded in person-centered ethics and founded on the fact that people with dementia are capable of expressing themselves creatively. There is a growing body of empirical evidence that creative expression improves their physical and psychological well-being. The mission of OMA is to build bridges across age and cognitive barriers through art.

Freedom Summer Participants Reunite

10/14 Miami hosted a conference commemorating the 50th anniversary of the Freedom Summer where some 800 volunteers gathered at Western College for Women (now part of Miami University) to train volunteers to travel to Mississippi to register African Americans to vote, to work in Freedom Schools, and to open community/health care centers. Attendees reflected on the progress made and the efforts yet to come to ensure the freedom and dignity of all people.

Institute for a Superior Liberal Education improves Teaching

10/10 Created through a partnership between Walnut Hills High School and Miami University, the Institute for a Superior Liberal Arts Education is dedicated to creating superior and seamless secondary and postsecondary liberal arts education for the 21st century by: Assisting schools and colleges in defining foundations for superior liberal arts education and in communicating those values with the wider community; addressing deficiencies or gaps in education of incoming college students to improve preparation and readiness for rigorous studies; and developing effective methods for integrating distance learning, technology and innovative pedagogy to promote liberal arts education.

Alumnus named first Visiting Fellow in Public Leadership

10/13 Miami University alumnus Mark Cannon (Miami '86) is the first Visiting Fellow in Public Leadership as part of Miami's "Ohio Public Leaders: Inside State and Local Government" program. He is the chief of staff for the Association of Public-Safety Communications Officials International.

Professor Publishes "Putin's Kleptocracy"

10/13 Karen Dawisha, a Russia expert at Miami University published "Putins Kleptocracy – Who Owns Russia?" on Putin and western sanctions. She states that scholars are wrong to "approach the Putin era as a democracy in the process of failing." Dawisha is a Walter E. Havighurst professor of political science and director, Havighurst Center for Russian and Post-Soviet Studies.

Miami women named YWCA Women of Achievement honorees

10/8 The YWCA Hamilton has announced the honorees for the 2014 YWCA Hamilton Outstanding Women of Achievement awards. The five honorees for Women of Achievement were nominated by members of their communities and then selected by a committee. The Woman of the Year honoree is selected internally, and is usually a woman or group of women **who have worked directly with the YWCA. This year's Miami honorees for Women of Achievement** include Dr. Denise Talliaferro Baszile, director of Divisional Diversity, Dr. Doris Bergen, distinguished professor of educational psychology, and Dr. Whitney Womack Smith, associate professor of English and Faculty Director

Pulitzer Prize-winner Carl Bernstein to present Harry T. Wilks Lecture at Miami Hamilton

10/14 Carl Bernstein, a Pulitzer Prize-winning journalist/author and political analyst, presented “Current Events, the Media, and Truth” for the annual Harry T. Wilks Distinguished Lecture at Miami University Hamilton’s Parrish Auditorium. Bernstein shared a Pulitzer Prize with Bob Woodward for his coverage of Watergate for The Washington Post. His most recent book is the acclaimed biography, *A Woman in Charge: The Life of Hillary Rodham Clinton*. Among other works, he is the author, with Woodward, of *All the President’s Men* and *The Final Days*, and, with Marco Politi, of *His Holiness: John Paul II and the History of Our Time*.

Miami caters to aspiring Tech Innovators

9/15 Miami was ranked in the Top 3 of “Universities That Cater to Undergrads Who Want to Be Tech Innovators” by Entrepreneur magazine. Miami’s Institute for Entrepreneurship was praised for providing a number of opportunities for students to explore technological innovation in the startup, social and corporate entrepreneurship contexts. Specifically, the San Francisco Digital Innovation (SFDI) Program (in collaboration with the Armstrong Institute for Interactive Media Studies) and Project High Flight (in collaboration with the School of Engineering) were mentioned.

