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**BOARD OF TRUSTEES  
 MIAMI UNIVERSITY  
 Minutes of the Academic and Student Affairs Committee Meeting  
 December 8, 2016, 8:00 a.m.  
 Admission Auditorium, Campus Avenue Building,  
 Miami University, Oxford Campus**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on December 8, 2016 in the Admission Auditorium in the Campus Avenue Building, on the Miami University Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder, a majority of members were present constituting a quorum. Attending were Chair Shroder, and committee members; Trustees David Budig, Sandra Collins, and John Pascoe, National Trustees Terry Hershey and Diane Perlmutter, and Student Trustees Ciara Lawson and Alex Boster; along with non-committee member Trustees Jagdish Bhati, and Mark Ridenour, and National Trustees John Altman, and Bob Coletti.

In addition to the Trustees, Miami President Greg Crawford; Phyllis Callahan, 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; Michael Dantley, Dean, College of Education, Health and Society; Jerome Conley, Dean and University Librarian; Susan Schaurer, Assistant Vice President and Director of Admission; Brent Shock, Assistant Vice President for Enrollment Management and Director of Student Financial Services; Drew Reffett, Professor and Chair of the Senate Executive Committee; Tim Melley, Professor of English and Director, Humanities Center; Scott Sportsman, Director of Research and Analysis, EMSS; Kim Ernsting, Director of Student Success; Clair Wagner, Director, News and Public Information; Kelly McHugh, President, Graduate Student Association; Trent White, Academic Secretary, Associated Student Government; and Ted Pickerill, Secretary to the Board of Trustees; as well as several others attending to observe or assist.

**Public Business Session**

Chair Robert Shroder opened the public session and welcomed everyone to the meeting. He then introduced Sandy Collins, from Toledo, Ohio, Miami's newest member of the Board of Trustees.

**Approval of the Prior Meeting's Minutes**

National Trustee Hershey moved, National Trustee Perlmutter seconded, and by unanimous voice vote, the minutes of the previous meeting were approved.

### **Student Trustees**

Remarks from Student Trustees Alex Boster and Ciara Lawson will be made to the full Board at the meeting on Friday, December 9, 2016.

### **Associated Student Government**

Trent White, Academic Secretary, Associated Student Government, updated the Committee on student government activities. His report is in Attachment A (reports to the Committee).

### **Graduate Student Association**

Graduate Student Kelly McHugh, President of the Graduate Student Association, updated the Committee on graduate student matters. Her report to the Committee is also included in Attachment A.

### **University Senate**

Dr. Drew Reffett, Chair of the Senate Executive Committee, next addressed the Committee. He stated that the Senate had recently received two interesting and informative updates, one from Tom Crist on environmental sustainability, and another from David Saylor on Intercollegiate Athletics. He then updated the Committee on Senate activities. His report is included in Attachment A.

### **Student Affairs Reports**

#### **Vice President's Report**

Vice President Jayne Brownell updated the Committee, relaying the following:

There is never a lack of things to talk about related to life on campus and Student Affairs, but I'm going to keep my report fairly brief today. As I told you at our last meeting, a lot of our attention this fall was on our staff and the development and improvement of our programs.

First, some long term planning about sexual assault and interpersonal came together this year. We were happy to welcome Kathie Wollney to our division, serving as our first SIV Education and Prevention Outreach Coordinator. Since Kathie arrived at Halloween, she has provided programming templates to Residence Life for RAs to use, trained the HAWKS peer educators to implement a new program about dating and domestic violence, developed specific It's On Us materials for the regional campuses, started planning the spring It's On Us week for Oxford, helped modify the Greek StepUp program for implementation in the spring, and is planning new social media efforts. It is not exaggerating to say she has hit the ground running! Nora McVey is another new

addition to the team of people focused on sexual and interpersonal violence. Through a grant from the State of Ohio submitted by Miami and Women Helping Women, Nora is an advocate from Women Helping Women who will have her office on Miami's campus, providing another confidential source of support to victim/survivors. Nora's office is temporarily in Armstrong, and in January, she will move to Shriver, in the newly renovated space that will house the Rinella Learning Center and Student Disability Services.

Second, we continue to invest attention to the climate for diversity on campus, work that happens in Student Affairs and throughout the University. As you know, Kelley Kimple came on board as our ODA director in late August. Kelley took some time this fall to get the lay of the land in her office, and is currently collecting resumes to replace the Associate Director of ODA, as well as the Associate Director for LGBTQ+ Services. The search for the Assistant Director will begin early in the new year. We are anxious to have that office fully staffed, but Kelley, along with Jane Goettsch and Rhonda Jackson in the Women's Center, Janine Todd as ODA staff support, and a team of staff from across the division who offered to spend some of their time in the office, have all worked together to ensure that our students are supported. As you may have heard, tensions on campus ran high around the election and in the month following. Many students who already felt a lack of belonging on campus expressed concerns about whether the climate for diversity at Miami would deteriorate in the current national political climate. Posters that espoused hate or hostility toward marginalized groups began appearing on our campus, and the invitation to a controversial, often offensive speaker reinforced those fears. As you know, the leadership team at the Miami decided that we needed to reiterate our commitment to moving forward on continuously improving our culture to be welcoming and accepting of ALL students. Much still remains to be done.

In the past two weeks, we had external reviewers on campus to complete program reviews for two offices: the Office of Ethics and Student Conflict Resolution (OESCR), and Student Activities and the Cliff Alexander Office of Fraternity and Sorority Life. Each office goes through a review every five years, and these are two that are particularly important since there have been many changes, nationally and locally, during recent years that affect their work. We expect reports from the reviewers in January that will allow us to update and improve our work in these areas.

### **Fraternity and Sorority Affairs**

Jenny Levering, Director, Cliff Alexander Office of Fraternity and Sorority Life, along with three students; Elizabeth Nelson, Annie Weidner, Cameron Snyders, outlined recent efforts to enhance fraternity and sorority affairs. Efforts include a Chapter Service Model, which involves weekly meetings with chapter leaders and advisors, allowing them to work deeply with them on chapter initiatives, including new member initiation. The effort also promotes enhanced advisor and chapter interactions.

The election and transition of Greek leaders has been moved to the Fall, and the Office of Fraternity and Sorority Life is no longer directly involved in the OESCR process. Online courses have been developed, through Canvas, for new/potential members, introducing them to Greek life, the member experience, and hazing and alcohol abuse prevention.

A number of student-led initiatives were also highlighted, including an enhanced membership experience plan. The Panhellenic association is also working with National Organizations for more support and involvement, targeting six national Panhellenic groups to appoint past national presidents or executive directors to work directly with Miami Chapters during periods such as recruitment, partnering with them on-campus.

Ms. Levering updated the Committee with regard to timelines for suspended chapters. And, the students reported that they are holding chapters accountable, with sanctions and recommendations, which are having positive results and a positive impact on behaviors.

The group fielded several questions from Committee members, on areas such as efforts to increase junior and senior student leadership within fraternities. They reported fraternities and sororities are making efforts, such as reduced rent for officers, and the Revisioning Committee is also working to get all Greek students more engaged.

There were also questions on efforts to identify and hold individuals responsible for their actions, which detract from the many positive efforts of the Greek Community.

Their report and presentation are included as Attachment B.

### **Student Affairs Written Reports**

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

- Student Affairs “Good News” – VP Student Affairs, Attachment C
- Orientation and New School Year Activities, Buffy Stoll Turton, Director of Orientation and Transition Programs, Attachment D

### **Enrollment Management and Student Success Reports**

#### **Vice President’s Report and Admission Update**

Vice President Kabbaz updated the Committee on enrollment for the Winter Term, stating enrollments are similar to last year, in Oxford and on the Regional campuses, with a full update to be shared in the February meeting. He also informed the Committee that the Winter Term helps not only in increased offerings, but with enhanced affordability as well, as all Ohio students receive a 20% cost reduction for online courses. He also informed the Committee that they are searching now to fill the new Assistant Vice President position to lead Career Services.

### **Admission Update**

Susan Schaurer, Assistant Vice President, and Director of Admission, began with an update on the final numbers for Fall 2016; 3,798 was the final count for the cohort. This number was larger than expected, due to reduced melt. The ACT highest score average was up to 28.5 from 28.0. Domestic diversity also improved to 15.6%, up from 13.7% during the prior fall.

Ms. Schaurer commented on the prospects for the ACE program in the future. She anticipates it will experience less demand, because other schools across the United States are offering direct admission to students which are receiving ACE conditional admission (based on the TOEFL score) at Miami.

She reported the transfer enrollment increase was the highest in the State, with a 9.6% increase. However, she also reported increased challenges in international recruitment are likely, as more and more schools start or enhance their international recruiting efforts.

Ms. Schaurer then reported on Fall 2017, stating applications are up over last year.

She was asked if tuition was becoming too high, and replied that the increases have been limited, and the level remains very competitive for out of state students.

She then informed the Committee of a major change involving FAFSA. Students are now allowed to use the previous year's tax return when completing the information, thus allowing the application to be submitted much earlier each year.

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

### **Student Success Update**

Ms. Schaurer was joined by several others to update the Committee on Student Success efforts. Co-presenters included Vice President Kabbaz, Assistant Vice President Shock, and Student Success Director, Kim Ernsting.

VP Kabbaz informed the Committee that the Division strives to be a research-based, best practice student success organization. He reviewed trends including; retention (which reached 91.8% in 2015), graduation rates, and cohort performance (by Division and subgroups). He also provided comparisons to other top-ranked institutions.

Next, career and student success outcomes were addressed, beginning with a review of the charge and priorities of the Student Success Committee. Student satisfaction surveys were also reviewed, including by subgroup. The surveys indicated a need to better make Pell eligible students feel more integral.

Kim Ernsting discussed the Student Success Center, and shared several success stories. Current projects at the Center include; the First Generation Learning Community, and the Bridges Scholars Program.

Brent Shock informed the Committee of new policies and practices regarding course cancellation polices to better serve students, resulting in a 265% decrease over five years in students whose courses were cancelled. He also discussed microgrants to assist students with small balances and outreach efforts to students with missed registration windows.

Their presentation is included as Attachment F.

### **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 G.

### **Academic Affairs Reports**

#### **Provost Update**

Provost Callahan noted Miami University earned the ranking as the #1 public university in the percentage of students who study abroad by the time of graduation. She thanked Assistant Provost Cheryl Young and the staff in Global Initiatives as well as to the many faculty who provide study abroad opportunities for our students.

She also stated, following up on the enrollment report approved by the Boards of Trustees in each state institution of higher education, the Governor’s Task Force on Affordability and Efficiency charged the Ohio Department of Higher Education (ODHE) with identifying duplicative programs within each region of the state, with particular attention to co-located campuses. Miami University is in the Southwest Region with the University of Cincinnati. At this point, Provosts have been asked for timelines to conduct reviews. ODHE noted that duplication of many programs is to be expected and the Provosts noted that colleges and universities governance processes must be followed when proposing timeline. The Board of Trustees must approve the report before it is submitted to ODHE. Additional information will be provided to the Board as we move forward with this review.

She was asked about Advising, and the survey which seemed to indicate dissatisfaction by students. She informed the Committee that the model has changed since the survey was taken and that first year advising is now completely within academics. She added that additional efforts include the use of proactive and focused tools, and full implementation of UNV101 to all students.

## **Humanities Center**

Professor Tim Melley, Professor of English, and Director of the Humanities Center, explained the history and mission of the Center which provides more than just classes, but also meaningful activities and events.

He was asked about resources available for the Center, and explained that there is a \$2 million endowment, along with support from the College of Arts and Science.

He reviewed the mission and core values of the Center, which include; Big Ideas, Vertical Integration, Rapid Response, and Cross-Disciplinary Collaboration. He also informed the Committee of what makes Miami's Center unique, and the John W. Altman program in the Humanities, which models the purpose of higher education, promotes collaborative inquiry, and leads campus-wide conversations.

Professor Melley also informed the Committee of the NEH Challenge Grant, one of the NEH's largest and most prestigious awards.

Professor Melley's presentation is included as Attachment H.

## **College of Education, Health and Society**

Dean Michael Dantley reviewed the vision of the College and shared with the Committee a handout which provides information at a glance (included in Attachment I). He explained that the Division is positioned organizationally to positively impact not just students, but the communities. He also reviewed the College's purpose and outcome in achieving its mission.

Dean Dantley then reviewed enrollment numbers, along with retention and graduation rates. He stated that the College endeavors to make sure students know they are welcome, to support them, to engage them, and to encourage persistence. He highlighted the internship opportunities, and how many incorporate student, community and educator needs.

He reviewed programs, majors and Centers, and informed the committee that Family Science and Social Work is the largest Thematic Sequence at Miami. He then outlined many of the challenges facing the College, which include; facilities and space, student transportation, and state and national trends in teacher preparation. He concluded by stating the image for the future will include enhanced and increased partnerships, and still greater engagement and synergies with communities

Dean Dantley's presentation is included as Attachment I

## **Academic Affairs Written Reports**

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

- Academic Affairs “Good News” – Provost Phyllis Callahan, Attachment J
- International Education and Study Abroad, Cheryl Young, Assistant Provost, Attachment K
- Academic Advising, Carolyn Haynes, Associate Provost, Attachment L

### **Forward Agenda**

Chair Shroder then called for forward agenda input; there were no current requests for changes or additions.

### **Adjournment and Tour**

With no other business to come before the Committee, the meeting was adjourned at 11:30 a.m. for a tour of Phillips Hall, led by Dean Dantley.



Theodore O. Pickerill II  
Secretary to the Board of Trustees





Trent White  
Secretary for Academic Affairs  
Associated Student Government  
whitett@miamioh.edu

TO: Academic and Student Affairs Committee  
FROM: Trent White  
DATE SUBMITTED: November 22, 2016

Ladies and Gentlemen,

Associated Student Government has been extremely busy this semester. One of the initiatives we are proudest of is A Community Clean-Up Day spearheaded by Secretary for Off-Campus Affairs Billy Fitzgerald. Members of the Executive Cabinet and Student Senate spent a few hours picking up trash uptown and throughout the mile square. ASG was proud to show its commitment to the Miami University and Oxford community.

In showing support for Miami University students ASG is excited to announce the beginning of the Student Success Fund, a fund that will provide small scholarships to low income students. These awards will be designated for non-academic expenses like an emergency trip home or just being able to go out to a movie with friends. ASG's hope is that these awards will take steps to help ensure all students have a fun and positive experience at Miami regardless of their family's income.

Our Secretary for Alumni Affairs Meaghan Murtagh has been very busy as she has already put on an alumni event in September for students of the College of Education, Health, and Society. She also hosted an ASG reunion in October where former cabinet members came to campus to attend a hockey game and meet current cabinet members and student senators. She is in the process of planning alumni events this spring for the College of Engineering, College of Creative Arts, and the College of Arts and Sciences.

In Governmental Affairs, Secretary Austin Worrell has paired with Secretary for Off-Campus Affairs Billy Fitzgerald, Dr. Renate Crawford, Dean Curme, and the Presidents of Panhel and IFC to form the Campus Culture Committee. The committee's purpose is to promote long-standing positive cultural change through serious and meaningful solutions, thereby addressing high-risk and other student behaviors associates with and perpetuated by campus culture. They plan to focus on promoting student wellness and success as well as addressing the interconnectedness of high risk drinking, drug abuse, sexual assault, interpersonal violence, and hazing. Other initiatives Secretary Worrell is involved in include the review of OSCRE where members of ASG and students at large are participating in analyzing student code and policy in an effort to recommend changes that will provide the highest fairness and efficiency. Additionally, a hazing forum is being planned for early spring semester to as an open conversation on the realities and effects of hazing at Miami. Secretary Worrell is also working with Dean Curme and OSCRE to effective policies to prevent littering from house parties. He is also in talks with the Mayor and City Council to improve street lighting uptown.

For Academic affairs we are currently looking at drop dates. Many students have expressed concerns that the current schedule for when classes can be dropped with a grade or a W don't allow enough time for students to gauge how they are doing in a class. Currently most student either have to drop the class before having any graded assignments, or have a week after receiving midterm grades drop a course with a W, which does not allow for much time for advising as to whether dropping a course is a good decision or not. ASG's Academic Affairs Coalition looks forward to working with the University Registrar and the University Academic Advising Committee to find a solution that will give students better information in making drop decisions and adjusting the drop and midterm dates in ways that benefit both students and professors.

As always all of Associated Student Government appreciates the Board of Trustees continued interest and supports and looks forward to working with the board and all University officials to continue making Miami an incredible place for academic and student life.

Love & Honor,

Trent White  
Secretary for Academic Affairs

**Report to the Board of Trustees,  
Academic and Student Affairs Committee,  
By the Graduate Student Association**

December 8, 2016

In my previous report, I shared with you the roles graduate students serve across Miami University. Graduate students exist at the intersection of education, research, and scholarship.

Today, I want to focus on the success of Miami's 2nd Annual Graduate Student Appreciation Week.

Appreciation Week was initiated to celebrate the "extensive support to the university in numerous roles, including as instructors, student affairs professionals, coaches, and mentors" that graduate students play; which in many ways lacks formal recognition. Though this is only the second year, we are excited to see how much it has grown! For its part, the Graduate Student Association organized special events and worked with fifteen local business to offer discounted meals, activities, and free coffee just to Graduate Students.

Formal recognition by the university included press from the *Miami Wire* and social media posts by President Crawford and Dean Oris. These posts highlighted the work of graduate students like Sophia Fedeli who examines the effects of TV news on Senate election results and the underrepresentation of women in US politics and the work of Daniel Kellet who improves communication security between autonomous vehicles in adverse environments. Colleges and departments supported their graduate students with letters of thanks, organized lunches, and gifts (my department gave their graduate students a new refrigerator!).

The culmination of Graduate Student Appreciation Week was the 8th annual Graduate Research Forum during which 135 graduate students presented posters and oral presentations. Thirty-eight alumni judges participated. Graduate work as diverse as the electrification of Kenya and architectural sustainability were showcased. The most outstanding oral and poster presentations receive recognition with financial awards for their work by the Graduate School and will be announced in December.

The Graduate Student Association wants to thank the university for its support and the incredible attention that Graduate Student Appreciation Week has had in its second year. We are pleased that we earned so much spoken and written attention, and small gifts from across university levels. We hope that this tradition of recognizing hard work and the extensive support provided to the university by graduate students continues in future years.

Looking forward, I hope you ask questions and support decisions that make graduate students' lives better as you review the university budget and the support that graduate students receive in upcoming years. Next time we meet, I plan to update you about the results of the "Graduate Student Life Survey" which will provide a new perspective of the graduate experience at Miami.



December 8, 2016

To: Board of Trustees, Academic and Student Affairs Committee  
From: Andrew Reffett, Chair, Executive Committee of University Senate  
RE: University Senate Report to Board of Trustees – December 8-9, 2016 Meeting

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on September 22, 2016.

- New Business, Specials Reports and Updates delivered to University Senate:
  - **September 26, 2016:** Fiscal Priorities and Budget Planning Committee – Amit Shukla, Chair, Fiscal Priorities and Budget Planning Committee
  - **September 26, 2016:** Benefits Committee – Melissa Thomasson, Chair, Benefits Committee and Dawn Fahner, Interim V.P., Human Resources
  - **October 24, 2016:** Protecting Confidential Information – Joe Bazeley, Information Security Officer, I.T. Services
  - **October 24, 2016:** Title IX – Robin Parker, General Counsel
  - **November 7, 2016:** Budget Report – Phyllis Callahan, Chair, University Senate and David Creamer, V.P. for Finance and Business Services
  - **November 21, 2016:** University Library Resource Needs – Jerome Conley, Dean, University Libraries
  - **November 21, 2016:** Faculty 180 – Jim Oris, Dean, Graduate School and Research Office
  
- Minors, revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:
  - **October 24, 2016:** Name change, FAS – Fashion Design to Fashion
  - **October 24, 2016:** New Co-Major, GIC – Global and Intercultural Studies
  - **October 24, 2016:** New Co-Major, FAS – Fashion
  - **October 24, 2016:** Revision of an Existing Degree, EDP – M.Ed. - Educational Psychology
  - **October 24, 2016:** Revision of an Existing Degree, ENG – MFA – English: Creative Writing
  - **October 24, 2016:** Revision of MUPIM 11.1.G – Adding a New Co-Major, Minor, a New Certificate, or a New Concentration within a Major or Degree Program
  - **November 21, 2016:** New Co-Major, ESP - Entrepreneurship

cc: Provost Phyllis Callahan, Chair, University Senate  
Shelly Jarrett Bromberg, Chair-elect, Executive Committee of University Senate  
Sr. Associate Provost, Maria Cronley, Secretary, University Senate  
Becky Sander, Recording Secretary, University Senate



# Cliff Alexander Office of Fraternity and Sorority Life

Board of Trustees Report  
December 2016



MIAMI UNIVERSITY



# *Introductions*

Jenny Levering, Director Student Activities

Elizabeth Nelson, Outgoing Panhellenic Council President

Annie Weidner, Incoming Panhellenic Council President

Cameron Snyders, Incoming Interfraternity Council President



# *New in Fall 2016*

## Departmental Changes

- » Chapter Services Model
- » Advisor one on one meetings
- » Early Election of Officers
- » Early Election of Fraternity Chapter Presidents
- » Transition Retreat and Officer Trainings moved from February to November



# *New in Fall 2016*

## Departmental Changes

- » Student Vice Presidents of Conduct will remain in position through March for self governance accountability
- » Cliff Alexander Office of Fraternity and Sorority Life no longer directly involved in OESCR judicial process
- » Office staff can focus more on leadership development and enhancing self governance of council officers





# *New in Fall 2016*

## Programming Changes

- » New Online New Member Course to Launch in December
  - » Part I: Introduction to Fraternity/Sorority Life & the values of our organizations
  - » Part II: The member experience, misconceptions and hazing prevention and education



# *New in Fall 2016*

## Programming Changes

- » Re-Visioning Committee looking at new set of standards and programming expectations for chapters
- » Community Advancement Program used as a member development resource/tool for chapters not for university recognition/compliance



# *New in Fall 2016*

## Student Lead Initiatives

- » Interfraternity Council
  - » IFC Enhanced Member Development Plan
  - » Clearing Chapters for Spring
  
- » Panhellenic Council
  - » New member week programming initiative



# *Preparation for Spring*

- » National Panhellenic Conference Initiative
  - » Addressing concerns of first week of semester
  
- » Interfraternity Council Initiative
  - » Call for national staff support during spring semester
  
- » Fraternity Alumni Board – establishing for Spring 2017



# *Chapter Statuses*

## Expansions

Beta Theta Pi – Returning Fall 2016 and Spring 2017

Pi Kappa Phi – Returning Spring 2017

Zeta Beta Tau – Eligible May of 2018 (pending proposal)

Sigma Nu – Eligible Fall of 2018 (pending proposal)

Phi Kappa Tau – Eligible Fall of 2019 (pending proposal)

Phi Kappa Psi – Eligible Fall of 2019 (pending proposal)



# *Student Perspective*

## What Will Be Different

Elizabeth Nelson, Outgoing Panhellenic Council President

Annie Weidner, Incoming Panhellenic Council President

Cameron Snyders, Incoming Interfraternity Council President



# Questions & Comments



## Student Affairs Good News December 2016

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### Spring Highlights (through November 17)

#### Community Engagement and Service

- America Reads/America Counts: 1,030 hours of service (1:1 tutoring) has been provided to elementary-age students in Butler County through the America Reads/America Counts (ARAC) Federal Work Study Program so far this term. ARAC is designed to enhance the primary-level reading and math skills of children in our community while providing Miami students with the opportunity to impact children's lives, develop a greater understanding of our youth's educational needs, and develop valuable soft skills. 33 ARAC tutors are currently working in area schools and have attended an orientation and a training session focused on child poverty in Ohio.
- Service Days: 151 students provided 455 hours of service to the Oxford area community through Service Saturdays and the Interfaith Day of Service. Students worked at Kramer Elementary School, the Animal Adoption Foundation, The Knolls (Senior Living Community), Oxford Empty Bowls (annual event), The Coalition for Healthy Communities, and local arts organizations to fulfill community needs. Each Service Day was accompanied by a reflection session that facilitated student learning and growth around issues of public importance.
- Voting & Election Day:
  - Voter Registration - In partnership with the Armstrong Student Center, 350 students were registered to vote on campus.
  - Party at the Polls - An Election Day event outside the Shriver Center with two aims: 1) to celebrate the right to vote and make voting a fun experience for students; and, 2) to provide students with information about their polling location, confirmation of registration, and acceptable forms of ID. Party at the Polls was generously co-sponsored by Miami Activities and Programming (MAP), Kappa Alpha Theta, The Panhellenic Council, Student Activities, and the Andrew Goodman Foundation's Vote Everywhere program.
- Community Health Dinner: 42 students, faculty, staff and community members attended October's Community Dinner focused on public health issues. The dinner, held at Talawanda High School, was co-sponsored by the City of Oxford and the Coalition for Healthy Communities and attended by the Mayor and Dr. Renate Crawford. The discussion centered around pressing public health issues in and around Oxford and possible solutions for problems such as substance abuse, obesity, and access to mental health care.

#### Harry T. Wilks Leadership Institute

- This fall semester, in partnership with the Leadership Certificate Program, the Wilks Lesson in Leadership team implemented 5 events with diverse facilitators and relevant topics:
  - Voting Beyond the Presidency (*Part of Citizenship and Democracy Week*) with Cincinnati Councilman Christopher Smitherman
  - Why a Community Arts Center Matters with Community Arts Center Assistant Director Caroline Lehman-Croswell
  - Oxford: More than a College Town with Mayor of Oxford Dr. Kate Rousmaniere
  - The ABC's of Leadership with Miami Alumnus Mark Canon
  - When you Miss the Final Touchdown with Miami Alumnus and Obama speech writer Kevin Samy
 We have seen an increase in attendance this year (out of the 4 years of existence), ranging from 12-60 participants.
- The Wilks Leadership Institute hosted the annual Strengths-based Perlmutter Leadership Conference on October 23. The number of Miami students in attendance this year more than doubled from the



previous year: up to 138 students in attendance compared to 65 in 2015. Throughout the conference, students participated in multiple Strengths-based sessions, activities, and discussions led by Gallup-trained facilitators from Miami University and the University of Cincinnati. Students mentioned the following as important lessons learned as a result of attendance:

- How to connect their strengths to daily life
- Confidence in effectively talking about their strengths to others in a variety of settings
- The importance of focusing and building on strengths
- In its second year, 65 students completed applications to participate in the Leadership Certificate Program for 2016-2017, up 18% from 2015 (55 students). The Leadership Certificate Program is a one-year program in which students are expected to complete a series of required leadership development activities and experiences. All Miami undergraduate students are eligible for participation.
- Wilks Leadership Workshop Series. The Institute hosted two of the four workshops this semester. Both workshops, Growth & Authenticity and Character & Responsibility saw higher enrollments than previous years. This is likely due to the increase engagement in the Leadership Certificate Program.

### Multicultural Affairs

- GLBTQ+ Services, Women's Center, Spectrum and the ODA hosted Pumpkin Pride on Thurs. Oct. 27th for 50+ students to have an opportunity to have time to relax, paint pumpkins, enjoy snacks and music with one another.
- ODA and DAC hosted the 5th Annual Multicultural Student Leadership Conference themed "Crossing Borders: Global Leadership and Inclusion" on Saturday, Nov. 5, 2016. We had 11 breakout sessions, presented by our undergraduate and graduate students, for participants to choose from throughout the day. Our keynote speaker was Noor Tagouri, the first hijabi journalist on commercial television in the United States of America.
- Spectrum hosted their Coming Out week Oct. 17th-22, 2016 with the following events: Coming Out Stories, Inclusive Sex Education Talk, Gay Agenda, Safe Zone Training, Movie Night and Alternate Prom.
- DAC and ODA hosted the Global Holiday Party for students, staff and faculty on Tuesday, Nov. 15, 2016 with a variety of entertainment acts by student organizations.

### Myaamia Tribe Relations

- EDL 317 – Myaamia Language and Culture is the Myaamia student class this semester. 26 undergraduate students are enrolled in this first half of the Myaamia language year-long topic.
- Six seniors are working on their Myaamia senior projects this semester, preparing for presentations in March.
- Daryl Baldwin was recognized as one of this year's MacArthur Fellows. He is the first Miamian to ever receive this award, the first Ohioan since 2004, and one of only 5 Native Americans to win the award since it began in 1981.
- Chief Douglas Lankford was an invited speaker for the inauguration of the Greg Crawford as Miami's President on October 10, 2016. Several Myaamia students marched in the inaugural parade carrying the Myaamia flag.
- Six Myaamia applicants attended one of the Bridges Program sessions. Five of the 6 were hosted overnight by current Myaamia students.
- Three additional potential Myaamia applicants have also indicated a strong interest in Miami, bring the total so far to 9 interested applicants for 2017-18.

### Off-Campus Outreach & Communication

- Created Off-Campus Ambassador student employee position to support off-campus students, and hired four students to serve in this role for the 2016-17 year. Ambassadors identified and began work on four

projects, including a "take time before you sign campaign," a bulletin board in a bag for Resident Assistants, Landlord communication, and residence hall presentations on moving off campus.

- With the Associated Student Government, held the Fall Off-Campus Housing Fair, with 285 students in attendance and 20+ landlords and property managers in attendance.

### Orientation and Transition Programs

- Recruitment for Student Orientation Undergraduate Leaders (SOULs) is in full swing! Applications opened in early October. The office's two undergraduate student orientation coordinators (who were SOULs for orientation 2016) are leading the recruitment efforts. A priority application deadline is in early December, and a final deadline is set for early January.
- For the first time, all academic divisions are participating in a one-day transfer orientation for incoming spring semester students; this is also the first time that divisions are requiring new transfer students to attend an orientation, rather than a standalone advising/registration meeting. In winter 2015, OTP piloted a one-day comprehensive transfer orientation with the College of Arts and Science, who had previously hosted advising-only sessions for new transfers. The pilot was expanded for summer 2016, and all divisions participated in at least some of our 12 sessions; as a result, transfer attendance at our August orientation decreased by over 40%. For winter 2016/17, OTP is coordinating four Transfer One-Day orientations with a total capacity to serve 100 incoming transfer students.
- OTP held our second annual SOUL Homecoming Reunion Brunch on Saturday, September 17<sup>th</sup>. Approximately 25 former SOULs attended the event, connected with one another, and enjoyed a meal and slideshow of SOUL memories.
- OTP is developing a new 2-credit course to train Student Orientation Undergraduate Leaders. Assistant Director Elizabeth Walsh is leading the project, in conjunction with the Department of Educational Leadership. The course will be offered for the first time as an 8-week spring in Spring 2017.

### Parent and Family Programs

- The Miami Parents Council held their Fall Meeting and welcomed 9 new families to the Council, representing the Class of 2020. The Council is currently focused on assisting the University in the following areas:
  - Career Development with a focus in connecting students with startups for internships and full time positions and with developing business acumen in students who do not pursue a business degree.
  - Health & Wellness with a continued focus on decreasing high risk alcohol use and an added focus on assisting with efforts around sexual and interpersonal violence education and prevention.
  - Fraternity & Sorority Life with a focus on helping end the negative aspects, such as hazing, to increase opportunities for the positive aspects to impact students.

### Residence Life

- In September ORL planned and implemented Art After Dark, a Late Night Miami program attended by 750 students. Students were able to participate in a variety of arts and crafts while listening to live acoustic music and eating handmade gourmet popcorn.
- The Education, Families and Society Living Learning Committee recently sponsored 19 of its residents on a trip to Chicago to visit museums to learn about incorporating experiential learning in the classroom, as well as to meet with MU Urban Teaching cohort alumnis, Rob Cron, to talk about teaching in an urban school district. Prior to the trip, students in the Living Learning Community (LLC) did a fundraiser to bring school supplies for students in Rob's school.
- In early October, 30 students from the Environmental Awareness Program LLC went camping and hiking in Southwest Indiana.

- RHA hosted its 2nd annual Town Hall meeting for residents to speak with representatives from HDRBS, attended by 50 students
- RHA hosted Safe Trick-or-Treat in the Armstrong Student Center that saw over 300 community children in costumes interacting with Miami University students/student organizations.

### Rinella Learning Center

- The Rinella Learning Center (RLC) and Student Disability Services are slated to move to the newly renovated space in Shriver during the month of January. The construction phase of the project is almost complete, with furniture being ordered and installed within the next month and a half.
- The Rinella Learning Center's tutoring program and supplemental instruction program are witnessing record numbers of student usage. Tutoring center usage is consistently up 30% from last year and the Supplemental Instruction usage is up 90% from last year. This translates into over 1,800 students being served through one of these programs for a total of 7,190 contacts with students since the first week of September.
- The RLC Testing Center is also witnessing record numbers in terms of usage (up roughly 25% from last year). To date, the RLC Testing Center has proctored 1,230 exams.

### Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- The department had a record number of students apply for ACROPOLIS, the Emerging Greek Leaders Retreat. Over 200 students applied for an available 80 spots. The program had attendance from the majority of the fraternities and sororities at Miami and overall was a huge success.
- Staff have worked with the Vice President of Finance and Student Organizations on ASG as well as General Accounting and Accounts Payable on a debt relief plan for student organizations.
- 140 student organization and fraternity and sorority advisors completed the online CLERY training to be certified as mandatory reporters.
- The Re-visioning Committee for Fraternity and Sorority Life has been meeting weekly to make plans for the future of fraternity and sorority life at Miami. The committee has spent the majority of their time talking about hazing and brainstorming ideas on how to create incentives for chapters who don't have hazing as a part of their new member processes.
- Beta Theta Pi is re-colonizing on campus this fall with upper class men and in the spring with first year students. Their recruitment efforts have already been a success.
- Late Night Miami continues to offer programs to Miami Students on Thursday, Friday and Saturday nights every week. Through partnerships with other departments, attendance continues to increase. Craft and art programs are among the most popular with over 700 students showing up to a Friday night Art After Dark Program hosted by Residence Life. Friday night movies attract 500 - 600 students and our annual Mega Fair had a record number of 4,500 students in attendance.
- 25 new student organizations have started since the beginning of the 2016-17 Academic Year, bringing our total number of organizations to over 600. A few of our new student organizations are: Virtual Reality Club, Vietnamese Student Association, Girls Who Code, Miami Cricket Club and Tian Xia Hui.
- A Miami student, member of Alpha Epsilon Phi Sorority, was selected to serve on the International Fraternity of Alpha Epsilon Phi. She is one of 6 students in the country to serve in this important leadership capacity and represent Miami on an international level.

### Student Counseling Service

- The Student Counseling Service (SCS) collaborated with Associated Student Government (ASG) to help support a student-driven Mental Health Forum on September 15. The keynote speaker was Lt. Governor Mary Taylor who addressed the growing problem of drug abuse in Ohio. President Gregory Crawford and John Ward, PhD, our Associate Director, spoke to the crowd of over 400, about mental health and SCS services. Student speakers encouraged one another to seek mental health support

services, and produced their own short documentary of Miami students who spoke about their mental health concerns and ways they sought help.

- SCS and its Suicide Prevention Team sponsored Suicide Prevention Week, a week-long series of activities to raise awareness of suicide prevention efforts on Miami's campus. Over the week, close to 700 people participated in various activities including a mindful drawing workshop, a biofeedback workshop, free yoga classes, and a day-long resource fair called Suicide Prevention Day (SPD). At SPD, we were joined by 10 student organizations, campus departments, community agencies that encouraged students to engage in healthy self-care and learn about suicide prevention and treatment.
- SCS and its Suicide Prevention Team partnered with the American Foundation for Suicide Prevention (AFSP) as well as numerous student organizations, Miami staff/parents, and community members to host the first annual Oxford, Ohio Out of the Darkness Walk on October 11, 2016. 453 registered for the walk and \$9,212 was raised to support the cause. The SCS and mental health themed student organizations had booths on-site where students and Oxford community members could learn more about mental health services.

### Student Disability Service

- Student Disability Services (SDS), in partnership with IT Services, hosted the 3rd Annual Accessible Technology Symposium on Friday, October 21, 2016 in the Shriver Center. This annual event provides opportunities for faculty, staff, and students to learn more about accessible technology for individuals with disabilities, and how technology is used to foster a more inclusive and equitable learning experience at Miami University.
- In August of 2017, IT Services will be opening the AccessMU Center which will be adjacent to the SDS/RLC space on the 3rd floor of Shriver and will be home to the IT Accessibility Team as well as Alternative Text Production Services and an adaptive technology lab for students. The AccessMU Center will be a close partner to SDS, and both offices will collaborate on training initiatives for faculty, staff, and students with regard to accessibility and building accessible course materials.

### Student Wellness

- HAWKS Peer Health Educators attended the Bacchus Initiatives of NASPA Conference, a national conference for peer education, November 17-20, 2016 in Kansas City MO and presented two programs: "It's Time to Step Up, We Did: Building Step Up for Your Campus" and "flourishMIAMI: Building Positive Mental Health".
- Over 2,000 first year students attended a UNV 101 "Step Up: Bystander Intervention" training facilitated by HAWKS Peer Health Educators.

### Women's Center

- Women's Center website activity: 2,167 page views with 1,816 being unique page views.
- Women's Center weekly e-newsletter activity: 7 e-newsletters & 1,725 subscribers.
- The Women's Center was the primary organizer of 6 activities since the beginning of the semester:
  - 8/31: Women's Equality Day Voter Registration Drive (with League of Women Voters of Oxford), 123 students registered
  - 9/16: Joy Journaling for Mindful Gratitude (part of Mindfulness Week), 12 students participated
  - 10/5-7: The Clothesline Project, 30 new t-shirts made and 40 attendees at the closing ceremony
  - 10/31-11/11: Women's Center Clothes Swap
  - 11/2: Masculinities Film Series: "*I Love You, Man* and *Bromance Media*," 80 attendees
  - 11/11: Women's Center Film Series: *Boy Meets Girl*
- The Women's Center co-sponsored 8 activities since the beginning of the semester:
  - 9/8: Rainbow Reception (with Diversity Affairs/GLBTQ Services), 97 attendees
  - 9/16: Ohio Consortium on Men and Masculinities in Higher Education (OCMMHE) day-long meeting (with Office of Student Wellness), 43 attendees from 12 Ohio colleges/universities

- 9/20: "Sex and Size" facilitated discussion (with Student Counseling Service), 33 attendees
- 10/3: International Women's Group Fall Gathering (with Global Initiatives), 18 attendees
- 10/19 & 11/3: presentations to women's softball and basketball teams on resources available through the Women's Center & Diversity Affairs/GLBTQ Services, 58 attendees
- 10/27: Pumpkin Pride Collective (with Diversity Affairs/GLBTQ Services & Spectrum), 60 attendees

### Collaborative efforts

- The Harry T. Wilks Institute continues its work on shared leadership development language. We met with each department in Student Affairs to get feedback on the proposed language and are now adjusting with the intent of finalizing and gaining concurrence on the language to be used division-wide.
- Family weekend programming reached record attendance, with 28 featured events on campus and in Oxford, with a specific focus on offering a wider range of events to attend throughout the weekend, in terms of cost, timing, and audience (such as events for younger siblings). From the farmers market and student performances up town to thousands of families enjoying the Wayne Brady show the Miami Activities and Programming Students planned outstanding events this year. 350 families and students were in attendance at our Friday night dinner and 150 families and students were at our Brunch on Sunday with the Crawfords. Through partnerships with Student Activities, MUSF, the Parent and Family Programs Office and the Performing Arts Series the weekend was a huge success.
- HIV Testing Days, a collaboration between Student Wellness and the Women's Center, are held the 2nd and 4th Fridays of the month. 40+ tests have been performed thus far this semester.

### Committees

*We will begin adding updates to our report from some key committees that may be of interest to the BOT.*

#### Alcohol Coordinating Committee (ACC)

- The Off-campus work group of the ACC is serving as the steering committee working with representatives of the International Town Gown Association (ITGA) and the Responsible Retailing Forum (RRForum) on the Alcohol Responsibility Program (ARP). The Oxford-Miami partnership was one of six town-gown teams selected nationally to participate in this program. The program was launched on November 10 with a community meeting. There were about 40 interested stakeholders in attendance -- including local representatives from the following stakeholder groups: permit holders, distributors; producers; the faith community; McCullough Hyde Memorial Hospital; the Chamber of Commerce; the City of Oxford; and Miami University. The ARP program is one of the many ongoing initiatives aimed at reducing high-risk alcohol consumption that have strengthened the Oxford-Miami town-gown relationship.
- The Policy and Off-Campus work groups are working to complete the details of the new "Good Neighbor" policy. The Good Neighbor policy is grounded in Miami's Code of Love and Honor, reminding students that they represent Miami University inside and outside of the classroom, and to encourage students to be responsible members of their communities -- on campus, off campus, and beyond. The policy focuses on two behaviors often cited by the Oxford Police Department -- litter and noise violations -- that are not only affronts to community standards, but also typically associated with problematic, high-risk, open house parties. The Good Neighbor policy tracks such violations over the course of a semester, and through letters and personal meetings with representatives from the City of Oxford and Miami engages students in developmental conversations about Miami values and community expectations. Eventually, three such violations over the course of a semester can result in an OESCR charge of "violation of the law," and if found responsible, the resulting sanction will emphasize "restorative justice" -- working with the City of Oxford, the sanctions will involve projects that reconnect the students in a positive and productive way with the Oxford community.
- Intervention and treatment group: As part of a growing national collegiate recovery movement, Miami University is partnering with The Haven at College to assess the feasibility of offering a recovery housing

option to support Miami students who are struggling with substance use issues and/or in recovery. The Haven at College is an independent organization with expertise in this area, and their goal is to design and develop a program that will address unmet needs within our Miami community while integrating seamlessly into our Miami culture. A team from the Haven at College visited campus and met with a large number of community and university stakeholders during the week of Nov 14-18.

#### Sexual and Interpersonal Violence Prevention and Response

- Bennyce Hamilton, Regional Director of Diversity and Multicultural Services, has been designated as the Deputy Title IX Coordinator for Regional Students. This designation includes responding to reports of sexual misconduct, domestic violence, dating violence, and stalking involving regional campus students.
- Kathie Wollney, Miami University's first sexual and interpersonal violence education and outreach (SIVEO) coordinator, began October 31, 2016. She will be responsible for assisting with education and prevention programming for students, faculty and staff on all Miami campuses regarding SIV.
- Starting Nov. 14, Miami began hosting a Women Helping Women (WHW) specialist for regular on-campus support. This position provides confidential sexual and interpersonal violence support services to student, faculty and staff victims/survivors.
- It's On Us week was conducted for the fall semester of 2016 during the week of 10/24-10/28, this week contained awareness raising events and informational sessions.

#### Staff Achievements and Accomplishments

- Jayne Brownell has been named a 2017 Diamond Honoree by ACPA: College Student Educators International. Jayne is part of this year's class of 17 national leaders being honored for "outstanding and sustained contributions to higher education and to student affairs." An awards ceremony will be held at the ACPA national conference in March.
- Leslie Haxby McNeill from Student Wellness received the NASPA BACCHUS Initiatives 2016 Outstanding Advisor award in November.
- Jane Goettsch, Director of the Women's Center, co-presented a workshop at the National Women's Studies Association (NWSA) Women's Centers Pre-Conference in Montreal on Nov. 10. Title: "Who Produces Knowledge, and What 'Counts' as Knowledge?"
- Vicka Bell-Robinson, Associate Director of Residence Life, has had her article, "The Radical Middle: The Limits and Advantages of Teaching Grit in Schools", published in the most recent edition of The Journal of School and Society.
- Hoa Bui, Resident Director, will have her poem, "The Song of a Lonely Bird", published in the soon-to-be-released 6<sup>th</sup> edition of Student Services: A Handbook for the Profession.
- Three ORL staff members received Regional Awards at the GLACUHO conference, held in November in Cincinnati:
  - Steven Sajkich, Resident Director, Tappan Hall, New Professional of the Year (State of Ohio)
  - Devon Hopson, Graduate Resident Director, Brandon Hall, Graduate Practitioner of the Year (State of Ohio)
  - Vicka Bell-Robinson, Associate Director of Residence Life – Service to the Association Award
- Eleven ORL staff members presented or co-presented 13 sessions at the annual GLACUHO (Great Lakes Association of College & University Residence Hall Officers), held in mid-November in Cincinnati.
- OTP Director Buffy Stoll Turton served on the planning committee for the national conference of NODA: The Association for Orientation, Transition & Retention in Higher Education. Stoll Turton led the speakers and special initiatives arm of the committee for the conference. Buffy has also been named the Chair of the Research Committee for NODA, providing leadership in the area of research on orientation, transition, and retention for NODA members.
- Dr. Ana Baratta, Gary Ritz, and Heather Morrow presented at the National College Learning Center Association's annual conference on topics including assessment strategies, motivational interviewing, and supplemental instruction.

# Orientation & Transition Programs (OTP) 2016

**MIAMI UNIVERSITY**

November 17, 2016

Authored by: Buffy Stoll Turton, Director of Orientation and Transition Programs

# Orientation & Transition Programs (OTP) 2016

## Introduction

The mission of Miami University's Office of Orientation and Transition Programs is to support the transitions of new students and families to the university, and equip students for success inside and outside the classroom by:

- introducing students and families 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

Orientation and Transition Programs (OTP) works year-round to support new student transitions. Summer orientation and Welcome Week are the largest and most visible of our programs, and constitute the main focus of this report. We also support student transitions to Miami through Transfer One-Day programs (18 each year), August and January orientation programs before the start of each semester, relocation orientation, crafting digital and print communication for thousands of new students and families, teaching multiple sections of UNV 101, and coordinating training for Undergraduate Associates (UAs) who support each section of UNV 101. Our work also involves consistent mentorship of undergraduate and graduate student leaders, collaboration with campus partners, and assessment and planning (e.g., our current partnership with International Student and Scholar Services) to improve our programs and better support transition experiences for all Miami students.

## Orientation

All first-year students at Miami University must attend new student orientation. Nearly all domestic first-years (97% of this year's incoming class) attend one of sixteen day-and-a-half summer orientation sessions in June. Most transfer students attended one of twelve one-day transfer orientations in May, June, July, or August. The remaining first-year and transfer students attend August orientation, just before the start of school. This year, our slightly higher attendance at summer orientation and implementation of transfer one-day orientations throughout the summer resulted in fewer students who needed to attend August orientation. Attendance figures below indicate sessions attended by new first-year and transfer students entering fall 2016, compared with 2015 numbers.

### Students entering fall 2016 - orientation attendance vs. fall 2015

	Summer orientation (16 sessions in June)	August orientation (Aug. 24-25, 2016)	Transfer One-Days (12 sessions May-August)
First-year students (domestic)	3,474 (3,459 in 2015)	96 (109 in 2015)	
First-year family/guests	5,053 (4,922 in 2015)	112 (109 in 2015)	
Transfer students (domestic)		61 (105 in 2015)	136 (new program/no 2015 data)
Transfer family/guests		45 (84 in 2015)	130 (new program/no 2015 data)

In addition, students who relocate to Oxford from MU Hamilton, Middletown, or VOA campuses may attend an optional relocation orientation. Fall 2016 attendance for relocation orientation totaled 42 students (24 guests); our largest to date.

## Orientation Program Details and Data

At summer orientation, students and family members begin to build knowledge and relationships that will support their academic and social transitions to the university. At the conclusion of the experience, students report that the college experience becomes more real at orientation, particularly after they meet faculty, staff, and other first-years; spend the night in a residence hall; and receive their university ID and fall schedule.



New elements of summer orientation 2016 included a food drive to benefit Oxford Community Choice Pantry. Operated in conjunction with Miami's Office of Community Engagement and Service, the food drive helped build students' and families' connection to Oxford and raise awareness about hunger and homelessness in our community. By the end of the summer, the Class of 2020 had collected 2,038 pounds of food – over 1 ton! We also offered a special session for military-affiliated students at each session, which helped connect those students to veteran's benefits and the university's One Stop staff and services.