Board of Trustees – Academic & Student Affairs Committee
International Student & Scholar Services/Education Abroad Update
December 2014

Cheryl D. Young

Assistant Provost, Global Initiatives

Under a mission to lead and support the comprehensive internationalization of Miami University, Global Initiatives focuses on user- and customer-friendly services with a commitment to efficiency and acts as the connective tissue for all internationalization realms. At the organization level, the current Global Initiatives high priority strategies include:

- **Development** initiative to support increasing underrepresented student participation in education abroad with scholarship support, co-curricular global activities (e.g., Global Rhythms), a global classroom, and faculty and staff global awards. Increased number of international alumni chapters in collaboration with the Alumni Association.
- **International Partnerships** – support development and approval of international partnerships for strengthening relationships globally. Continuing stewardship of university partnership relationships. New partnerships include an agreement with Erzincan University (Turkey).
- **International Education Week** – Miami University celebrated our first International Education Week in November 2014. The series of events paid tribute to our rich history of international engagement education and honored Harry Wilks, John Dolibois, and the Western College for Women. Accepted a Proclamation from the City of Oxford in recognition of the critical international education efforts at Miami University.
- **Global Initiatives Consulting and Advising Center** – The center launched in fall 2014 to fully and holistically support the student advising and faculty/staff consulting needs of study abroad and international student and scholar services. Strategically located in MacMillan Hall with personnel providing triage advising and immigration compliance needs.

The **International Student & Scholar Services** office is leading the effort to fully support international students and scholars from point of commitment to Miami, with a goal of 100% retention and 100% satisfaction in the university experience. International students are increasing in number with over 1,800 in 2014-15, and visiting scholars number approximately 50. ISSS provides whole student support, interventions, integration, co-curricular, and social programming. Highlights of current efforts include:

- **Orientation and integration programming** – Increased efforts to support international student before their arrival on campus with pilot pre-orientation events in China in July 2014. To build on this success we will continue these events in strategic locations, and plan to strengthen student orientation efforts on campus in the summer of 2015.
- **CELTUA Collaboration** – collaborate with CELTUA to develop and deliver faculty and staff learning opportunities that allow for continued attention to fully supporting international student needs in and out of the classroom.

Global Initiatives | 2

- **Curricular development** – ENG, ACE, EDL, and EDT course development intended to address international student writing, speaking, listening, academic integrity, and other skills at multiple levels of performance.
- **Global Partner Summer School Program** – This successful effort increased attendance in the summer of 2014 to over 200 students. In this effort we engage with partners abroad to bring students and faculty to Miami in the summer for a customized academic program with the goals of strengthening partnerships and utilization of underused facilities and capacity in the summer on campus.

Education Abroad – includes Study Abroad, Global Internships, Study Away, Global Service Learning, and student, faculty and staff individual travel abroad.

- **Institute for International Education (IIE)** reports released on 17 November 2014 revealed that Miami University is ranked number two for public universities in undergraduate study abroad participation by graduation, and number 25 for all US universities in the number of students studying abroad in 2012-13. With a significant increase in numbers of students study abroad at Miami in 2013-14, we anticipate a rise in our rankings when the reports are released in November 2015.
- **Miami University Global Assistance Program (MU-GAP)** – Increased efforts in training faculty leaders in education abroad in collaboration with Red Cross and the Forum on Education Abroad. Increased attention to the need for immunizations and post-travel medical assessments in collaboration with General Counsel and the Student Health Center.
- **Miami University Dolibois European Center (MUDEC) Oxford** – With the resignations of the two MUDEC-Oxford staff searches were launched and two outstanding education abroad professionals joined the staff in the Education Abroad Services office to support the MUDEC efforts. Lynn Butler (Coordinator) and Gina Asalon (Advisor) bring with them educational backgrounds that includes Master's degrees in International Education with focus on study abroad. This brings a new level of expertise to the Education Abroad Services area, as well as to the support of MUDEC student, faculty, staff, and parents.

Global Initiatives offices also include the Center for American & World Cultures, Confucius Institute, and Continuing Education, including the Institute for Learning in Retirement. Each of these offices also contributes to the commitment to international education through academic courses, co-curricular programs, and initiatives aligned with strategies. Co-curricular efforts developed and implemented to date for 2014-15 include the Freedom Summer Reunion and Conference, Confucius Institute Day events locally and at the state level, UniDiversity, Human Rights and Social Justice events, and Global Rhythms.

Discover more on our websites:
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studyabroad.MiamiOH.edu

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