Students offer very positive feedback regarding their experience at summer orientation. Orientation survey data indicate the program has a substantial and positive impact on both student and family transitions in terms of growth in self-efficacy, belonging, and knowledge about curricular and co-curricular elements of the university. Nearly all survey items indicate at least 90% satisfaction with orientation program elements and the experience as a whole. The following data from our student and family surveys illustrates this impact:

- 99.1% of students who attended summer orientation were retained to the first day of class
- 95% of students and 96% of family survey respondents remarked that orientation met or exceeded their expectations
- 91.2% of student survey respondents remarked that our session on alcohol and other drugs, sexual assault/violence, and campus safety had increased their awareness of these issues at Miami.
- Family survey respondents reported significant increases in talking with their students about alcohol and other drugs as well as sexual assault/sexual violence as a result of attending orientation. In 2016, 95% of family respondents indicated they would talk with their students on alcohol and sexual assault, compared to 90% who indicated they would talk to their students about alcohol and 85% indicating conversations about sexual assault on last year's survey.
- After attending orientation (according to the 2016 orientation student survey):
  - 97 % of respondents are more confident in their decision to attend Miami
  - 96% of respondents feel a stronger sense of belonging at Miami
  - 97% of respondents are more confident about their transition to Miami
  - 98% plan to attend professors' office hours
- After attending orientation (according to the 2016 orientation family survey):
  - 98% of respondents said they feel their student is more prepared for their first year
  - 97% of respondents said they feel more prepared for their student's first year
- 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 include:
  - Be yourself and find as many growth opportunities as possible.
  - To enjoy the experience of Miami as a whole and not to focus solely on or stress about my major alone because the transition into college is about so much more than academics, but more about growing into yourself and experiencing/trying new things to broaden your experiences.
  - I learned that there are so many different resources to help keep students safe, happy, and healthy. Although I knew Miami had resources like these before I was really able to understand their commitment to safety. The presentation on consent was really nice to see and I enjoyed that Miami was helping students understand consent and become better people because of it. Overall, I realized how much safety is valued and how much Miami cares about their students and wants them to be happy and succeed.
  - I liked learning the fact that professors had office hours where students can come in to talk about academic troubles they've been having in that particular subject. At my high school, speaking to teachers outside of class was never necessarily encouraged so it was reassuring to hear that I could always try and find more help by going to my professor's office hours.

Orientation is certainly a powerful and visible experience, though it is important to recognize that summer orientation is one component of new student transitions that span several months. Student transitions continue once they arrive on campus, when ALL new students (domestic and international) begin to attend Welcome Week programs. Holding summer orientation sessions in June is an advantage because it creates connections and fosters belonging for new Miami students, affirms them as "real" college students – particularly once they have a schedule,

an ID, and a few friends – and helps them look forward to the fall semester. OTP stays in touch throughout July and August by sending e-newsletters with reminders, information on campus resources, and advice from current students and faculty. Once students arrive on campus, the transition continues.

## Welcome Week – Overview

Welcome Week – which begins on move-in day and extends through the first weekend after fall classes begin – provides programs and experiences through which new students continue their academic and social transitions to Miami. Welcome Week programs are designed to help new students connect to resources and opportunities for learning and involvement during and beyond their first year at Miami, as opposed to offering one-time special events that would have a more limited impact.

Welcome Week 2016 offered 145 total programs, offered by 45 university departments and community stakeholders in Oxford and Cincinnati. Throughout Welcome Week, new students connect with their residential communities and 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 in Oxford. Events continue through the weekend after the first week of classes, including on-campus activities as well as bus trips to Cincinnati activities and destinations such as Findlay Market, the Kenwood Towne Center and Newport Aquarium.

## Welcome Week – Expanding Programs on Sexual and Interpersonal Violence, Service, and Community Engagement

One new event in 2016 was a performance-based education program on sexual and interpersonal violence, alcohol and other drugs, bystander behavior, and bias language. The event, called *It Is My Place*, was held in Millett Hall, and made possible through collaboration with the VP and Dean's offices in Student Affairs, as well as the Office of Residence Life, the Student Counseling Service, the Office of Student Wellness, and the Sexual Assault Prevention and Response Coordinator. Over 3,000 students attended (approximately 80% of the first-year class). Students remained engaged throughout the 90-minute program, and interacted with the program via live voting (using their mobile phones) to direct the decisions of the characters onstage. In a brief assessment at the close of the event, over 91% of respondents indicated that they could explain the idea of affirmative sexual consent, and 70% indicated that they planned to learn more about the problem of sexual violence on campus.

A second new Welcome Week initiative was incorporating a service project – *Stop Hunger Now* – at which over 50 new students packed more than 10,000 meals for hunger-stricken communities across the globe. Like the orientation food drive, this service project was coordinated with the Office of Community Engagement and Service. We also boosted students' connections with Oxford by partnering with the Oxford Visitors Bureau to offer our first-ever Uptown scavenger hunt. Over 300 students participated and learned about community businesses and services in the Oxford area.

OTP is committed to growing our support for new student transitions, and Welcome Week is well-situated for expansion to meet students' needs. In the future, we look forward to creating a team of Welcome Week Leaders who would facilitate small group meetings throughout the first week(s) of the semester in order to better connect domestic and international students, and increase engagement with academic and student life for all students. In addition, we anticipate continued expansion of Welcome Week programming related to diversity, community expectations, and career development.

## Conclusion

The Office of Orientation and Transition Programs has purposefully designed Orientation and Welcome Week to support new students and their families in their transitions to Miami. This work includes multifaceted approaches to connecting students to Miami by empowering them to explore and connect with academic and co-curricular opportunities and equipping their families to successfully partner with the university and provide effective support for their student. Orientation and Welcome Week are both healthy, successful programs that benefit from strong stakeholder partnerships and a clear vision for the future.



# ENROLLMENT UPDATES

## Board of Trustees Meeting

December 8, 2016

Division of Enrollment Management and Student Success



MIAMI UNIVERSITY



# Winter Term

## *Registration Trends*

### Winter Term 2015

- Total Registrations: 4,447
- Oxford Campus: 3,754
- Regional Campuses: 825

### Winter Term 2016

- Total Registrations: 4,918
- Oxford Campus: 4,219
- Regional Campuses: 807

### Winter Term 2017

- Total Registrations: 5,033
- Oxford Campus: 4,272
- Regional Campuses: 901



Fall 2017 Winter Term registration data are as of 12/6/2016; all other data are final.

MiamiOH.edu



# ADMISSION UPDATE

## Board of Trustees Meeting

December 8, 2016

**Susan K. Schaurer**

Assistant Vice President & Director of Admission  
Enrollment Management & Student Success



MIAMI UNIVERSITY



# Fall 2016 First-Year Enrollment

## *Final Data*

- » Total Confirmations: 4,048
- » Final First-Year Cohort: 3,798  
*Count as of 10/15/2016*
- » Final Melt: 6.2% or 250 students  
*Fall 2015 melt was 7.0%*



# Key Enrollment Metrics

## *Fall 2016 vs. Fall 2015*

- » Average ACT: 28.5 vs. 28.0
- » Average GPA: 3.77 vs. 3.75
- » Rigor of HS Curriculum: 13.9 vs. 13.7
- » Non-Resident: 44.0% vs. 44.1%
- » International: 7.5% vs. 7.8%
- » Domestic Diversity: 15.6% vs. 13.7%
- » Alumni Connection: 30.9 % vs. 32.0%
- » Countries: 27 vs. 29
- » States: 43 vs. 39
- » High Schools: 1,369 vs. 1,341



# Other Enrollment Goals

## *Fall 2016*

### **American Culture and English (ACE) Program**

- » Fall 2016 enrollment goal was 300 students
- » 274 confirmed students or an 8.7% YTD decrease versus Fall 2015

### **Transfers**

- » Fall 2016 enrollment goal was 225 students
- » 239 confirmed students or a 9.6% YTD increase versus Fall 2015

### **Pathways**

- » 61 enrolled students on the regional campuses or a 0.3% YTD decrease over Fall 2015
- » Spring 2017 Oxford enrollment goal is 40





# Top States and Countries

## *Fall 2016*

Top States	
Illinois	416
Michigan	131
Indiana	94
Missouri	66
New York	65
Maryland	53
California	51
Minnesota	46
Pennsylvania	44
New Jersey	43

Top Countries	
China	206
India	19
Vietnam	12
South Korea	8
Canada	4
United Kingdom	4
Hong Kong S.A.R.	3



# Top Competitors

## *Fall 2016*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	1,919	12.3%
UNIVERSITY OF CINCINNATI	754	4.8%
INDIANA UNIVERSITY BLOOMINGTON	713	4.6%
UNIVERSITY OF ILLINOIS @ URBANA	406	2.6%
MICHIGAN STATE UNIVERSITY	359	2.3%
UNIVERSITY OF MICHIGAN	349	2.2%
UNIVERSITY OF DAYTON	328	2.1%
PENNSYLVANIA STATE UNIVERSITY	322	2.1%
PURDUE UNIVERSITY - WEST LAFAYETTE	279	1.8%
OHIO UNIVERSITY	275	1.8%



# Top Competitors by Residency

## *Fall 2016*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	1,629
UNIVERSITY OF CINCINNATI	696
OHIO UNIVERSITY	257
UNIVERSITY OF DAYTON	179
KENT STATE UNIVERSITY	101
BOWLING GREEN STATE UNIVERSITY	84
UNIVERSITY OF KENTUCKY	78
INDIANA UNIVERSITY BLOOMINGTON	70
UNIVERSITY OF TOLEDO	70
XAVIER UNIVERSITY	65

Domestic Non-Resident	
INSTITUTION	COUNT
INDIANA UNIVERSITY BLOOMINGTON	643
UNIVERSITY OF ILLINOIS @ URBANA	404
MICHIGAN STATE UNIVERSITY	343
UNIVERSITY OF MICHIGAN	312
PENNSYLVANIA STATE UNIVERSITY	310
THE OHIO STATE UNIVERSITY	290
UNIVERSITY OF WISCONSIN - MADISON	261
PURDUE UNIVERSITY - WEST LAFAYETTE	249
UNIVERSITY OF COLORADO BOULDER	154
UNIVERSITY OF DAYTON	149



# Top Competitors – Students of Color

## *Fall 2016*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	300	13.9%
UNIVERSITY OF CINCINNATI	119	5.5%
UNIVERSITY OF ILLINOIS @ URBANA	88	4.1%
INDIANA UNIVERSITY BLOOMINGTON	79	3.7%
OHIO UNIVERSITY	44	2.0%
UNIVERSITY OF MICHIGAN	44	2.0%
CASE WESTERN RESERVE UNIVERSITY	40	1.9%
PURDUE UNIVERSITY - WEST LAFAYETTE	30	1.4%
UNIVERSITY OF DAYTON	29	1.3%
MARQUETTE UNIVERSITY	27	1.3%
UNIVERSITY OF WISCONSIN - MADISON	27	1.3%



# Top Competitors – Students of Color

## *Fall 2016*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	273
UNIVERSITY OF CINCINNATI	114
OHIO UNIVERSITY	43
CASE WESTERN RESERVE UNIVERSITY	30
KENT STATE UNIVERSITY	23
UNIVERSITY OF DAYTON	19
UNIVERSITY OF AKRON	13
THE OHIO STATE UNIVERSITY - NEWARK	12
UNIVERSITY OF KENTUCKY	10
UNIVERSITY OF PITTSBURGH	10
XAIVER UNIVERSITY	10

Domestic Non-Resident	
INSTITUTION	COUNT
UNIVERSITY OF ILLINOIS @ URBANA	87
INDIANA UNIVERSITY BLOOMINGTON	73
UNIVERSITY OF MICHIGAN	38
THE OHIO STATE UNIVERSITY	27
UNIVERSITY OF WISCONSIN - MADISON	27
MARQUETTE UNIVERSITY	26
PURDUE UNIVERSITY - WEST LAFAYETTE	24
PENNSYLVANIA STATE UNIVERSITY	21
MICHIGAN STATE UNIVERSITY	18
LOYOLA UNIVERSITY CHICAGO	17
NEW YORK UNIVERSITY	17
UNIVERSITY OF ILLINOIS AT CHICAGO	17



# Top Competitors – Black

## *Fall 2016*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	45	12.0%
UNIVERSITY OF CINCINNATI	24	6.4%
OHIO UNIVERSITY	12	3.2%
CASE WESTERN RESERVE UNIVERSITY	11	2.9%
INDIANA UNIVERSITY BLOOMINGTON	11	2.9%
UNIVERSITY OF ILLINOIS @ URBANA	8	2.1%
KENT STATE UNIVERSITY	6	1.6%
UNIVERSITY OF KENTUCKY	6	1.6%
VANDERBILT UNIVERSITY	6	1.6%
UNIVERSITY OF MICHIGAN	5	1.3%



# Top Competitors – Black

## *Fall 2016*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	42
UNIVERSITY OF CINCINNATI	24
OHIO UNIVERSITY	12
CASE WESTERN RESERVE UNIVERSITY	8
KENT STATE UNIVERSITY	6
UNIVERSITY OF KENTUCKY	5
BALDWIN WALLACE UNIVERSITY	4
CAPITAL UNIVERSITY COLUMBUS	4
THE OHIO STATE UNIVERSITY - NEWARK	4
VANDERBILT UNIVERSITY	4

Domestic Non-Resident	
INSTITUTION	COUNT
INDIANA UNIVERSITY BLOOMINGTON	11
UNIVERSITY OF ILLINOIS @ URBANA	8
INDIANA UNIV PURDUE UNIV INDIANAPOLIS	4
PURDUE UNIVERSITY - WEST LAFAYETTE	4
CASE WESTERN RESERVE UNIVERSITY	3
MICHIGAN STATE UNIVERSITY	3
SYRACUSE UNIVERSITY	3
THE OHIO STATE UNIVERSITY	3
UNIVERSITY OF LOUISVILLE	3
UNIVERSITY OF MICHIGAN	3



# Top Competitors – Hispanic

## *Fall 2016*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	58	9.0%
UNIVERSITY OF ILLINOIS @ URBANA	34	5.2%
INDIANA UNIVERSITY BLOOMINGTON	26	4.0%
UNIVERSITY OF CINCINNATI	24	3.7%
MARQUETTE UNIVERSITY	15	2.3%
UNIVERSITY OF WISCONSIN - MADISON	14	2.2%
UNIVERSITY OF MICHIGAN	12	1.9%
OHIO UNIVERSITY	11	1.7%
UNIVERSITY OF COLORADO BOULDER	11	1.7%
UNIVERSITY OF ILLINOIS AT CHICAGO	11	1.7%





# Top Competitors – Hispanic

## *Fall 2016*

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	51
UNIVERSITY OF CINCINNATI	22
OHIO UNIVERSITY	10
KENT STATE UNIVERSITY	7
CASE WESTERN RESERVE UNIVERSITY	4
UNIVERSITY OF DAYTON	4
INDIANA UNIVERSITY BLOOMINGTON	3
OTTERBEIN UNIVERSITY	3
UNIVERSITY OF AKRON	3

Domestic Non-Resident	
INSTITUTION	COUNT
UNIVERSITY OF ILLINOIS @ URBANA	34
INDIANA UNIVERSITY BLOOMINGTON	23
MARQUETTE UNIVERSITY	14
UNIVERSITY OF WISCONSIN - MADISON	14
UNIVERSITY OF COLORADO BOULDER	11
UNIVERSITY OF ILLINOIS AT CHICAGO	11
UNIVERSITY OF MICHIGAN	11
PENNSYLVANIA STATE UNIVERSITY	10
PURDUE UNIVERSITY - WEST LAFAYETTE	10



# Top Competitors – ACT 30+

## *Fall 2016*

Institution	Count	% of Non-Enrolls
THE OHIO STATE UNIVERSITY	1,051	15.2%
INDIANA UNIVERSITY BLOOMINGTON	321	4.6%
UNIVERSITY OF MICHIGAN	271	3.9%
UNIVERSITY OF CINCINNATI	221	3.2%
UNIVERSITY OF ILLINOIS @ URBANA	205	3.0%
UNIVERSITY OF WISCONSIN - MADISON	165	2.4%
PURDUE UNIVERSITY - WEST LAFAYETTE	135	2.0%
UNIVERSITY OF ALABAMA	124	1.8%
UNIVERSITY OF DAYTON	117	1.7%
UNIVERSITY OF KENTUCKY	91	1.3%



# Top Competitors – ACT 30+

## Fall 2016

Ohio	
INSTITUTION	COUNT
THE OHIO STATE UNIVERSITY	932
UNIVERSITY OF CINCINNATI	197
UNIVERSITY OF DAYTON	68
OHIO UNIVERSITY	66
CASE WESTERN RESERVE UNIVERSITY	44
INDIANA UNIVERSITY BLOOMINGTON	40
UNIVERSITY OF ALABAMA	34
KENT STATE UNIVERSITY	28
UNIVERSITY OF AKRON	27
BOWLING GREEN STATE UNIVERSITY	26
UNIVERSITY OF MICHIGAN	26

Domestic Non-Resident	
INSTITUTION	COUNT
INDIANA UNIVERSITY BLOOMINGTON	278
UNIVERSITY OF MICHIGAN	243
UNIVERSITY OF ILLINOIS @ URBANA	199
UNIVERSITY OF WISCONSIN - MADISON	161
PURDUE UNIVERSITY - WEST LAFAYETTE	108
THE OHIO STATE UNIVERSITY	107
UNIVERSITY OF ALABAMA	89
MICHIGAN STATE UNIVERSITY	81
TULANE UNIVERSITY	75
UNIVERSITY OF KENTUCKY	66
UNIVERSITY OF MINNESOTA – TWIN CITIES	66



# Key Enrollment Goals

## *Fall 2017*

### **First-Year Objectives**

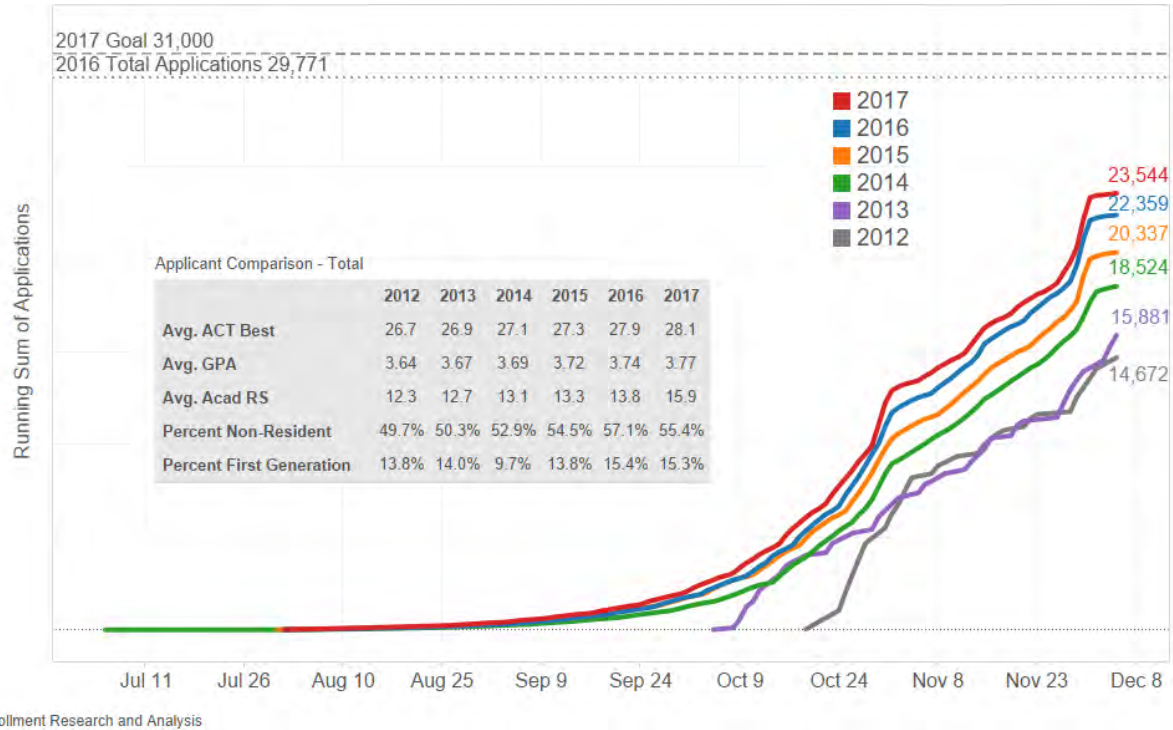
- » Increase applications for admission to exceed 31,000
- » Enroll a cohort of 3,700 first-year students
- » Meet Net Tuition Revenue targets
- » Increase non-resident enrollment
  - » Increase domestic non-resident enrollment
  - » Maintain international non-resident enrollment of 275
- » Increase diversity broadly defined
  - » Racial/ethnic
  - » Socioeconomic
  - » College-going status
- » Maintain quality
- » Manage divisional enrollment targets

### **Other Enrollment Objectives**

- » Maintain ACE Program enrollment of 275
- » Maintain transfer enrollment of 225



# Fall 2017 Applications



Data as of 12/5/2016



# Fall 2017 Applications

## *by Application Type*

	2015	2016	2017	Δ 2015 to 2017	Δ 2016 to 2017
Early Decision	1,031	938	916	-11.2%	-2.3%
Early Action	16,118	17,527	18,816	16.7%	7.4%
Regular Decision	2,405	2,897	2,733	13.6%	-5.7%
International	783	997	1,079	37.8%	8.2%
<b>Total</b>	<b>20,337</b>	<b>22,359</b>	<b>23,544</b>	<b>15.8%</b>	<b>5.3%</b>



Data as of 12/5/2016

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# Fall 2017 Applications

## *by Residency*

	2015	2016	2017	△ 2015 to 2017	△ 2016 to 2017
Non-Resident	11,081	12,767	13,039	17.7%	2.1%
Domestic Non-Resident	10,298	11,770	11,960	16.1%	1.6%
International	783	997	1,079	37.8%	8.2%
Ohio Resident	9,256	9,592	10,505	13.5%	9.5%
<b>Total</b>	<b>20,337</b>	<b>22,359</b>	<b>23,544</b>	<b>15.8%</b>	<b>5.3%</b>



Data as of 12/5/2016

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# Fall 2017 Applications

## *by Division*

	2015	2016	2017	Δ 2015 to 2017	Δ 2016 to 2017
College of Arts and Science	7,994	9,163	9,645	20.7%	5.3%
College of Creative Arts	813	902	972	19.6%	7.8%
College of Education, Health & Society	2,215	2,325	2,519	13.7%	8.3%
College of Engineering & Computing	2,758	3,058	3,248	17.8%	6.2%
Farmer School of Business	6,557	6,911	7,160	9.2%	3.6%
<b>Total</b>	<b>20,337</b>	<b>22,359</b>	<b>23,544</b>	<b>15.8%</b>	<b>5.3%</b>

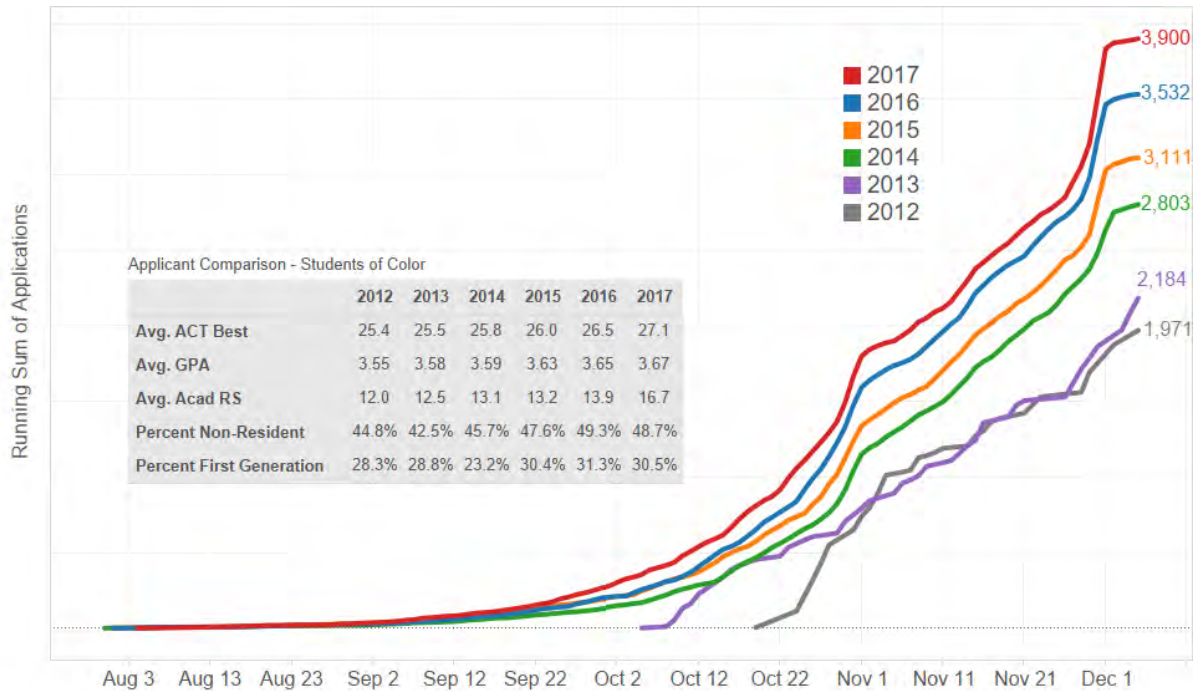


Data as of 12/5/2016

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# Fall 2017 Applications – Students of Color



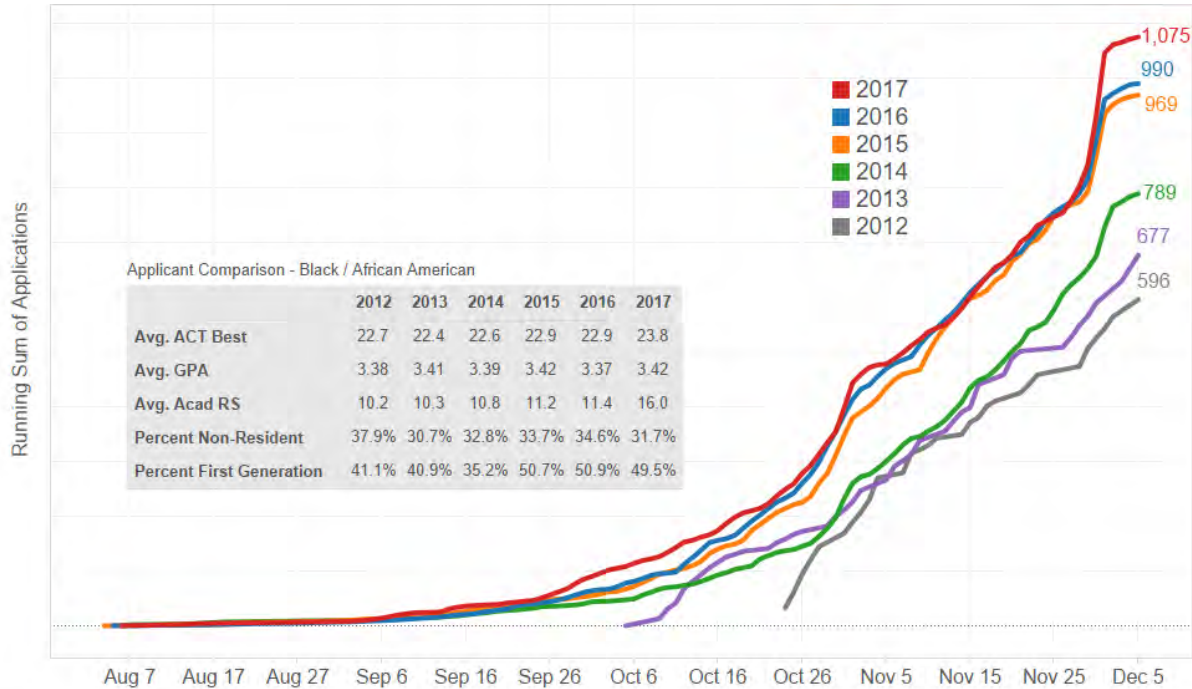
Enrollment Research and Analysis

Data as of 12/5/2016

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# Fall 2017 Applications – Black



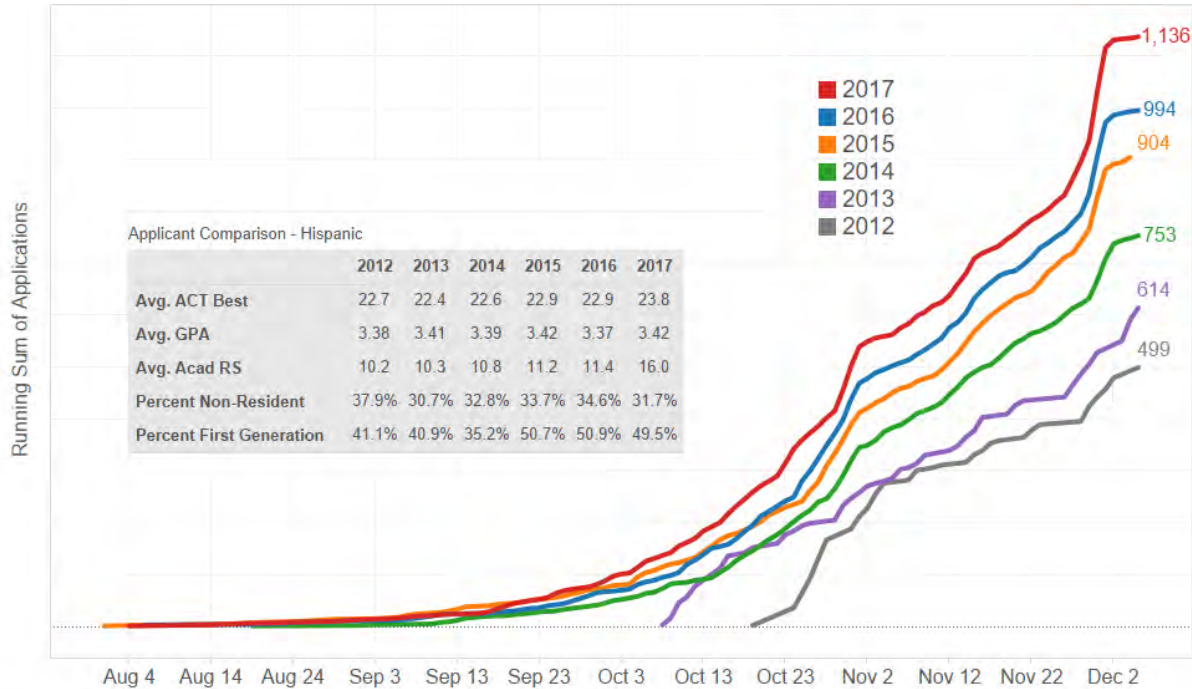
Enrollment Research and Analysis

Data as of 12/5/2016

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# Fall 2017 Applications – Hispanic



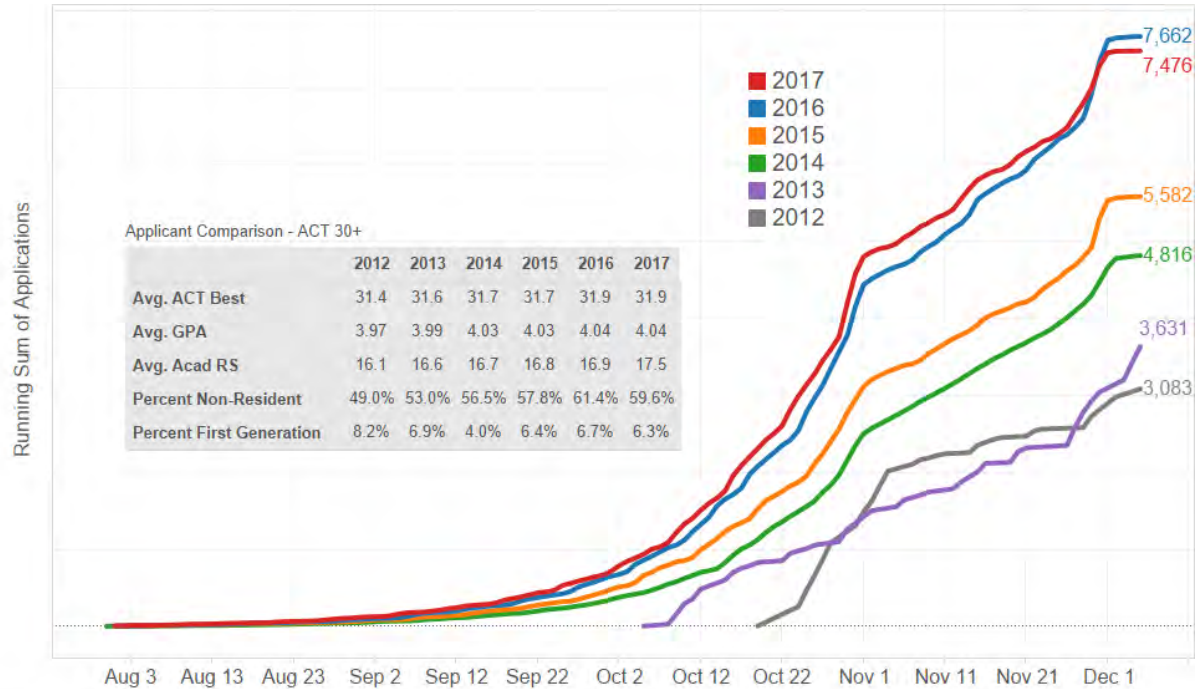
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# Fall 2017 Applications – ACT 30+



Enrollment Research and Analysis

Data as of 12/5/2016



# Fall 2017

## *Communicating the Miami Brand*

Publication	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Junior Academic Overview	N/A	100,000	150,000	150,000	150,000
Junior Lookbook	N/A	N/A	150,000	155,000	175,000
Junior Intro to Miami	N/A	N/A	80,000	80,000	80,000
Viewbook	65,000	65,000	100,000	160,000	200,000
Academic Mini Viewbook	N/A	65,000	127,250	215,000	200,000
High Ability Brochure	N/A	53,000	60,000	75,000	80,000
Student Life Brochure	N/A	N/A	N/A	N/A	150,000
Apply Postcard Series	80,000 (20,000 x 4)	500,000 (100,000 x 5)	400,000 (100,000 x 4)	600,000 (150,000 x 4)	548,000 (4 out of 7 postcards sent)
<b>Total</b>	<b>145,000</b>	<b>783,000</b>	<b>1,067,250</b>	<b>1,435,000</b>	<b>1,583,000</b>



# Fall 2017

## *Recruitment & Travel*

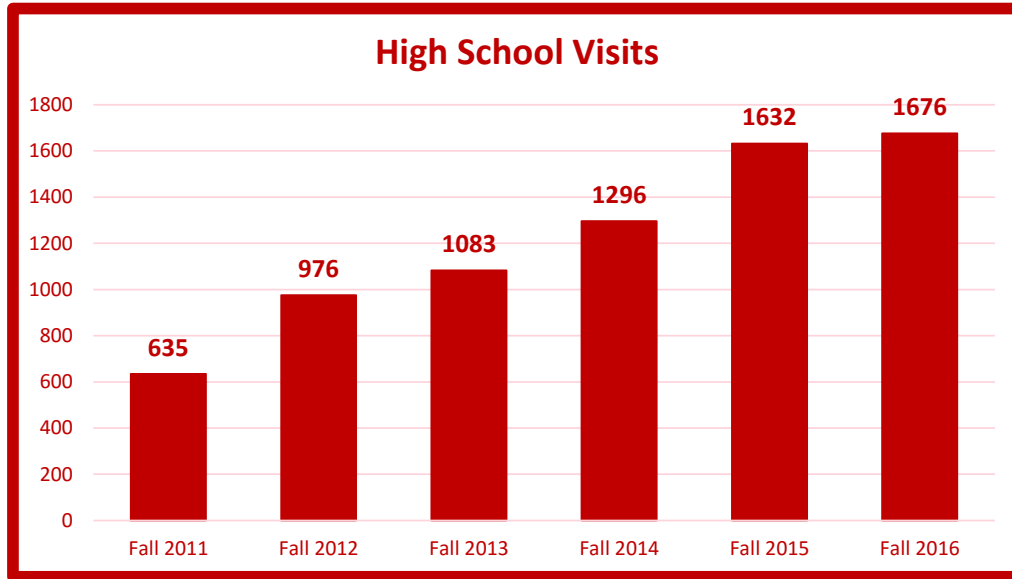


COUNTRIES VISITED



# Fall 2017

## Recruitment & Travel



**240**  
INTERNATIONAL  
HIGH SCHOOL  
VISITS

**1,436**  
DOMESTIC  
HIGH SCHOOL  
VISITS

VISITED  
**107**  
OF TOP 109  
MULTICULTURAL  
FEEDER  
SCHOOLS



# Bridges Program

## *Ten-Year Trends*

Year – Entry Term	Bridges Applicants	Bridges Accepts	%	Bridges Participants
2007 - Fall 2008	102	70	69%	44
2008 - Fall 2009	271	103	38%	95
2009 - Fall 2010	571	269	47%	207
2010 - Fall 2011	785	339	43%	286
2011 - Fall 2012	692	499	72%	365
2012 - Fall 2013	804	564	70%	459
2013 - Fall 2014	945	694	73%	581
2014 - Fall 2015	1194	686	57%	607
2015 - Fall 2016	1312	684	52%	606
2016 - Fall 2017	1398	708	51%	617

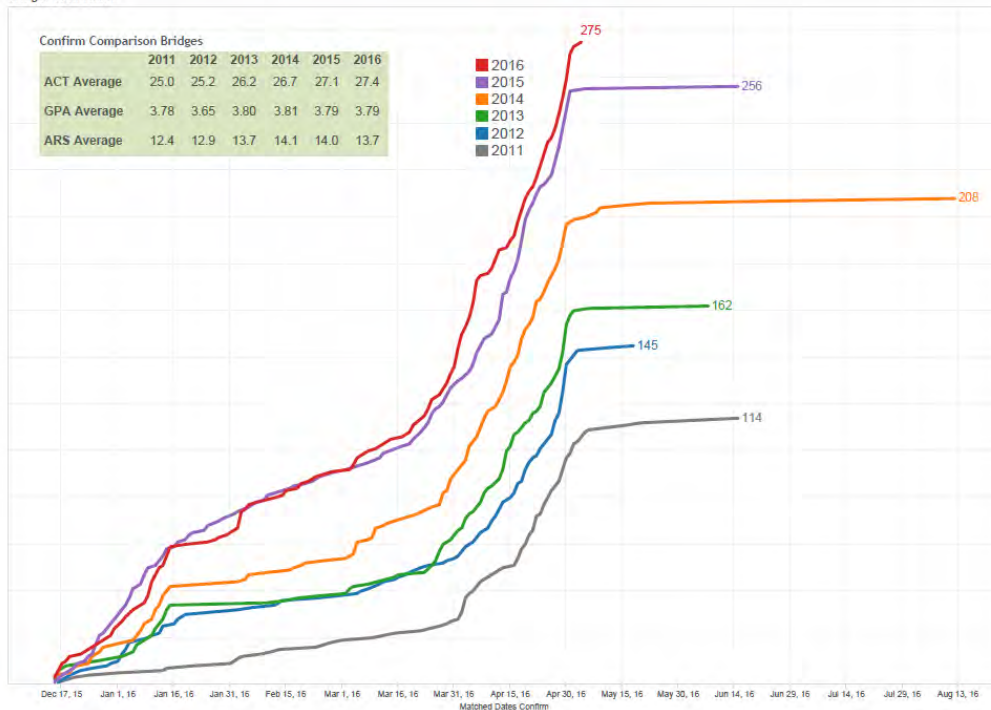




# Bridges Program

## University Impact

Bridges Confirmed



**45%**  
Fall 2016 Enrolling  
African American  
Students

**1,405**  
Enrolling Bridges  
Participants since  
Fall 2008



# Early FAFSA

- » Available October 1 versus January 1
- » Ability to import IRS income and tax information
- » 14,645 FAFSAs received
  - » 2,217 returning students
  - » 12,428 new & transfer students
    - » 43 graduate students
    - » 12,184 Oxford first-year
    - » 201 regional campus first-year
- » 8,843 used the IRS import



Data as of 12/7/2016

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# Early Notification of Acceptance

Entry Term	Early Decision	Lucky Duck	Total
Fall 2014	658	6,088	6,746
Fall 2015	710	9,402	10,112
Fall 2016	659	11,517	12,176
Fall 2017			<b>12,500</b>



# Fall 2017 and Beyond

## *Enrollment Planning*

	Actual	Goals				
Key Metrics	2016	2017	2018	2019	2020	2021
First-Year Class Size	3,798					
Domestic Diversity	15.6%					
Average ACT	28.5					



# Fall 2017 and Beyond

## *Enhancing the On-Campus Visit Experience*

- » Admission Visit Center
- » Opening January 2017
- » Home to the Visits and Events staff and daily Counselors on Duty
- » Auditorium with seating for 275+
- » Registration and lounge space commemorating Miami's history, key moments, and innovation



# Fall 2017 and Beyond

## *Enhancing the On-Campus Visit Experience*



# Fall 2017 and Beyond

## *Enhancing the On-Campus Visit Experience*





# QUESTIONS?







# STUDENT SUCCESS UPDATE

## Board of Trustees Meeting December 8, 2016

**Michael S. Kabbaz**

Vice President

Enrollment Management and Student Success



MIAMI UNIVERSITY



# EMSS FY17 Goals

- I. Strategically Manage Undergraduate Enrollment and Advance Miami's Market Position
- II. Provide High Quality, User-Friendly Services that are Efficient, Effective, Inclusive, and Support the University Community and Beyond
- III. Build a Best Practice and Research-Based Student Success Organization**



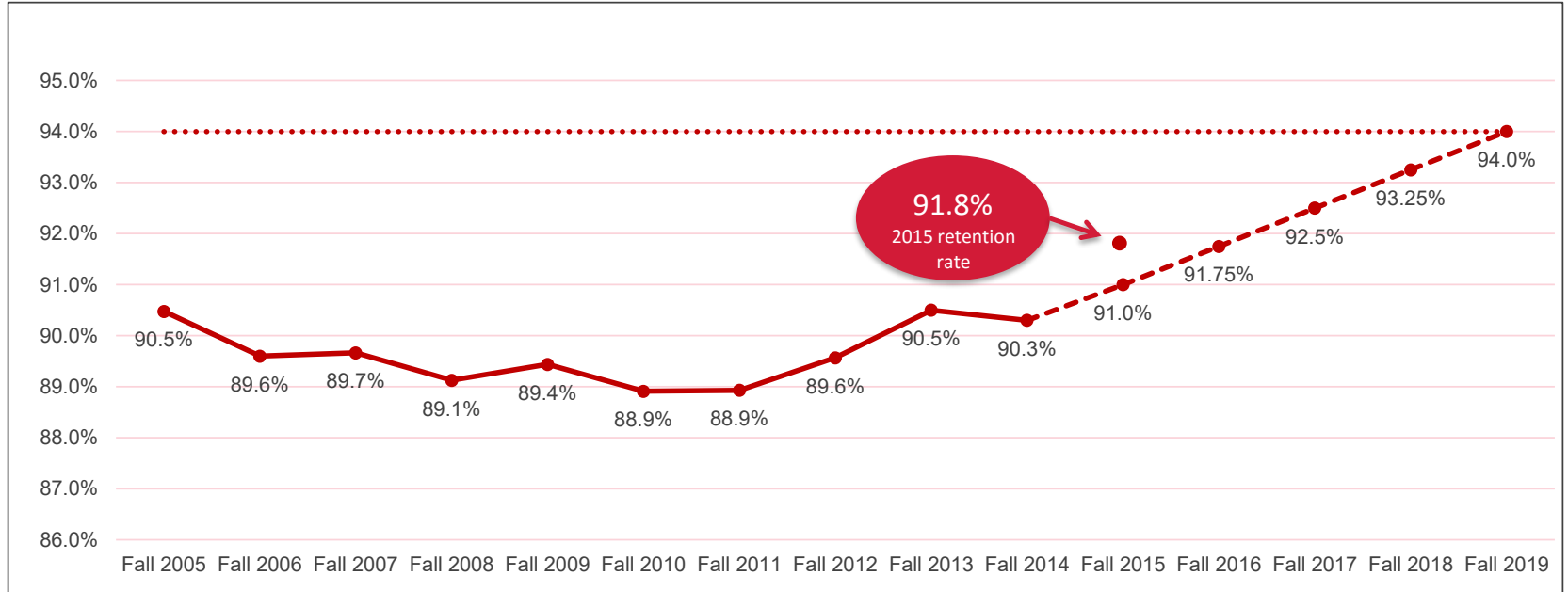
# EMSS Goal #3

## Build a Best Practice and Research-Based Student Success Organization

Provide leadership, oversight, and coordination of initiatives across the University that will lead to increased retention and graduation rates and enhanced and expanded internship and employment opportunities pre- and post-graduation. Proactively identify and systematically partner with the University community to address academic, social, and financial obstacles that impact student success. Work in close partnership with the President, Provost, Student Affairs, President's Executive Cabinet, Academic Deans, University leadership, and other key influencers to ensure collaboration to support an engaged and successful, broadly defined and measured, student learning experience.

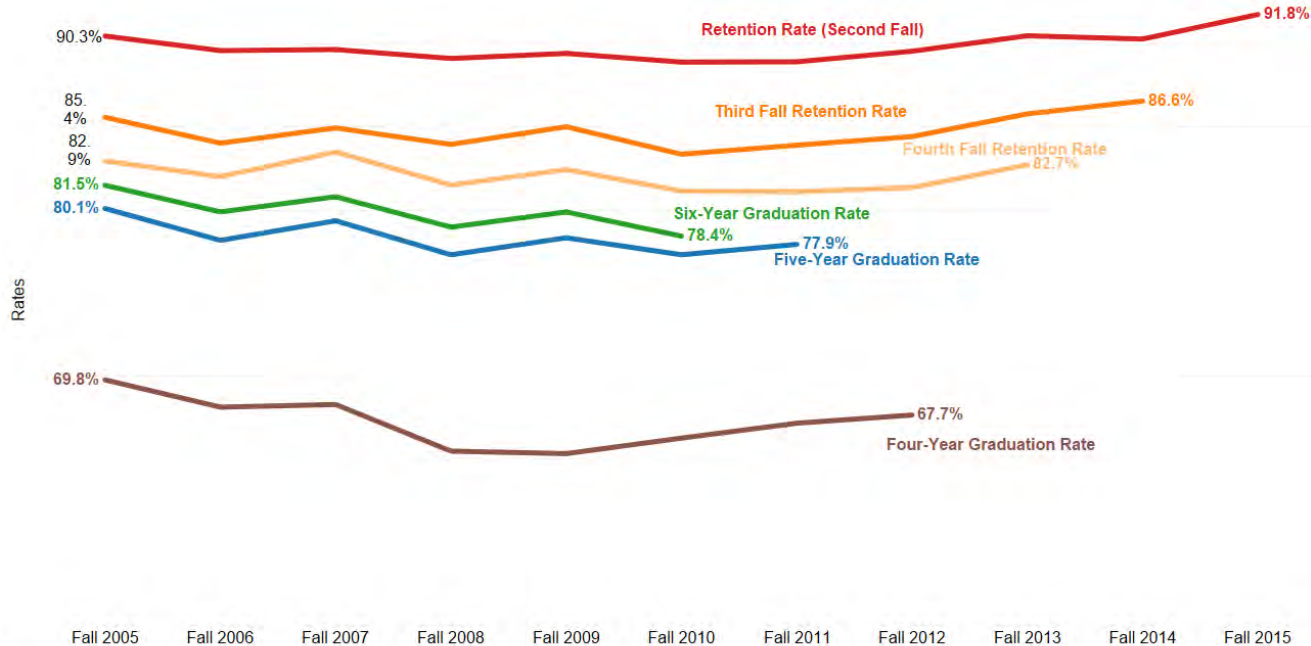


# Retention Trend & 2020 Goal Trajectory



# Student Success Rates

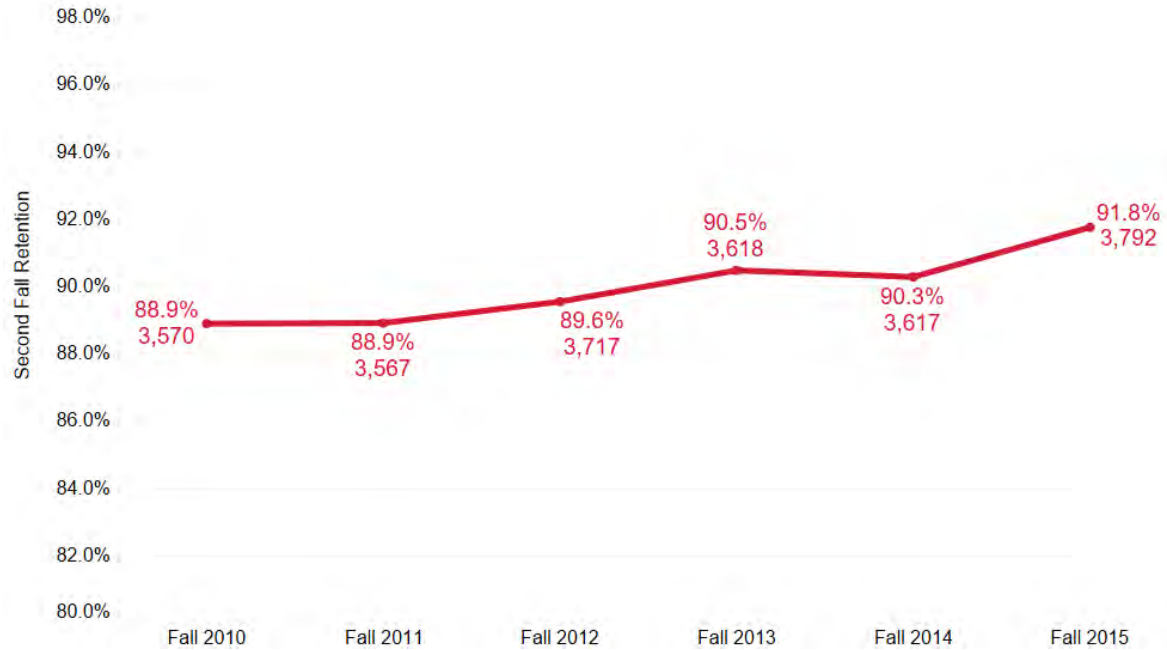
## Current Key Metrics



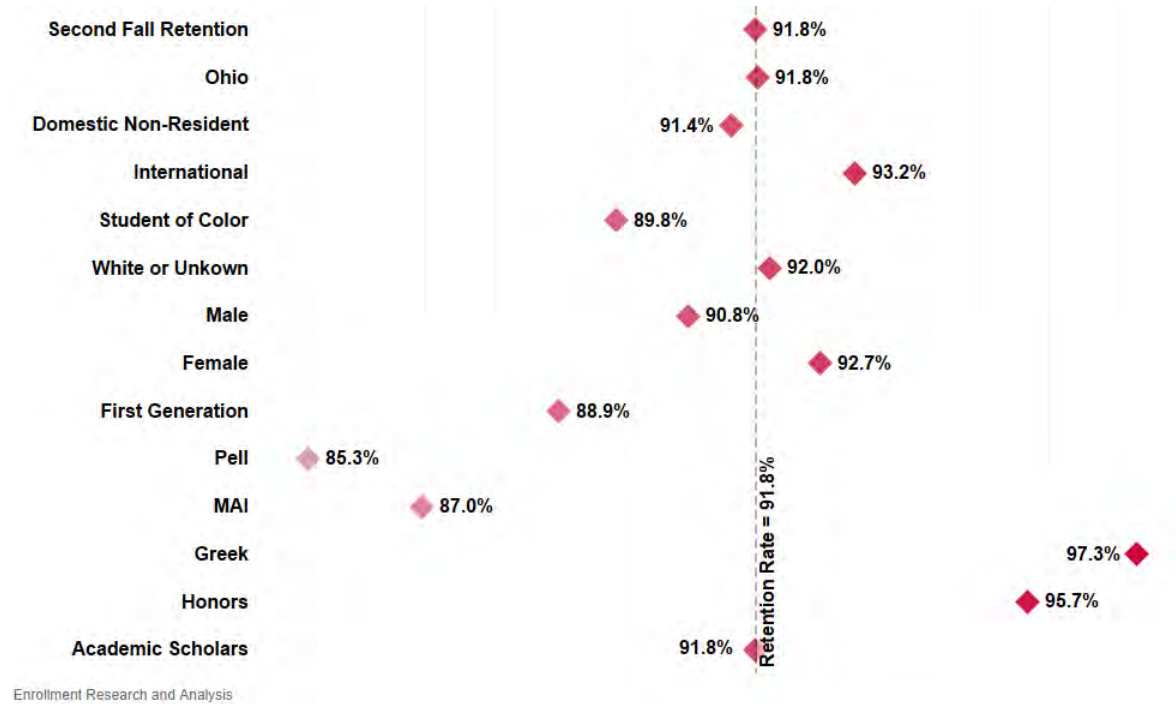
Enrollment Research and Analysis

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# Retention Rates *by Cohort*



# Fall 2015 Cohort Retention Rates *by Subgroup*



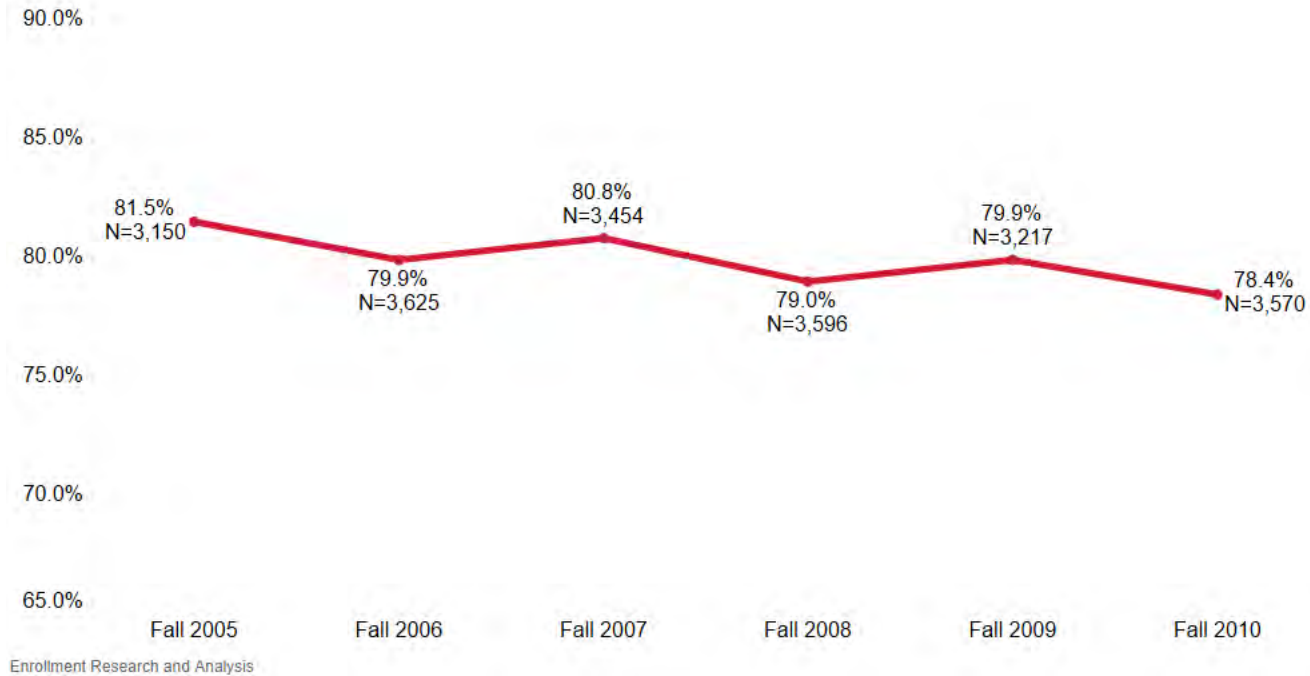
# Fall 2015 Cohort Retention Rates *by Division*



Enrollment Research and Analysis



# Six-Year Graduation Rates *by Cohort*



# Fall 2010 Cohort Six-Year Graduation Rates *by Subgroup*



Enrollment Research and Analysis



# Fall 2010 Cohort Six-Year Graduation Rates *by Division*



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# Top Ranked Institutions Graduation and Retention Rates

US News Ranking National Public Universities	Institution	6 yr Graduation Rates Fall 2008 Cohort	Freshman to Sophomore Retention Rate Fall 2014 Cohort
1	University of California-Berkeley	91	96
2	University of California-Los Angeles	91	97
2	University of Virginia-Main Campus	94	97
4	University of Michigan-Ann Arbor	91	97
5	University of North Carolina at Chapel Hill	90	97
6	College of William and Mary	90	95
7	Georgia Institute of Technology-Main Campus	82	96
8	University of California-Santa Barbara	81	92
9	University of California-Irvine	86	92
10	University of California-Davis	83	93
10	University of California-San Diego	86	95
10	University of Illinois at Urbana-Champaign	84	93
10	University of Wisconsin-Madison	84	95
14	Pennsylvania State University-Main Campus	86	93
14	University of Florida	88	96
16	Ohio State University-Main Campus	83	94
16	University of Washington-Seattle Campus	84	94
18	University of Georgia	85	94
18	The University of Texas at Austin	81	94
20	Purdue University-Main Campus	73	92
20	University of Connecticut	81	93
20	University of Maryland-College Park	85	96
23	Clemson University	82	92
24	University of Pittsburgh-Pittsburgh Campus	82	93
25	Rutgers University-New Brunswick	81	92
26	University of Minnesota-Twin Cities	78	92
27	Texas A & M University-College Station	79	90
27	University of Massachusetts-Amherst	75	90
27	Virginia Polytechnic Institute and State University	83	93
30	<b>Miami University-Oxford</b>	<b>79</b>	<b>90</b>
30	University of California-Santa Cruz	77	89
30	University of Delaware	79	91



Source: USNWR, National Center for Education Statistics, IPEDS

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# Graduation and Retention Rates

## *Ohio Public Institutions*

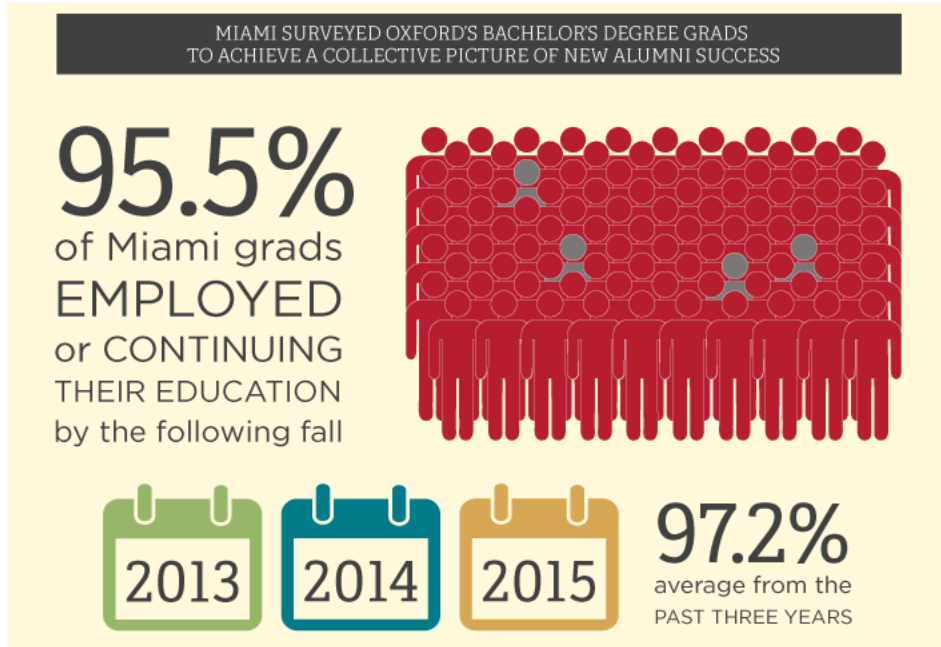
<u>Institution</u>	<u>6 yr Graduation Rate Fall 2008 Cohort</u>	<u>Freshman/Sophomore Retention Rate Fall 2012 Cohort</u>
<b>Miami University- Oxford</b>	<b>79%</b>	<b>90%</b>
Bowling Green State University	54%	70%
Cleveland State University	39%	67%
Kent State University	55%	78%
Ohio State University	83%	92%
Ohio University	67%	79%
University of Akron	41%	66%
University of Cincinnati	65%	85%
University of Toledo	45%	68%
Wright State University	39%	62%
Youngstown State University	33%	62%
<b>Median of Ohio Public Institutions</b>	<b>54%</b>	<b>70%</b>



Source: National Center for Education Statistics, IPEDS

[MiamiOH.edu](http://MiamiOH.edu)

# Career Outcomes



**LAW SCHOOL  
ACCEPTANCE**



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# 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 Priorities

- » Enhancing student support and integration across Academic Affairs, Student Affairs and EMSS
  
- » International student support infrastructure
  
- » Implement Education Advisory Board Campus (Advising Platform)
  - » Build a campus-wide support model
  - » Enhance referral networks by linking academic and academic support
  
- » Academic policy audit – best practice review
  
- » Supporting the most ‘at risk’ students
  - » Academic/programmatic
  - » Use of predictive analytics



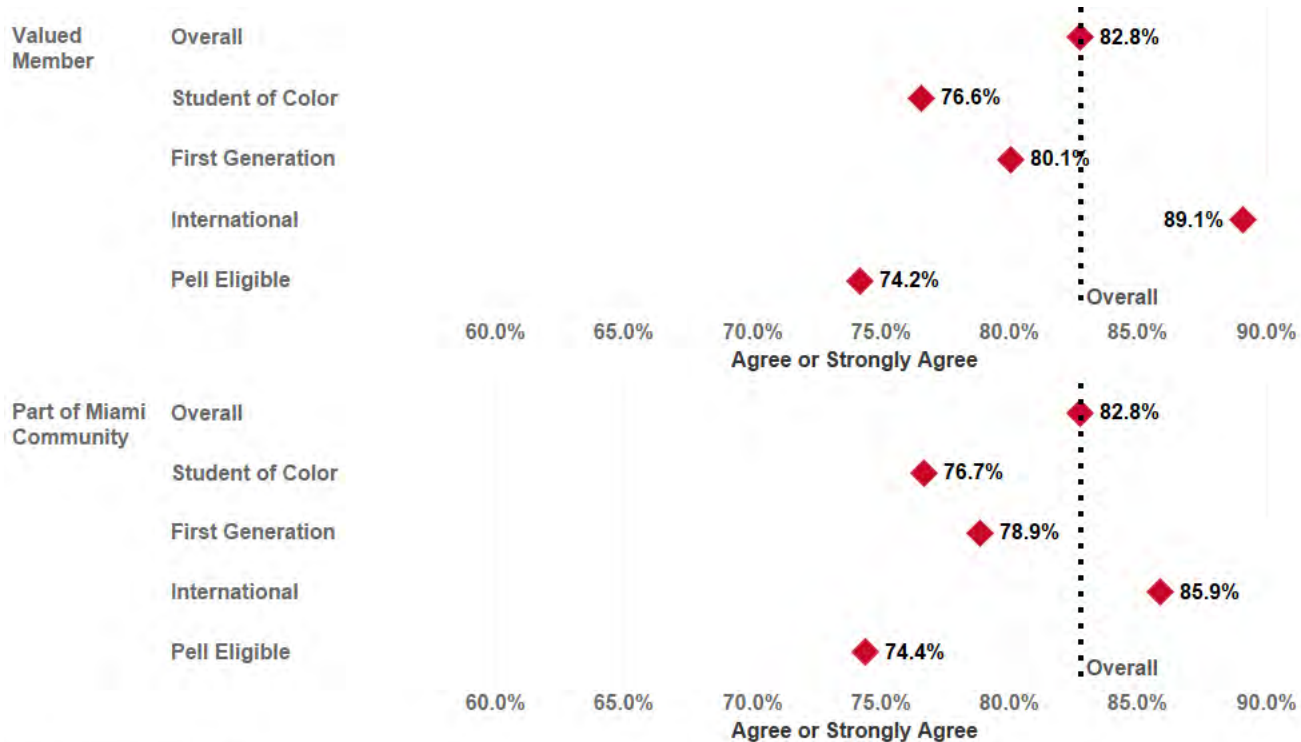


# 2010 Cohort by Last Fall Year

	2010 Cohort	% of Total	First Fall GPA Avg	% Male	% Female	% Student of Color	% First Gen
<b>Graduated in Four or Less Years</b>	2,366	66.3%	3.24	59.4%	72.0%	55.6%	53.2%
<b>Graduated in Five or Six Years</b>	434	12.2%	2.85	16.3%	8.7%	17.3%	15.1%
<b>Still Here</b>	25	0.7%	2.39	1.0%	0.5%	0.9%	1.4%
<b>First Year as Last</b>	370	10.4%	2.63	9.6%	11.0%	11.8%	15.3%
<b>Second Year as Last</b>	168	4.7%	2.52	5.5%	4.0%	6.4%	8.0%
<b>Third Year as Last</b>	72	2.0%	2.48	3.2%	1.0%	2.5%	2.5%
<b>Fourth Year as Last</b>	70	2.0%	2.56	2.2%	1.8%	2.7%	2.3%
<b>Fifth Year as Last</b>	49	1.4%	2.50	2.0%	0.8%	1.6%	1.7%
<b>Sixth Year as Last</b>	16	0.4%	2.32	0.8%	0.8%	1.1%	0.6%
<b>Grand Total</b>	<b>3,570</b>	<b>100.0%</b>	<b>3.04</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



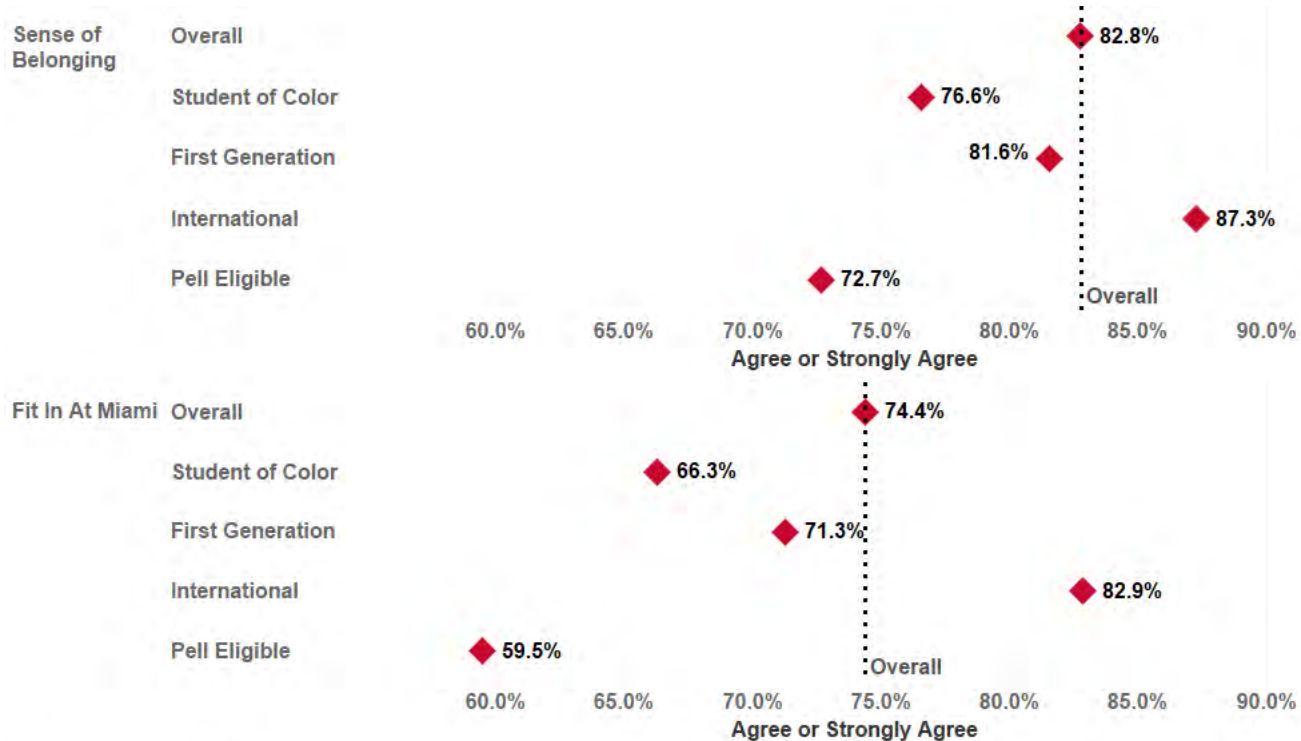
# Student Satisfaction Survey



Enrollment Research and Analysis



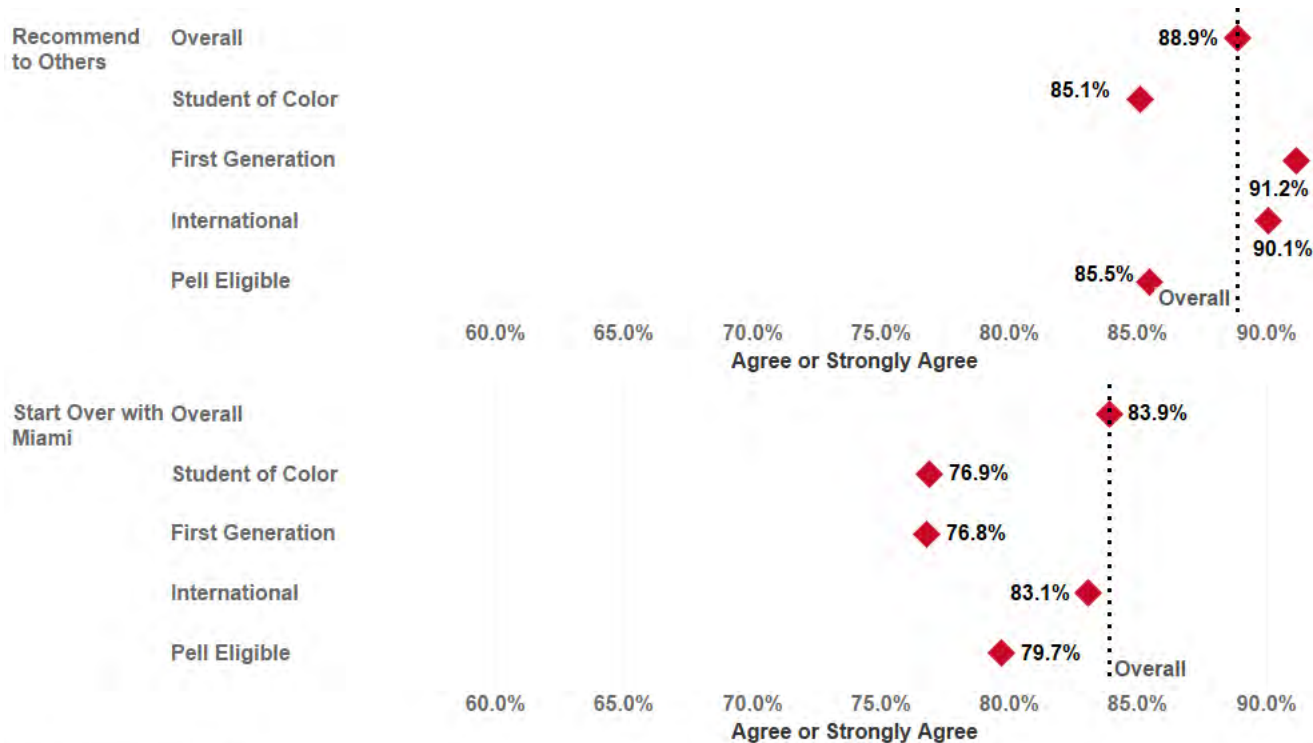
# Student Satisfaction Survey



Enrollment Research and Analysis

[MiamiOH.edu](http://MiamiOH.edu)

# Student Satisfaction Survey



Enrollment Research and Analysis

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# Key EMSS Student Success Initiatives

- » Student Success Center
- » Internal EMSS Retention Outreach Efforts
- » Integrated Four-Year Career Experience

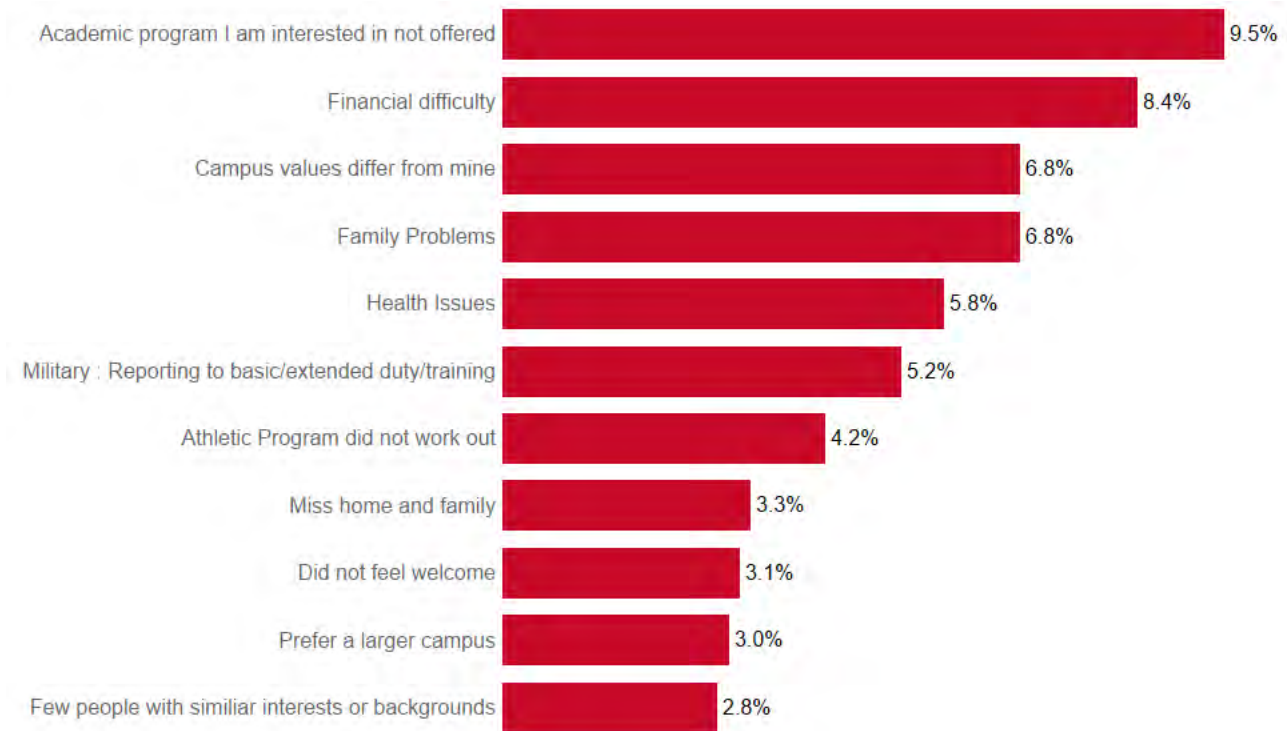


# Student Success Center

The Student Success Center, located in the Campus Avenue Building, focuses on advocacy, problem-solving, and retention. With the goal of increasing student persistence to graduation, the staff helps students untangle and resolve complex problems and provides assistance with navigating University policies and procedures.



# Withdrawal Data



Enrollment Research and Analysis



# Student Contacts

## Estimates for August 2015-November, 2016

- » One Stop Tickets: 223
- » Walk-Ins: 450
- » Phone Calls: 600
- » Appointments: 250 (August 1-November 18, 2016)
- » Emails: 4,000 (incoming and outgoing)
- » Campaigns via SSC-Campus (Fall 2016): 700
- » Midterm, First Generation and Bridges Students Outreach, Retention Efforts via Slate: 5,000





# Student Success Center Projects

## Pilot Projects for 2016-17

- » First Generation Learning Community
- » Bridges Scholars Program
  
- » Future plans
  - » *Miami Firsts*, “I’m First”
  - » Student organizations
  - » Incentives for participation



# Student Stories

- » Senior, FSB major, 3.35 GPA, preparing for LSAT
  
- » Junior, transfer student from a community college, KNH major, hand injury limiting ability to work
  
- » Senior, 100+ credit hours, not currently enrolled, wondering if graduation is a possibility



# Policy and Practice Review

## Formed working group of internal offices to review EMSS policies and practices:

- » Course cancellation for non-payment
  - » 265% five year decrease in students whose courses were cancelled
  - » Fall 2011 – 446 Oxford students cancelled (82% reenrolled)
  - » Fall 2016 - 122 Oxford students cancelled (44% reenrolled)
  - » Redesigned the student semester bill
  - » Redesigned late payment communications



# *Microgrants*

- » Awarded microgrants to assist students with small balances in Fall 2016:
  - » \$328,000 to 125 students who were going to lose fall classes
    - » Targeted high need, graduating seniors and other populations
  - » \$27,000 to 45 students who were blocked for spring registration

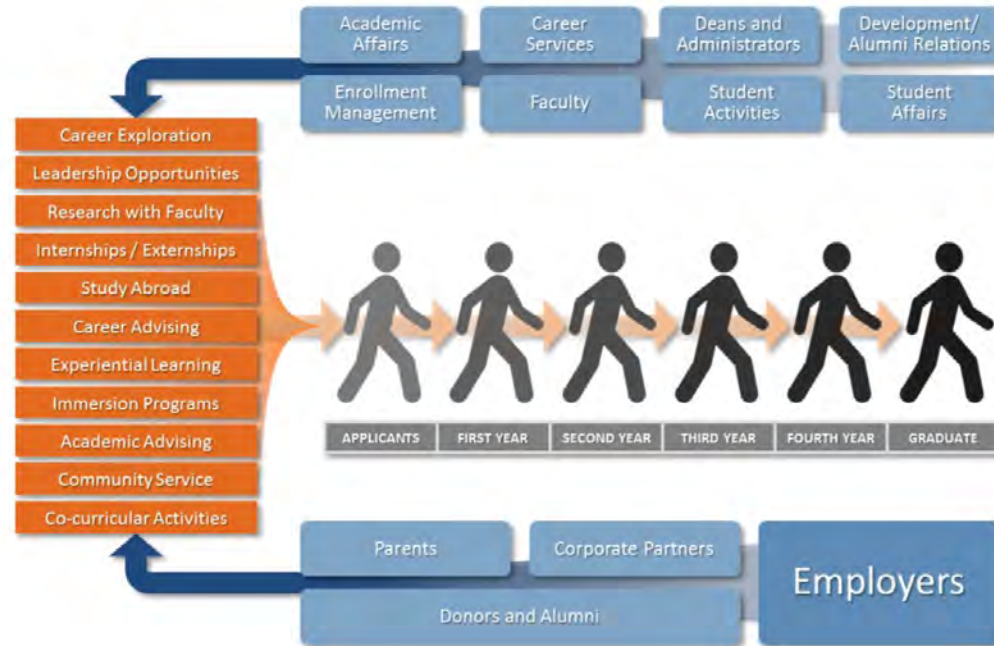


# Missed Registration Window Campaigns

<b>Spring 2017 (preliminary)</b>				
<b>Report of Non-Registered Students</b>				
<b>Class</b>	<b>Mid</b>	<b>Post</b>	<b># Change</b>	<b>% Change</b>
<b>Seniors</b>	205	148	57	28%
<b>Juniors</b>	134	93	41	31%
<b>Sophomores</b>	176	107	69	39%
<b>Freshmen</b>	94	78	16	17%
<b>Totals</b>	<b>609</b>	<b>426</b>	<b>183</b>	<b>30%</b>



# Enhancing the Career Community





# QUESTIONS?





DECEMBER 2016  
EMSS WRITTEN REPORT  
Michael S. Kabbaz, Vice President

### Admission and Enrollment Communication

Key updates included in the presentation.

### Career Services

Miami University students of all majors had an opportunity to explore job and internship opportunities with national and global employers at Career Fair 2016, one of the largest events of its type in the country. In total, 314 employers attended the September 14 career fair, including PwC, KPMG, Deloitte, Ernst & Young, Peace Corps, Procter & Gamble, Cintas, Nielsen, Marathon, Coyote Logistics, Johnson & Johnson, JPMorgan Chase, and the Ohio Department of Public Safety. Approximately 40% of employers attending this year's fair were hiring all majors. Many employers conducted interviews while participating in the fair. To date, 3,261 on-campus interviews have been held during the fall semester.

Career Services recently won the Council for Advancement and Support of Education (CASE) District V **Silver Award for "Best Uses of Social Media"** for *Using Snapchat for Career Exploration*.

### One Stop for Student Success Services

In an effort to provide better service to students and families, as well as to reduce administrative expenses, the One Stop has ceased its use of an external call vendor to assist with overflow calls. This change was made possible due to an overall reduction in call volume, better utilization of staff from other areas to assist with calls during their non-peak periods, and enhanced training of student employees to assist with calls. Savings are estimated to be over \$10,000 for fiscal year 2016-2017.

### Research and Analysis

**Miami's beta testing of the new Civitas tool, *Illume Impact*, is on track to begin in mid-December. *Impact* capitalizes on the data modeling powering the current student risk assessment Civitas platform, *Illume Student*, to measure the influence on student success of any campus initiative. Given a list of initiative participants or pilot students, *Impact* will automatically identify pairs of pilot and control students that are similar enough for an "apples-to-apples" comparison in order to determine the true impact of that initiative on student persistence. *Illume Student*, *Illume Impact*, and the yet to be released *Illume Courses* are a suite of tools provided through Miami's partnership with Civitas Learning. Civitas Learning offers a cloud-based, predictive analytics platform that helps turn diverse and disconnected data into actionable insights to help every student succeed.**

### Student Financial Services (Office of Student Financial Assistance & Office of the Bursar)

#### *Student Financial Assistance*

The Free Application for Federal Student Aid (FAFSA) became available on October 1, 2016. A key update regarding this critical change will be provided during the presentation.

#### *Bursar*

Recognizing that Miami University payment plans can be a valuable tool for families to use in meeting Miami tuition, fee, housing, and meal costs, the Bursar implemented a new communication plan that provided Miami families with information about payment plan options. Payment plan information was highlighted in postcards, emails, web, and many financial aid communications. For the Fall 2016



semester, more than 3,500 families were enrolled in a Miami payment plan, an increase of 13% over last fall.

**To further add transparency to Miami's online** semester invoices, real-time, contextual descriptions of many fees that appear on the invoice were recently added. **Users can now hover over "hint" icons to** receive expanded information regarding the fee's purpose and use.

### Student Success Center

The EAB Student Success Collaborative *Campus* product is well along in its implementation as the university-wide advising tool. John Harrelson, Assistant Director, is providing the administrative support for the software and is conducting the training with divisional advising centers and faculty. Over 225 faculty and staff have participated in at least one of the twenty training sessions for *Campus* conducted thus far. Among the many features of *Campus* is the ability to conduct outreach campaigns via the platform. Over 100 campaigns have been conducted since its rollout in August.

### University Registrar

The Office of the University Registrar is continuing the transition of the registrar functions of the College of Liberal Arts and Applied Science (CLAAS) to mirror the other academic divisions, focusing primarily in the areas of class schedule development and transfer evaluation. Transactional functions have moved to the regional One Stop offices, with the result of all of these efforts being a centralized Office of the University Registrar.

The final phase of the two-part development of new software for an integrated catalog and curriculum system is nearing completion. The office is in the second year of a workflow-enhanced catalog (CAT) production, and by February 2017 will have implemented a University-wide curriculum processing system. (CIM) This second phase uses dynamically generated forms and workflow to move curricular changes through University approval and, once approved, interacts with CAT to reduce data entry and ensure institutional curricular accuracy.

Transfer evaluation staff have now developed transfer equivalencies for Miami classes at more than 2,800 colleges and universities nationwide. These equivalencies aid in the recruitment of transfer students by enabling the use of Transferology ([transferology.com](http://transferology.com)) by prospective transfer students, admission staff, and academic advisors.

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## The Rise of Humanities Centers



- Created in middle of the 20th century, increasingly crucial to the modern university
- Of 300 humanities institutes worldwide, half are in the United States
- Most prominent U.S. universities have invested in large humanities centers
- Top centers have up to 12 staff members, multimillion-dollar budgets, and endowments up to \$50 million

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## Not Like Other Centers

**Unlike narrow specialist centers, humanities centers have broad missions:**

- Integrate thinkers and resources across campus and beyond
- Fight hyper-specialization and bureaucracy (“silos”)
- Maximize institutional resources
- Interdisciplinary hubs for
  - public engagement, dialogue, and debate
  - research innovation
  - collaborative problem-solving
  - curricular transformation



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## The Miami University Humanities Center

- Founded in 2009 with a \$250,000 Presidential Academic Enrichment Grant
- Major funding provided from the John W. Altman humanities endowment
- Mission
  - Recruit, retain, and energize a world-class faculty
  - Foster flexible, collaborative research and inquiry in and beyond the humanities
  - Cultivate a new generation of scholars and leaders
  - Demonstrate the value of humanistic knowledge for liberal education, democracy, and a just, sustainable society

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## Our Core Values ...

- **Big Ideas:** inquiry into enduring questions of major social importance
- **Vertical Integration:** faculty, experts, students and the public think together.
- **Rapid Response:** cut across silos, respond rapidly to emerging challenges
- **Cross-disciplinary Collaboration:** challenge specialists to work together



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## ... Are What Make Us Different



- Leveraging internal resources (not external fellows)
- Driving inquiry toward questions of major social import (not narrow special topics)
- A special focus on undergraduate development (not just faculty)
- Emphasizing collaboration (over traditional individual research)

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## How Are We Doing? Since 2009 ...



- More than 10,000 people reached by events, symposia, lectures, and readings
- 170 faculty have participated in research and professional development programs
- More than 75 faculty members apply annually for support (a 500% increase)
- Nationally recognized programs now involve 50 undergraduates annually in research
- Special classes and enrichment programs include another 125 undergraduates

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

**What Began as One Program . . .**

**ALTMAN FELLOWS PROGRAM**

Distinguished lectures once a semester

Faculty Presentations

Symposium every other year



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## Grew to Sixteen . . .

### ALTMAN FELLOWS PROGRAM

#### A Framework for Sustained, Collaborative Inquiry

The Altman Program unites faculty, students, distinguished visitors, and the public for a yearlong study of a salient issues in the humanities.

Distinguished lecture series
Bi-weekly faculty research seminar
Annual conference and symposium
New undergraduate class, team-taught by faculty fellows
Graduate and undergraduate fellows programs
Exhibits, film series, and special events
Collaborative public humanities project
Integration with up to 40 courses campus-wide

### HUMANITIES PROGRAMMING

<b>Signature Events</b>	The center organizes numerous major public events each year, including lectures, conferences, symposia, and workshops.
<b>Humanities Grants</b>	An elected steering committee allocates funding to approximately 30 additional intellectual programs each year.
<b>Coordination and Promotion</b>	The Center promotes 150 events annually.

### FACULTY RESEARCH SUPPORT

<b>Research Collaborative</b>	Teams of two or more faculty work together on an innovative scholarly project of any type, addressing any topic.
<b>Digital Humanities Programs</b>	Fellowships and training programs to help faculty embrace new scholarly technologies.
<b>Interdisciplinary Research Clusters</b>	Cross-disciplinary think tanks for faculty and grad students.
<b>Publishing Programs</b>	Workshops and editorial consultations to help faculty produce books, articles, public commentary, and grant proposals.
<b>Works-In-Progress Talks</b>	Forums for emerging faculty research.

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## ... Including 8 Student Programs

### GRADUATE PROGRAMS

<b>Altman Graduate Fellows</b>	Fellows join the research seminar and supervise undergraduates.
<b>Graduate Research Collaborative</b>	Support for an innovative project organized by graduate students.

### UNDERGRADUATE PROGRAMS

<b>Altman Undergraduate Fellows</b>	Outstanding students shadow faculty, conduct research, and do public service.
<b>Luxembourg Research Institute</b>	An intense workshop for students developing scholarly projects.
<b>Bridges Program</b>	Immersion days for underrepresented high school students.
<b>Humanities Scholars Program</b>	A community of ambitious undergraduates engaging with faculty, visiting scholars, and one another.
<b>Humanities Research Workshops</b>	Ambitious undergraduates learn how to begin a research project.
<b>Research Apprenticeship Program</b>	Advanced undergraduates work for faculty, gaining valuable experience and advancing faculty research.

### ADVOCACY

<b>Valuing the Humanities</b>	An ongoing initiative to disseminate information about the importance and power of the humanities today.
<b>The Digital Humanities Working Group</b>	Capacity-building programs for institutional transformation, peer education, grant writing, and curricular growth.
<b>HumanitiesWorks</b>	Provides multi-year, evidence-based career mentoring to all humanities majors.

### COMMUNITY

<b>Faculty Forum</b>	Discussion of critical issues in higher education.
<b>Gatherings</b>	Receptions, mixers, and conversations.
<b>Outreach</b>	All events are free and open to the public.

### COMMUNICATIONS

<b>Calendar</b>	Promotion of 150 humanities events annually.
<b>Bulletin of Humanities Events</b>	Published weekly for 450 subscribers.
<b>Website</b>	Detailed information on programs and events.
<b>Print</b>	Brochures, posters, and mailings for events
<b>Social media</b>	Facebook and Twitter posts/sites.
<b>Magazine</b>	An annual overview of 16-20 pages.

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## A Fivefold Increase in Public Events



- The Center plans 30-40 lectures, forums, discussions, readings, and workshops per year
- Funds an additional 25 such events per year
- Advertises a total of 100-150 humanities events year to thousands
- All are free and open to the public
- Massive efficiencies:
  - Event expenditures are less than half of 2009 levels
  - Event attendance is up 300%

MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## Four Multi-Year Initiatives Have Built New Capacity in ...

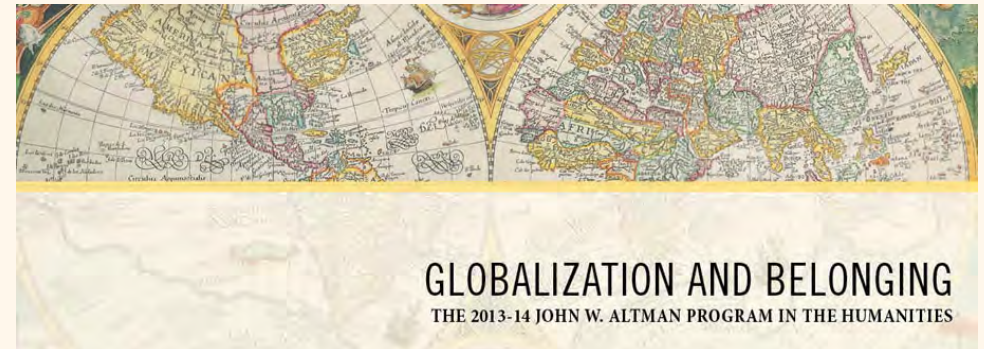
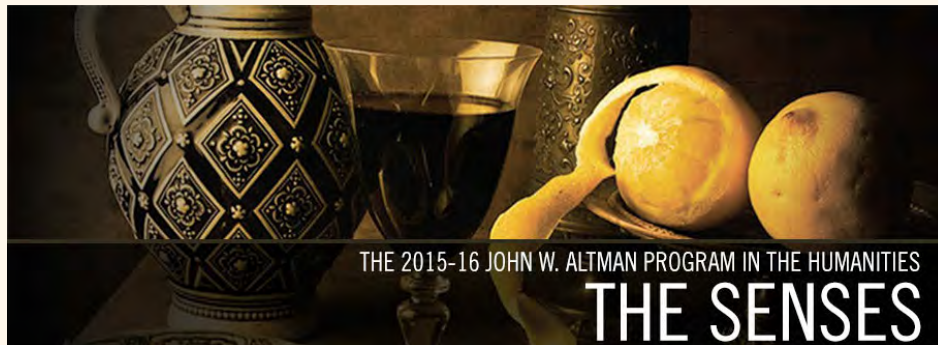
- Digital Humanities
- Career Development for Humanities Majors
- Promotion of the Value of the Humanities
- Undergraduate Research



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

**The Altman Program: Modeling the Purpose of Higher Education**

**Rigorous, Sustained Inquiry into Enduring Questions and Current Challenges**



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## The Altman Program: Promoting Collaborative Inquiry

### Diverse teams of thinkers, intense encounters:

- 10-12 faculty fellows work together in a bi-weekly seminar
- 6-10 student fellows shadow faculty and complete research projects
- 8-12 distinguished scholars visit campus for lectures, discussion, and seminars



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## The Altman Program: Leading a Campus-Wide Conversation

- Spring conference showcases the thinking of visitors, faculty and student researchers
- Thousands of students involved in special team-taught and linked classes
- More than 2,000 students, faculty, community members participate annually



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## National Recognition

- National leadership in undergraduate and collaborative humanities programming
- Internal review: Faculty report overwhelming satisfaction and significant influence on their recruitment, promotion and retention
- External review: the Altman Program is “among the best in the world”
- NEH Digital Grant of \$60,000 and Challenge Grant of \$500,000
- Undergraduate fellows include a Rhodes finalist and Goldman and Beinecke Scholars





MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## NEH Challenge Grant



- \$500,000 awarded in January 2015
  - NEH's largest and most prestigious award
  - Only one award went to an existing large mission university humanities center in 2015
  - The grant challenges us to raise \$1.5 million by 2019
- 
- The new endowment will support existing programming plus three new programs
    - Research Apprenticeship Program
    - Research Collaborative
    - Teaching Laboratory

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THE HUMANITIES CENTER

## Centers are Engines of Innovation

### Crucial for addressing the challenges of higher education

- Flexible and inexpensive ways to stay on the cutting edge
- Rewarding socially relevant scholarship and teaching
- Incentivizing a return to core liberal arts values



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## The Molding of Leaders

“A leader must possess imagination.” —General Omar Bradley

“To be a successful soldier you must know history.” —General George Patton

### **The humanities cultivate the core competencies of leaders:**

- Perspective
- Humility
- Tolerance and empathy
- Flexibility
- A command of language and persuasion
- The capacity to critique social institutions, customs, and power



MIAMI UNIVERSITY  
THE HUMANITIES CENTER

## The Heart of Miami's Brand

- The bedrock of participatory democracy for thousands of years
- Crucial to our future. The solutions to social challenges—whether cultural, political, economic, or scientific—will require deep knowledge of history, ethics, language, jurisprudence, and culture
- Liberal education can only be meaningful when students are steeped in history, philosophy, literature, and culture



# College of Education, Health & Society



Michael E. Dantley, Dean  
December 8, 2016

Presentation to the Board of Trustees - Academic Affairs and Student Affairs Sub-Committee

# VISION

**THE COLLEGE OF EDUCATION, HEALTH AND SOCIETY**  
will be an innovative leader  
**TRANSFORMING**  
the lives of those it serves through  
holistic, integrated approach  
**THAT REFLECTS A CHANGING,**  
**GLOBAL SOCIETY**



# Purpose

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To educate, inspire, and support Miami students through

*Transdisciplinary, Relevant, and Impactful*

- **Curriculum, Programs, Initiatives**
- **Research & Public Scholarship**
- **Community Involvement**

**Outcome:** Graduates who are uniquely and exceptionally prepared for their professional careers, who incorporate ethical thinking and practice into their personal and work lives, and who have become critically engaged citizens.



# EDUCATION, HEALTH & SOCIETY

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**Committed to Diversity, Inclusion, and Social Justice**

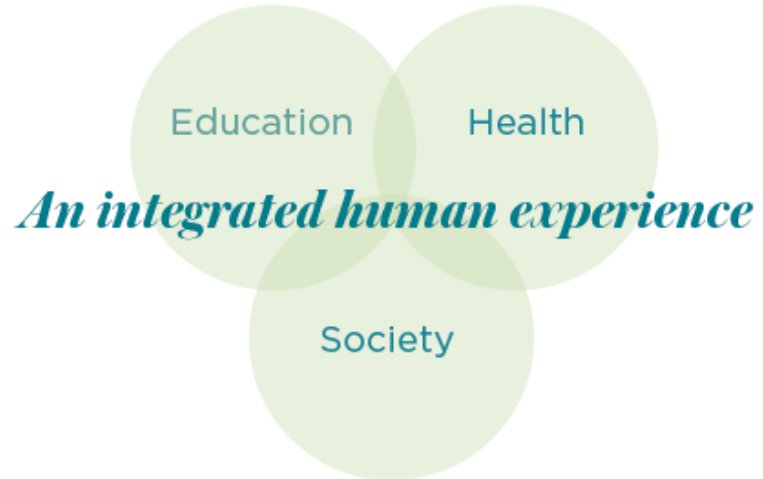
Kinesiology & Health

Teacher Education

Family Science & Social Work

Educational Psychology

Educational Leadership





# EHS Profile

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- **27** Undergraduate Majors
- **25+** Master's Programs, Endorsements & Certificates
- **4** Doctoral Programs
- **101** Full-time Instructional Faculty Members
  - 26 Professors, 25 Associate Professors, 22 Assistant Professors, 22 Clinicals, 3 Lecturers, 3 Instructors



# EHS Students - Undergraduate

**Undergraduate Enrollment**  
*Shifting Trends Continue*

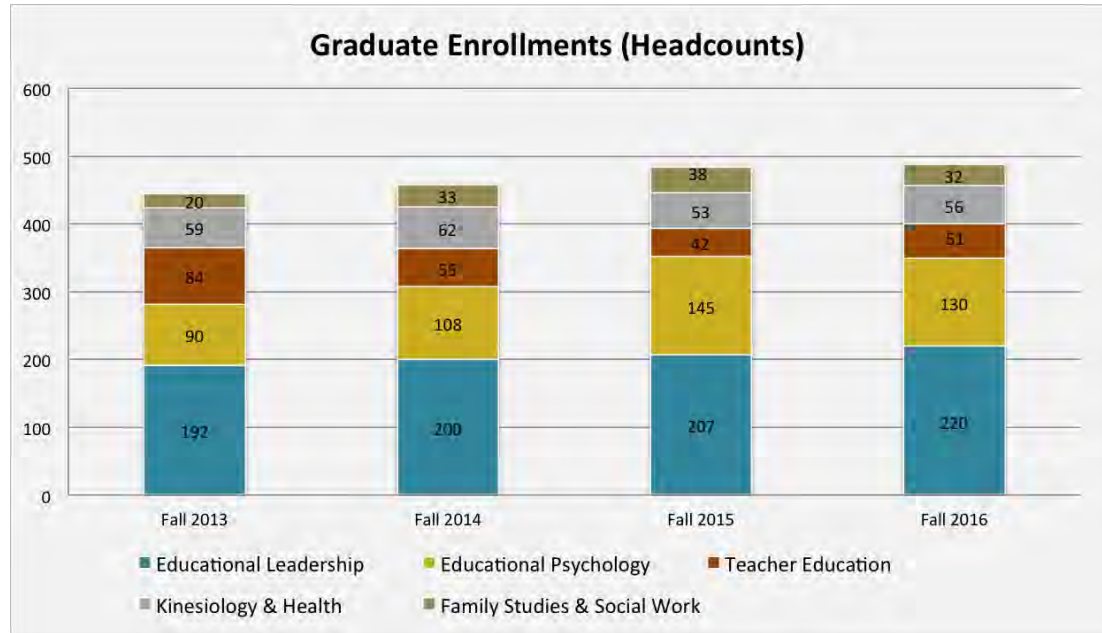


As of 9/30/2016  
Includes primary & secondary majors



# EHS Students – Graduate

**Graduate Enrollment**  
*Fee-Paying Programs are  
Producing Slow Growth*



As of 9/29/2016



# Retention & Graduation Rates

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**90.7 %**

Retention from **year one**  
**to year two** (2015 cohort)

**84.0 %**

6 year Graduation rate  
(based on 2008 class)



# Kinesiology & Health

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## Public Health



- **New Interdisciplinary major in partnership with CAS**
- **4 Concentrations:**
  - Prevention and Health Promotion
  - Human Disease and Epidemiology
  - Health Policy and Administration
  - Behavioral Public Health



# Kinesiology & Health

## Dietetics



- New Internship Program and Master's program
- Ranked in top 10 Dietetic Programs in U.S.

*Fall cohort: 100%  
Internship Acceptance  
National average: 50%*

## Sport Leadership & Management

- Continues to grow
- Students take business courses and can co-major in Journalism or Media and Culture through CAS



**4 concentrations:**  
*Coaching  
Sport Journalism  
Sport Management  
Sport Media*



# Teacher Education

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- New Education, Teaching & Learning Minor
- New Thematic sequence – STEM Education
- Exploring high demand Dual Licensure Option (General & Special Ed)
- Ongoing analysis of curricular offerings



# Educational Psychology

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Summer Inclusive College Experience

- New 4-course online Autism Spectrum Disorder Certificate
- Special Ed majors now graduate with two licenses instead of one - MM & MI, meeting high demand in field.
- Miami's Disabilities Studies Program is ranked 9th nationally, an EHS/CAS partnership.
- Moved from workshop model to offering the only online SEOH in Ohio, serving educators across state.





# Family Science & Social Work

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- Family Studies changed to **Family Science**
- MASW program in partnership with Wright State University
- FSW is home to the largest thematic sequence on campus



# Educational Leadership

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- New Educational Studies undergraduate degree proposal w/ 5 concentration tracks built across EHS, CAS and CCA
- Undergraduate Programs expanding: Community-based Leadership minor growing & new Outdoor Leadership Certificate
- Site-embedded Graduate Education: Dublin City Schools, Mercer County, Columbus ESCs – Ed.D. & School Leadership Programs



# The Urban Cohort

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- Expanding Urban *Teaching* Cohort model to include other majors and curricular pathways
- 2016-17 opened to majors in Speech Pathology, FSW, Social Justice, and Public Health.

**Envisioning a program that supports the engagement of ANY Miami student in place-based curriculum.**



# Mindfulness & Contemplative Inquiry Center

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- Creates interdisciplinary scholarship and research, curricular initiatives, and public events
- Supports contemplative inquiry with particular attention to mindfulness practices.
- Serves students, faculty, researchers, and the wider community



# Engaging Technology Lab

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- Partnership with the Armstrong Institute for Interactive Media Studies (AIMS)
- Creative space and cutting edge equipment/technology used by students, faculty and staff
- Apps, software, virtual reality, design thinking, & gamification – developed by students for real world application



# Global Experiences

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## Increasing meaningful experiences away and abroad

- Expanding to Gambia, Bermuda, Taiwan and more



# Engaged Leaders & Scholars

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## Local, State & National Service – High leadership positions



# Research & Public Scholarship

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*Bringing the best scholarship to bear on the critical and contested issues of our times*



- Public Scholarship Series
- Multi-disciplinary committee works to define publicly engaged work in EHS





# Challenges

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- **Facilities & Space**
  - Kinesiology & Health (STEM disciplines) is Miami's 2<sup>nd</sup> largest department, but lab spaces lag behind other STEM labs at Miami
- **Student Transportation**
  - EHS degrees *require* experiential learning
- **Trends in Teacher Preparation**
  - State and national landscape



# Imagining the Future

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- Partnerships
- Institute for Just Communities



# Imagining the Future, Imagining the Difference



MIAMI UNIVERSITY  

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COLLEGE OF EDUCATION, HEALTH & SOCIETY



## **Outstanding faculty commitment at Miami recognized with No. 1 public university ranking**

**08.13.2016** - It's official. U.S. News & World Report ranks Miami University the top public university in the nation for its faculty members' outstanding commitment to undergraduate teaching. Miami is No. 2 on the specialty list following only Princeton (a private university) with Yale at No. 3 and Brown at No. 4 in this specialty list in U.S. News' Best Colleges rankings released today.

For the past seven years, Miami has ranked in the top five by U.S. News & World Report's list of universities with "unusually strong commitment to undergraduate teaching."

"Miami faculty put their hearts and souls into teaching – it's where we truly excel. We hear it every day from our students and graduates of every campus, that how professors teach and mentor is what makes Miami such a special place to learn," said Miami President Gregory Crawford. "This consistent recognition year after year is testament to their passion, commitment and genuine compassion for our students, and being here and seeing it on a daily basis is truly inspiring."

Miami also moved up and onto the "Top 30 Public National Universities" list. Overall, Miami ranks 79th among both public and private institutions in U.S. News' ranking of "Best National Universities." U.S. News ranked Miami 31st in the category of "Best Undergraduate Engineering Schools" and 48th in the category of "Best in Undergraduate Business."

Miami's seven divisions provide students the opportunities to obtain a well-rounded liberal arts education within their majors for degrees that are highly respected and sought after among potential employers. Miami's dedication to teaching shows in many ways: The faculty-to-student ratio is 17:1, and faculty and experienced instructors teach 94 percent of undergraduate credit hours.

## **Scripps Gerontology Center receives grant to improve Ohio's nursing homes**

**8.22.2016** - Miami University's Scripps Gerontology Center has been awarded a \$1 million grant from the Ohio Department of Medicaid to improve nursing home residents' quality of life. The project, "Incorporating the Preferences for Everyday Living into Ohio's Nursing Homes to Improve Resident Care," is intended to guide nursing home providers on the best way to deliver person-centered care by honoring their residents' preferences for everyday living.

"Recent research suggests practicing person-centered care, an approach that emphasizes knowing the person and honoring each individual's preferences, has the ability to improve health-related quality of life among nursing home residents," said Katy Abbott, principal investigator of the study and assistant professor of gerontology.

Using data collected from the Preferences for Everyday Living Inventory (PELI), a valid and reliable instrument known to indicate nursing home residents' most strongly held preferences, the project will assist providers with training on how to capitalize on the information collected.

Pete Van Runkle, executive director of the Ohio Health Care Association, said, "We are excited about this study by Scripps, because it will help move the ball forward on personalizing care in Ohio's skilled nursing centers. Our members work hard every day to make each patient's experience the best it can be, and there is no better place to start than by understanding what really makes each person tick."

The project is interdisciplinary in nature - comprised of researchers from the fields of gerontology, clinical psychology and computer science. By utilizing the expertise of all team members, the project will deliver nursing home providers with practical training about implementing preference-based person-centered care, as well as provide a user-friendly, technological framework to track nursing home residents' preferences for everyday living over time.

"LeadingAge Ohio members are committed to quality in the services they provide," said Kathryn Brod, president/CEO of LeadingAge Ohio. "Measurements of quality can be complex, and at the heart of quality is the satisfaction of those being served. Understanding resident preferences, therefore, is a key focus of proactive providers."

## **MacArthur "genius grant" awarded to Miami University's Daryl Baldwin**

**8.22.2016** - Daryl Baldwin, director of the Myaamia Center at Miami University and a leader in Native American language and cultural revitalization, has been named one of the 2016 MacArthur Fellows — recipients of the so-called "genius grants." Baldwin, also an adjunct assistant professor in educational leadership, is among 23 people selected this year from a variety of fields by the John D. and Catherine T. MacArthur Foundation.

Selections are made based primarily on “exceptional creativity, as demonstrated through a track record of significant achievement, and manifest promise for important future advances,” the foundation said. The fellowships are not lifetime achievement awards. The foundation says it looks for individuals “on the precipice of great discovery or a game-changing idea.”

“I feel very humbled others would think so much of our work and efforts to revitalize our language,” said Baldwin, 53, a member of the Miami Tribe of Oklahoma. “It is hard to put my reaction into words.”

The fellowship comes with a stipend of \$625,000 paid in quarterly installments over five years, and no strings attached. Recipients may use the money as they see fit.

Baldwin came to Miami in 2001 to run the Myaamia Center (“Myaamia” is “Miami” in the Miami language), a joint venture between the Miami Tribe of Oklahoma and the university. It was then called the Myaamia Project. “It was just me; I was the only staff,” he said.

Fifteen years later, it’s going strong with a staff of seven.

“It’s a work of passion. It’s also a work of identity for me and for other tribal members. This is about discovery of self,” he said. “This is a wonderful recognition of what the community has been able to do and it’s a direct outcome of the collaboration of the Miami Tribe and Miami University.”

As for how he intends to use the funding, Baldwin said it’s too early to say.

“This is a 20-year effort involving the tribe and university and several full-time staff. I have some consulting to do to generate options before I make a determination,” said Baldwin, who received the phone call he described as “surreal” while walking on campus. Born in northwest Ohio, Baldwin’s forefathers were active in the affairs of the Miami Nation dating back to the 18th century, and he continues this dedication through his work in language and cultural revitalization.

### **The Myaamia Center works to revitalize endangered languages**

The Myaamia Center has worked to revitalize endangered languages through the National Breath of Life Archival Institute for Indigenous Languages workshops in Washington, D.C.

Last month, the center was awarded a \$182,406 grant by the National Science Foundation for the project. It received a similar NSF grant (\$167,650) for the project in 2014.

Breath of Life is designed to train researchers from indigenous communities in methods of archives-based linguistic and ethnographic research. The research is critical to the advancement of knowledge about indigenous languages and cultures. The Myaamia Center is working closely with the Smithsonian’s Recovering Voices Program, which is supporting organizational and curatorial support for the Breath of Life program.

Baldwin is co-author on a study showing that tribal students at Miami University, where they learn the language and culture of their heritage among other studies, graduate at much higher rates than Native American students across the U.S. Baldwin holds a bachelor’s degree in wildlife biology and a master’s in arts with emphasis on Native American linguistics from the University of Montana.

### **Miami University among Princeton Review's Best 381 Colleges**

**08.31, 2016** - Miami University is one of the nation’s best institutions for undergraduate education, according to The Princeton Review. The education services company features the school in the 2017 edition of its college guide, *The Best 381 Colleges*.

Only about 15 percent of the 2,500 four-year colleges and universities are selected for the book. The schools in the guide are not ranked but are rated in eight categories: academics, admissions selectivity, financial aid, fire safety, quality of life, professors who are interesting and accessible, and sustainability and environmental policies.

“Miami’s outstanding academics are the chief reason we chose it for this book,” said Robert Franek, Princeton Review’s senior vice-president, publisher and author.

Authors wrote that students surveyed said, “The curriculum as a whole offers’ a challenging academic workload’ that truly tests a student’s abilities as well as ‘prepares students for the workplace after graduation.’”

The Princeton Review tallies ratings based on institutional data it collected during the 2015-2016 academic year and from its nationwide survey of more than 143,000 students. Lists and profiles are available online. The book, available now in print, further cites Miami’s entrepreneurship program as 11th among the 2016 Top 25.

Miami’s digital game studies program is ranked at No. 30 in Princeton Review’s Top 50 list.

Miami also is among universities featured on the following Princeton Review lists: Colleges That Pay You Back, Best Midwestern and Green Colleges.

### **Miami to open the Miami University-Sanya University American Cultural Center at Sanya University in China this spring**

**10.06.2016** - Miami University will launch the Miami University-Sanya University American Cultural Center at Sanya University in China in May 2017.

The new center will serve as “a catalyst for sustainable academic collaboration” between the two universities, which have built a strong partnership over the last eight years, said Karla Guinigundo, director of global partnerships for Miami’s office of Global Initiatives.

Global Initiatives will administer the center in close collaboration with Sanya, a private university in the southern province of Hainan, located on an island in the South China Sea. Sanya offers 60 undergraduate majors to nearly 20,000 students and is ranked in the top five among 700 private universities in China, Guinigundo said.

Co-principal investigators Thomas Misco and Aimin Wang, along with Guinigundo, applied for and received a \$98,662 grant in September from the U.S. Department of State and the U.S. Embassy in Beijing that will help fund the new center over the next two years. It will occupy a 753-square-foot space inside Sanya’s new library.

### **Live-streaming lectures from Miami**

Miami faculty will conduct 15 live-streamed lectures from the Oxford campus in 2017 and 2018 on topics pertaining to American culture and society. Misco and Wang, senior faculty members in Miami’s College of Education, Health and Society, are leading the effort.

Wang, a Chinese native, is a professor of educational psychology who travels to China regularly for teaching and conference presentations.

Misco, professor of social studies education and the Naus Family Endowed Faculty Scholar in the department of teacher education, will kick off the program with an in-person lecture at Sanya in May titled, “Problems and potentialities of democratic citizenship education in the United States.” Misco said he and Wang will be inviting Miami faculty from different divisions and departments to participate in the live-streamed lectures, offering their expertise on various topics including class, race, religion, gender and sexuality.

“Rather than taking a traditional approach in terms of promoting the United States in the sense of ‘Here are all the great things we do,’ it takes a more critical perspective and argues ‘Here are the things we struggle with,’” he said.

Print and other culturally relevant materials related to each lecture topic will be purchased for the center to be available to Sanya students and faculty as well as K-12 educators and community members in Hainan Province.

### **Strengthening an eight-year partnership**

The Sanya University president’s visit to Miami in 2008 initiated the partnership, which was formalized with the signing of a 2014 memorandum of understanding.

Multiple delegations, including at the president and provost level, have visited each campus. Four academic deans from Sanya have visited Miami’s College of Education, Health and Society.

Three groups of Miami students also have visited Sanya through their participation in Miami summer study abroad programs, and Sanya students have taken part in a three-week summer program at Miami on the Oxford and Middletown campuses.

Both institutions are committed to sharing costs for the center, estimated to cost Miami \$27,745 over the two-year period. Miami will administer the project, equip a Sanya classroom with video conferencing technology and contribute staff time and travel funding.

Misco, Wang and Guinigundo will travel to Sanya in January to finalize infrastructure needs and promote the center in advance of the May launch.

### **Howe Center for Writing Excellence rolls out new programs for faculty, students**

**10.20.2016** - The Roger and Joyce Howe Center for Writing Excellence, now in its ninth year, has a new director, renovated space and several new programs for students and faculty.

The center was founded in 2005 through a \$10.4 million gift from Roger and Joyce Howe, both graduates in Miami's class of 1957. It opened on the main floor of King Library in 2007 and still has two primary missions — serving student writers and working with faculty on curriculum and teaching. Elizabeth Wardle, Howe Professor of English and director of the center, has been busy introducing new or expanded programs since she joined Miami in July. She was previously chair of the department of writing and rhetoric at the University of Central Florida.

### **Expanded online consulting for undergraduate and graduate students**

The Howe Writing Center for students has five locations plus an online site. (There also is a Howe Writing Initiative at the Farmer School of Business that was started through an earlier gift from the Howes.)

Trained peer consultants work with other students who seek writing assistance. Last year, they held more than 4,000 student consultations, with both domestic and international students. Students who can't make appointments for in-person consultations have another option following a successful pilot program last year.

"One of the things we really expanded this year is our online consulting," said Wardle, adding that some graduate programs at Miami are offered remotely.

Two kinds of online consulting are now offered:

- "Synchronous," or "Real-time," in Google Hangouts, which is a platform that allows users to have live, multiple-person chats in text, voice or video. "We work with your 'Google Doc' while we see and work with you," she said.
- "Asynchronous," or "Written Response," which allows students to submit something they are working on and seek feedback on it. "Even though they're not face-to-face, they're still in dialogue with the consultant," she said, noting that a consultant may be making edit comments that the student can respond to while both are working on the document via Google Docs.

### **A faculty writing fellows program will kick off this spring**

There has been such a strong response to this team-based program "that we're now booked three semesters out," said Wardle, adding that the spring, summer and fall sessions filled up quickly. Teams of three to five faculty members per department will spend a semester determining what they want their students to be able to do with writing, and then they will design a new course or writing assignments.

"They have to, at the end, go back to their department and do workshops and make recommendations on how the department can integrate writing in innovative and meaningful ways across the curriculum," she said.

### **New dissertation completion groups started for Ph.D. students**

The program offers assistance to graduate students working toward their doctoral degrees. At the Oct. 7 kickoff there were 22 participants from eight departments, including two who joined in via Skype. Madelyn Detloff (English), Ann Updike (Howe), Erin Vonnahme (King Library) and Kevin Messner (B.E.S.T. Library) are assisting with the endeavor.

Wardle, who has a doctorate in rhetoric and professional communication, said the dissertation writing process can feel a bit overwhelming for some after the coursework is completed and they no longer have set deadlines and peers around them to help stay on track.

"A lot of it is really mental," she said. "Students indicate they need a group who notices if they aren't making progress and tells them, 'You can do this.'"

## **Miami's production of "The Every 28 Hours Plays" Oct. 22, one of many across country**

**10.19.2016** - The Miami University department of theatre hosted a production of "The Every 28 Hours Plays" at 7 p.m. Saturday, Oct. 22, in Gates-Abegglen Theatre, Center for Performing Arts. Miami's production is one of many performances of the project scheduled around the country this month.

"The Every 28 Hours Plays" is co-created and produced by Dominic D'Andrea of the The One-Minute Play Festival and Claudia Alick of the Oregon Shakespeare Festival. The title of the project is inspired by the widely shared and contested statistic that every 28 hours a black person is killed by a security guard, a vigilante or police in the U.S. It emerged from "The Ferguson Moment" project created by Alick in August 2014 in response to the death of Michael Brown by police in Ferguson, Missouri.

Miami's production is led by Ann Elizabeth Armstrong, associate professor of theatre.

"The one-minute play format allows us to bring together participants from all over the university and community," Armstrong said. "We hope it spawns new relationships as we reflect on images of grief, injustice and oppression and wrestle with our understanding of current events."

The plays are grouped into nine "clumps" directed by:

- **Introduction** – Wilson Okello, doctoral student in student affairs and higher education.
- **Race** – Denise Baszile, associate dean for student services and diversity, College of Education, Health and Society, and associate professor of educational leadership.
- **Police** – Bekka Eaton Reardon, associate professor of theatre, Miami Hamilton campuses.
- **Community** – David DeVita, master's student in theatre.
- **Protest** – Jordan Dinwiddie, senior international studies and theatre double major and president of the student organization The Walking Theatre Project.
- **History** – Katie Johnson, professor of English.
- **Mothers** – Roxanne Ornelas, professor of geography and women's, gender and sexuality studies.
- **Youth** – Rebecca Howard from the Oxford Area Community Theatre (OxACT).
- **Finale** – Torie Wiggins, professional actor, visiting instructor of theatre at Miami and instructor of theatre at University of Cincinnati. (*See Wiggins also in the one-woman show "Twilight: Los Angeles, 1992" at 7:30 p.m. Nov. 3-5 in Studio 88.*)

"This is a national conversation, and social media allows us to share our local production and engage with other productions going on all over the country simultaneously," Armstrong said.

## **Miami's stormwater management highlighted in the 2016 Sustainable Campus Index**

**10.24.2016** - Miami University was highlighted in the 2016 Sustainable Campus Index (SCI) in the Water section for its innovative efforts in advancing sustainability in higher education.

The Association for the Advancement of Sustainability in Higher Education (AASHE) published the 2016 SCI today (Oct. 24). It highlights innovative and high-impact initiatives from colleges and universities that submitted a Sustainability Tracking, Assessment & Rating System (STARS) report in the 12 months prior to July 1, 2016.

Miami submitted a STARS report in March 2016 and reached silver status with a score of 63.5 percentage points. The score was only 1.5 percentage points short of gold status and far above Miami's score of 45.39 in its first STARS report submitted in 2013 (reports are made every three years).

"Miami's participation in STARS and recent accomplishments in the area of water demonstrates significant leadership and commitment to advancing sustainability," said Meghan Fay Zahniser, AASHE's executive director.

There are numerous credits possible within each category of STARS. The one in which Miami scored 100 percentage points was innovation, for uncommon or groundbreaking practices or outcomes. Miami is highlighted in the 2016 SCI for



its innovative use of stormwater ponds. Miami's recent stormwater installation combines stormwater treatment and management, geothermal heating and cooling, energy reduction and water conservation. Through this system, rainwater is collected, slowed, cooled and cleaned using best management practices as it moves southward and downhill across Western campus.

At the head of the journey, the Upper Pond provides heat exchange equivalent to 30 geothermal heat exchange wells, to supplement the 315 conventional vertical wells that were part of the first phase of the Western geothermal project. This additional capacity was achieved by using coiled heat exchangers at the bottom of the pond.

In addition to collecting rainwater, the ponds also collect up to 5,000 gallons per day of air conditioning condensate. The Lower Pond, a stormwater detention basin, accepts water from the Upper Pond and collects runoff from a 25 acre basin that includes Bishop Woods and Cook Field. Water from it is used to irrigate Cook Field.

Miami also received STARS innovation credits for:

- Use of the social cost of carbon in utility master plan optimization.
- Welcome Week mobile app with 10 sustainability tips covering a variety of topics applicable to campus life - for new incoming Miami students.
- Interpretive signage mounting method.

Miami's STARS team collected information from many people within and beyond Miami. View Miami's 2016 STARS report online. "We are pleased to recognize Miami University for working to secure a thriving, equitable and ecologically healthy world by incorporating sustainability into campus operations, administration, engagement and academics," Zahniser said.

### **Miami ranks in the top 10 for best public entrepreneurship education**

**11.16.2016** - The Princeton Review and Entrepreneur magazine ranked Miami University's Institute for Entrepreneurship No. 8 in the nation among public institutions for its undergraduate entrepreneurship education.

Miami is included in Entrepreneur magazine's "Top 25 Undergraduate Schools for Entrepreneurship Studies for 2017," featured in its December issue, available in print and online now.

This is the ninth consecutive year Miami has made the Top 25list, ranking No. 16 in the nation overall. Miami offers a range of entrepreneurship programs, including tracks in corporate, social and start-up entrepreneurship.

"Our program has grown exponentially over the past several years, both in terms of number of students and experiential learning opportunities," said Brett Smith, director of the Institute for Entrepreneurship and founding director of the Center for Social Entrepreneurship. "This year, we welcome the first cohort of 900 first-year business students into our new 'Business Quotient (BQ)' common core with our course on Innovation & Creativity in Business, and we are excited at what the future holds for them as well as our faculty. Our mission remains the same – to provide the best undergraduate entrepreneurship experience in the country."

The Princeton Review names the top 25 undergraduate and graduate schools based on data from an annual survey sent to administrators at more than 2,000 institutions. The ranking includes weighing several factors: offering entrepreneurship opportunities in and out of the classroom; the number of mentorship programs offered; scholarship and grant opportunities; and how many successful entrepreneurial efforts by students, faculty and alumni.

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.

Global Initiatives offices include Education Abroad, MUDEC-Oxford, International Student & Scholar Services, the Center for American & World Cultures, the Miami University Confucius Institute, Continuing Education (including the Institute for Learning in Retirement, the Corporate and Community Institute, and the Global Partner Summer School). Each of these units contributes significantly to the commitment to international education through academic courses, co-curricular programs, and initiatives aligned with institutional strategies.

The **Education Abroad** office at Miami supports Study Abroad, MUDEC Oxford operations, global internships, and student, faculty, and staff travel abroad.

The third annual **International Education Week** at Miami opened on Monday, November 14, 2016 with the announcement that Miami University ranks number in the nation among public doctoral universities for undergraduate participation in study abroad, with 49.1% percent of undergraduate students studying abroad for academic credit by the time they graduate. The primary destinations for Miami students include Luxembourg, Italy, Australia, the United Kingdom, and China. The ranking is published by the Institute of International Education and is based on data from the 2014-15 academic year. Miami is also ranked number 22 of all universities in the U.S. for the total number of students who studied abroad. In that year, 59% of Miami students participated in some type of experiential learning abroad or away, for academic credit or not for credit in travel study, internships, service learning, or research.

Miami has a rich tradition of faculty-led study abroad programs. Most of our students (67%) are choosing a program led by Miami University faculty. In 2014-15, the Education Abroad office supported 143 faculty led programs, studying in 52 countries.

During International Education Week, the **John E. Dolibois Faculty Award for Innovation in Global Programming** was given to Jeong-Hoi Koo, Associate Professor of Mechanical & Manufacturing Engineering. One of Dr. Koo's nominators wrote that he has, "crafted a program which bridges cultures, spans the Pacific Ocean, and abounds in once-in-a-lifetime experiences" in the Engineering summer program at the Korean Advanced Institute of Science and Technology (KAIST). The interest in the projects initiated in this program was so strong that it grew from a five student project in 2015, to a 448 student set of follow-up projects that have multi-year lifespans and give vital experience in self-guided research, testing, and international communications.

The **International Student & Scholar Services (ISSS)** office leads the effort to support international students and scholars from the point of commitment to Miami through to their alumni status. International students are increasing in numbers with 2,814 enrolled in the fall of

2016, an 18.5% increase from the previous year. This fall we welcomed students from 86 countries with notable increases from Sri Lanka, Egypt, Ghana, Nigeria, and Vietnam.

ISSS provides whole student support, just in time resources, critical compliance with Department of State and Homeland Security requirements, mentorship programs, interventions, and integration, co-curricular, and social programming. Highlights of current programming includes:

- **Orientation and integration programming** – Increased efforts to support international students before their arrival on campus with online orientation modules and pre-orientation events in China. To build on the success of these efforts we will continue to grow the on-site events in strategic locations, upgrade the modules, and reach out to students on social media, including WeChat. On-campus international orientation events are being streamlined and better coordinated across campus and community. Integration programming is ongoing through curricular and co-curricular opportunities and initiatives. Increased collaborative curricular efforts with the American Culture & English Program.
- **CTE Collaboration** – continuing collaboration with the Center for Teaching Excellence 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 Partner Summer School Program** – This successful effort increased attendance in the summer of 2016 to over 300 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.

Other recent activities through Global Initiatives include events bringing together the campus and community such as the Center for American & World Cultures' **UniDiversity Latin American and Caribbean Festival** and related events celebrating Hispanic Heritage Month, and the **Confucius Institute Day** festival in September, which brought hundreds of school children and their teachers to Oxford for a day of cultural event, partnering with Miami students, faculty, and staff.

# Undergraduate Academic Advising Council Report

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Miami University, November 2016

## Introduction

Developed by the Undergraduate Academic Advising Council, this report provides a summary of the UAAC activities for the 2015-2016 academic year and the fall 2016 semester, and it also outlines outcomes, measures, data related to assessment of undergraduate academic advising, academic interventions and UNV 101, as well as recommendations for future improvement in these areas.

The UAAC believes that although assessment is often viewed as a means to accountability, assessment is actually intended to be a constructive, ongoing process focused on continuous feedback and improvement of services to students. Moreover, assessment is not the same as evaluation. Evaluation focuses on the performance of the individual academic advisor, while assessment is concerned with the academic advising program and system overall, primarily in relation to specific outcomes.

## 2016-2017 Organizational Structure

A new organizational structure for advising was implemented this year:

**Office of Provost**

**Undergraduate Academic Advising Council**

(chaired by Associate Provost; membership includes one representative from all academic divisions, Student Affairs and Enrollment Management & Student Success, and student)

**UNV 101 (FYE course)**

(co-coordinated by Associate Provost, Director of Student Success Center & Associate Dean of Students)

**Miami Academic Support & Advising Association (MUASAA)**

(Voluntary association that offers community building and professional development opportunities for interested advisors and academic support staff and that is led by a small coordinating group of volunteers)

The 2016-2017 UAAC membership is Carolyn Haynes (chair), Kirsten Fowler (student), Christina Carrubba-Whetstine, Kim Ernsting, Tonia Hyllengren, Brian Kirkmeyer, Marti Kyger, Gretchen Radler, Ted Peters, and Roxann Sommers. The UAAC meets every other week during the academic year.

## 2015-2016 Action Steps

Below is a list of key improvement steps made in 2015-2016:

- Launched a new streamlined and more inclusive organizational structure (see above), including the creation of the Miami University Academic Support & Advising Association;
- Offered four required advisor development modules across all academic divisions (three available online);
- Created and implemented two optional and online advisor development modules which focus on special topics (study abroad, mental health, financial aid, career development) and on special populations (international, transfer, relocation, LGBTQ, diverse ethnic and racial heritages, students in academic jeopardy, honors & scholars students, pre-health students, students who are parents, etc.);
- Conducted a major revision of the *Guidebook for New Students* so that it is more student-friendly, focused more pointedly on advising, and more visually appealing;
- Developed a plan for assessing undergraduate academic advising on a regular basis;
- Implemented a cohort project for students with multiple factors that have historically led to academic risk;
- Created plans for providing interventions for first-year students who receive a 2.00-2.20 cumulative GPA;
- Implemented a new three-tiered midterm intervention plan for first-year students;
- Launched a new intervention for students returning from academic suspension;
- Created an opt-in support program for entering first-generation students;
- Conducted orientation, training and assessment of UNV 101 as well as a significant revision based on assessment data collected;
- Enhanced advising-related information on the One Stop for students;
- Created and published four advisor newsletters;
- Developed an implementation plan for the university-wide launch of the EAB Student Success Collaborative;
- Developed guidelines for advisor assignments;
- Crafted a new procedure and plan for student withdrawal;
- Reviewed and made revisions to multiple policies and guidelines such as independent work, requirements for relocation, curriculum definitions, and active military policies.
- Developed a four-tiered advisor recognition plan (Level B, Level A, Master Advisor and Advising Excellence Award Winner) and held first annual recognition event.
- Explored the possibility of revising our academic action policies and support programming.

## 2015-2016 Academic Advising Assessment

### Academic Advising Goals & Outcomes

In 2013, the Undergraduate Academic Advising Council developed a set of outcomes for both advisors and advisees. Outcomes are aligned with the advising standards of the National Academic Advising Association (NACADA).

Advisor Outcomes	Student Outcomes
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<ul style="list-style-type: none"> <li>• Advisors understand the Miami learner-centered advising philosophy, key advising concepts, and best practices for academic advising.</li> <li>• Advisors understand how individual students learn and how social context affects the learner's understanding of their education.</li> <li>• Advisors understand the advising system and critical resources for student success and provide a seamless advising process for students that validates their individual contexts and approaches to learning</li> <li>• Advisors understand University and Miami Plan requirements, advising policies and protocols.</li> <li>• Advisors leverage critical e-tools (EAB Student Success Collaborative, interactive DAR) to evaluate, monitor student progress and promote student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Students know their requirements for graduation and use advising tools to proactively manage timely degree completion</li> <li>• Students craft a coherent educational plan based on an understanding of their abilities, aspirations, interests and values, leading to realistic academic and professional goals.</li> <li>• Students understand the advising system and how/where to find answers to questions</li> <li>• Students understand the roles of advisors and academic support personnel and have a personal connection with at least one advisor</li> <li>• Students discover and integrate co-and extra-curricular activities and programs that enhance their academic/collegiate experience and prepare them for their future in a global society.</li> </ul>
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## Mapping

Mapping is the process of determining when, where, and through what experiences the desired outcomes for academic advising will be achieved. Below is the map for Miami's advising outcomes:

Outcomes	Guidebook & Orientation	UNV 101	Advising Session	Advisor Training Intro & Module 1	Module 2	Module 3	Module 4	Modules 5 & 6
Students know their requirements for graduation and use advising tools to proactively manage timely degree completion.		√	√					
Students craft a coherent educational plan based on an understanding of their abilities, aspirations, interests and values, leading to realistic academic and professional goals.		√						
Students understand the advising system and how/where to find answers to questions.	√	√						
Students understand the roles of advisors and academic support personnel and have a personal connection with at least one advisor.	√	√	√					
Students discover and integrate co-and extra-curricular activities and programs that enhance their academic/collegiate experience and prepare them for their future in a global society.		√						
Advisors understand the Miami learner-centered advising philosophy, key advising concepts, and best practices for academic advising.				√				
Advisors understand how individual students learn and how social context affects the learner's understanding of their education.							√	√
Advisors understand the advising system and critical resources for student success and provide a				√	√			

seamless advising process for students that validates their individual contexts and approaches to learning.								
Advisors understand University and Miami Plan requirements, advising policies and protocols.				√	√			
Advisors leverage critical e-tools (e.g., EAB Student Success Collaborative, interactive DAR) to evaluate, monitor student progress and promote student success.					√	√		

## Methods and Data

The UAAC employs multiple methods of measurement, including in-house first-year student survey of Oxford students, retention rates, college completion rates, national surveys such as NSSE and YFCY, advisor usage of AdvisorTrac, and advisor training completion rates.

Below is a summary of the data collected for each measure.

### In-House First-Year Survey (Oxford Campus)

All first-time, first-year students on the Oxford campus were given a survey at the beginning (early September 2015) and end of the fall semester (early December 2015). Multiple questions on the survey relate to advising.

- A maximum of 474 usable pre-test responses from students not enrolled in the course were obtained.
- A maximum of 1,128 usable pre-test responses from students enrolled in the course were obtained.
- A maximum of 1,050 usable post-test responses from students not enrolled in the course were obtained.
- A maximum of 875 usable post-test responses from students enrolled in the course were obtained.

Advising related survey questions were:

- I know how to access my DAR.
- I understand what information is included on the DAR.
- I am able to describe how I manage my time in a different way than in high school.
- I can identify one student organization I am interested in joining.
- I can articulate what my academic goals are at Miami.
- I can identify one area needing growth/improvement related to my academic performance.
- I know how to develop an Academic Success Action Plan.
- I can identify one step I can take to further explore career options.
- I can describe how my skills and interests relate to my academic and career goals.
- I am confident in my ability to succeed at Miami.

The survey data revealed statistically significant gains on all advising-related questions (1-4 Likert scale) from early to late fall semester. The **most significant gains** related to the following:

- I know how to access my DAR. (3.01)
- I understand what information is included on the DAR (2.86)
- I am able to describe how I manage my time in a different way than in high school. (.51)
- I know how to develop an Academic Success Action Plan. (.90)
- I can identify one step I can take to further explore career options. (.51)

UNV 101 students experienced more significant gains on the advising-related survey questions than did first-year students who did not enroll in UNV 101.

### National Survey of Student Engagement (Oxford)

1. Indicate the quality of your interactions with the academic advisors at your institution (1-7 scale with 1 being poor and 7 being excellent).

Year	Characteristic	7 (excellent)	6	5	4	3	2	1 (poor)	n/a	mean
2015	<b>Miami First-Year Students</b>	<b>21%</b>	<b>21%</b>	<b>20%</b>	<b>15%</b>	<b>9%</b>	<b>7%</b>	<b>6%</b>	<b>1%</b>	<b>4.9</b>
	Carnegie Class First-Year Students	25%	20%	19%	14%	9%	5%	5%	3%	5.0
	<b>Miami Seniors</b>	<b>15%</b>	<b>18%</b>	<b>19%</b>	<b>17%</b>	<b>10%</b>	<b>11%</b>	<b>9%</b>	<b>1%</b>	<b>4.4</b>
	Carnegie Class Seniors	26%	21%	18%	13%	8%	6%	6%	2%	5.0

2. In your experience at your institution during the current school year, about how often have you talked about career plans with a faculty member? (never = 1, sometimes = 2, often = 3, very often = 4)

Year	Characteristic	4 (very often)	3 (often)	2 (sometimes)	1 (never)	Mean
2015	<b>Miami First-Year Students</b>	<b>9%</b>	<b>19%</b>	<b>50%</b>	<b>22%</b>	<b>2.1</b>
	Carnegie Class First-Year Students	10%	20%	45%	24%	2.2
	<b>Miami Seniors</b>	<b>19%</b>	<b>26%</b>	<b>43%</b>	<b>11%</b>	<b>2.5</b>
	Carnegie Class Seniors	16%	23%	40%	21%	2.2

3. How much does your institution emphasize providing support to help students succeed academically?

Year	Characteristic	4 (very much)	3 (quite a bit)	2 (some)	1 (very little)	Mean
2015	<b>Miami First-Year Students</b>	<b>32%</b>	<b>44%</b>	<b>22%</b>	<b>2%</b>	<b>3.1</b>
	Carnegie Class First-Year Students	36%	40%	20%	4%	3.1
	<b>Miami Seniors</b>	<b>30%</b>	<b>46%</b>	<b>20%</b>	<b>4%</b>	<b>3.0</b>
	Carnegie Class Seniors	28%	41%	20%	6%	2.9

### Your First College Year Survey

1. Since entering college, how often have you interacted with academic advisors?



Year	Characteristic	Daily	2-3 times a week	Once a week	1-2 times per month	1-2 times per term	Never	Mean
2014	<b>Miami</b>	<b>0.5%</b>	<b>2.0%</b>	<b>3.1%</b>	<b>18.3%</b>	<b>70.7%</b>	<b>5.3%</b>	<b>0.74</b>
	Public Universities	0.4%	2.0%	3.3%	16.9%	65.5%	11.9%	0.79
	Public/Private Universities and Public 4yr Colleges	1.2%	2.9%	5.3%	21.0%	61.2%	8.4%	0.90

2. Please rate your satisfaction with this institution on academic advising.

Year	Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Mean
2014	<b>Miami</b>	<b>20.8%</b>	<b>37.9%</b>	<b>19.8%</b>	<b>14.5%</b>	<b>6.9%</b>	<b>3.51</b>
	Public Universities	22.4%	39.3%	22.9%	11.3%	4.1%	3.65
	Public/Private Universities and Public 4yr Colleges	27.6%	37.6%	21.8%	9.7%	3.5%	3.76

3. Since entering this college, indicate how often you have utilized academic advising.

Year	Characteristic	Frequently	Occasionally	Not at all	Mean
2014	<b>Miami</b>	<b>14.4%</b>	<b>76.3%</b>	<b>9.3%</b>	<b>2.05</b>
	Public Universities	15.0%	72.0%	13.1%	2.02
	Public/Private Universities and Public 4 Yr Colleges	18.7%	69%	12.3%	2.06

### College Senior Survey

1. Please rate your satisfaction with academic advising.

Year	Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Mean
2014	<b>Miami</b>	<b>16.5%</b>	<b>30.1%</b>	<b>21.3%</b>	<b>20.4%</b>	<b>11.7%</b>	<b>3.19</b>
	Public Universities	24.7%	33.9%	20.2%	13.8%	7.5%	3.55
	Public/Private Universities and Public 4yr Colleges	23.3%	34.8%	21.9%	13.6%	6.4%	3.55

## 2. How often have professors at your college provided you with advice and guidance related to your educational program?

Year	Characteristic	Frequently	Occasionally	Not at all	Mean
2014	Miami	42.6%	49.6%	7.8%	2.35
	Public Universities	44.3%	47.9%	7.8%	2.37
	Public/Private Universities and Public 4yr Colleges	40.4%	50.9%	8.6%	2.32

### First- to Second-Year Retention Rates (by division)

Retention rates reflect the number of first-time, full-time degree-seeking undergraduates who are enrolled at Miami one year later (first year to sophomore year). Note: Only students with a declared major are included in the figures here.

#### Oxford Campus Divisions

	CAS	CCA	CEC	EHS	FSB
2010	88.6%	90.2%	86.3%	90.0%	91.3%
2011	86.8%	90.8%	89.1%	91.2%	91.7%
2012	89.4%	90.1%	88.3%	89.7%	93.6%
2013	89.6%	94.5%	91.3%	90.1%	92.5%
2014	89.4%	90.2%	91.6%	90.5%	93.3%
2015	92.2%	92.9%	90.2%	90.4%	93.9%

### Four- and Six-Year Graduation Rates

Graduation rates refer to the percentage of cohorts of first-time, full-time degree-seeking undergraduates who complete a degree within six years.

#### Oxford Campus Totals

- 2005 Cohort: 81.5%
- 2006 Cohort: 79.8%
- 2007 Cohort: 80.8%
- 2008 Cohort: 79.0%
- 2009 Cohort: 79.9%
- 2010 Cohort: 78.4%

#### By Divisions on Oxford Campus (2010 Cohort)

- CAS: 77.8%
- CCA: 81.7%
- CEC: 70.0%
- EHS: 82.6%
- FSB: 80.9%

## Advisor Training Completion Rates

As of November 2016, 840 faculty and staff members from all campuses and divisions were enrolled in advisor training. Of those 840 advisors:

- 71.1% have completed the Introduction and Module 1.
- 67.2% have completed Module 2
- 41.1% have completed Module 3\*
- 52.7% have completed Module 4.

Of the two optional modules which were developed in January 2016,

- 9.8% have completed Module 5
- 7.3% have completed Module 6.

\*Note: This number is lower because we altered the module in August 2016 to incorporate instruction on how to use the new advising tool, Student Success Collaborative – Campus, and are asking advisors to take the second half of it again.

## Academic Advising Assessment Findings

- According to national survey data, Miami undergraduate students are generally less satisfied with academic advising than students at other institutions of the same Carnegie classification.
- Miami seniors are less satisfied with academic advising than Miami first-year students.
- National survey data do not indicate the reasons for Miami students' level of satisfaction.
- According to national survey data, Miami first-year students and seniors utilize academic advising approximately the same amount as first-year and seniors at other institutions.
- National survey data were collected prior to many strategies of the new Academic Advising Model being implemented. These strategies include shared advising philosophy and outcomes, comprehensive advisor development, UNV 101, and the responsibility of academic advising shifting solely to Academic Affairs.
- The number of visits and note-taking recorded in Advisor Trac has increased significantly in the past year.
- UNV 101 leads to positive gains in terms of academic advising outcomes.

## UNV 101 Assessment

UNV 101 was developed in response to multiple resolutions made by the Associated Student Government to develop a first-year experience course to assist students in transitioning into the Miami undergraduate experience. It also was created in response to the first metric of the Miami 2020 Plan to **“achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%).”**

**The learning outcomes of UNV 101 are to ensure that students are able to:**

- Understand what a liberal arts education is and its role in their academic experience and success;
- Demonstrate active participation and engaged learning in class discussions and activities;
- Integrate their personal, academic and career goals in relation to their values, interests and skills;
- Utilize campus resources and e-tools in pursuit of academic and co-curricular goals;
- Demonstrate an awareness of the relationship between culture and identity within themselves and others;
- Examine how their behavior and decisions have an impact on their personal well-being and on their communities;
- Outline an intentional, integrated plan of curricular and co-curricular learning.

To assess the effectiveness of UNV 101, we utilized multiple methods:

- 1) Pre- and Post-Test on the outcomes of UNV 101 that is administered to Oxford students who enrolled in UNV 101 and other Oxford first-year students who did not enroll in UNV 101;
- 2) Grade point average and retention rates of UNV 101 students versus other first-year students on Oxford and regional campuses;
- 3) Results of the Oxford and regional student evaluations of the UNV 101 course;
- 4) Feedback from instructors of UNV 101 from all campuses;
- 5) Feedback from Undergraduate Associates of UNV 101;
- 6) Feedback from the Vice Presidents of Academic Affairs, Enrollment Management & Student Success, and Student Affairs.

In fall 2015, 1557 students were enrolled in UNV 101. It is important to note that 4-5 students who were deemed to be at the highest risk of attrition were enrolled in most sections; additionally, several sections were dedicated to students in the Scholastic Enhancement Program (conditionally admitted students) or the ACCESS Fellows Program (students with low family incomes). Ten sections were dedicated to students in the University Studies Program. Consequently, it can be surmised that the percentage of students who are historically at risk of attrition or poor academic performance was higher in the UNV 101 population of students than in the population of first-year students who were not enrolled in UNV 101.

Finally, it is important to note that many of the instructors of UNV 101 had not ever taught the course before, but some had never taught any course at all prior to this semester. We would then anticipate that results will improve as instructors gain more experience teaching and customizing the course to their strengths and to the needs of the students.

### **First Semester Grade and Withdrawal Comparison**

The 1434 first-year students on the Oxford campus enrolled in graded sections of UNV 101 received a first-semester cumulative grade point average of 3.24, while the 2534 first-year Oxford students not enrolled in UNV 101 received a first-semester cumulative grade point average of 3.03.

The 524 students on the regional campuses who took UNV 101 had a first-semester cumulative grade point average of 2.65, and 90% registered for the spring semester. The 468 incoming regional campus students who did not enroll in UNV 101 earned an average cumulative GPA of 2.23, and only 74% of those registered for the spring semester.

393 University Studies students took UNV 101 and received an average fall 2015 GPA of 3.22, whereas 239 University Studies students did not take UNV 101 and received an average Fall 2015 GPA of 3.00.

A total of 79 (or 4%) of Oxford students enrolled in UNV 101 were placed on Academic Action at the end of the fall 2015 compared with a total of 229 (or 8.7%) of first-year students not enrolled in UNV 101.

28 Oxford students (or 1.8%) who were in UNV 101 withdrew from the University at the end of the fall semester. All received an A in UNV 101, and only one of these students was in Academic Action.

### **Pre- and Post-Test**

#### ***Pre-Test***

All first-year students on the Oxford campus received a pre- and post-test over the same period in early September 2015. The questions on the test focused primarily on the UNV 101 learning outcomes articulated in the introduction of this document.

- A maximum of 474 usable pre-test responses from students not enrolled in the course were obtained.

- A maximum of 1,128 usable pre-test responses from students enrolled in the course were obtained.

For the pre-test, on the 21 objective questions, comparing the mean responses of those enrolled in the class to those who were not:

- There was no significant difference in means responses to 13 questions.
- For 3 questions, the enrolled student mean was statistically larger than the mean for those not enrolled.
- For 5 questions, the non-enrolled mean was statistically larger than the mean for those enrolled.

### *Post-Test*

UNV 101 students were administered the post-test during the first week of December.

First-year students not enrolled in UNV 101 received the post-test as a set of supplemental questions within the Assessment of Living and Learning (ALL) survey, which is administered to all residence hall students during mid-November. Residents enrolled in UNV 101 were not asked post-test questions through the ALL survey.

- A maximum of 1,050 usable post-test responses from students not enrolled in the course were obtained.
- A maximum of 875 usable post-test responses from students enrolled in the course were obtained.

For non-enrolled students: Compared to the pre-test mean, the post-test mean was:

- Significantly higher for 13 questions
- Significantly lower for 2 questions
- Not significantly different for 6 questions

For enrolled students: Compared to the pre-test mean, the post-test mean was:

- Significantly higher for 21 questions
- Significantly lower for 0 questions
- Not significantly different for 0 questions

For the post-test, on the 21 objective questions, comparing the mean response of those enrolled in the class to those who were not:

- There was no significant in post-test mean responses for 1 question.
- For 20 questions, the enrolled student post-test mean was statistically larger than the mean for those not enrolled.
- For 0 questions, the non-enrolled post-test mean was statistically larger than the mean for those enrolled.

### *General Post-Test Questions Relating to UNV 101*

Students enrolled in the course responded to the post-test questions listed below (1-5 scale with 5 as the highest mark):

Question	Average Score
This course helped me become more familiar with campus resources and services that will help me be successful.	4.42
This course helped me identify ways in which I can engage at the university.	4.23
This course helped me develop a sense of belonging at Miami.	3.86
I would recommend this course to other first-year students at Miami.	3.54

See Appendices B1 and B2 for more information.

## Student Evaluations of Course

### General Summary

All sections of the UNV 101 course on both the Oxford and regional campuses were evaluated using the “*What Do You Think?*” course instrument with the standard university level questions. The response rates are listed below.

Campus	Enrollment	Responses	Response Rate
Oxford	1558	951	61%
Hamilton	549	57	10%
Middletown	157	45	29%

### Summary of Quantitative Items (0-4 scale, with 4 as highest mark)

Item	University Mean
Overall Classroom Climate	3.5
Overall Student Learning	2.4
Material Organized	2.9
Instructor Clear	3.2
Grading Fair	3.1
Challenging	1.6
Instructor Effective	3.2
Welcomed Questions	3.6
Opportunities for Participation	3.5
Demonstration of Concern	3.4
Analyze Complex Problems	2.2
Topic Appreciation	2.2
Understanding of Material	2.8

### Summary of Qualitative Comments

#### Students' Most Commonly Cited Benefits

- Instructor was effective and enthusiastic.
- Small class size afforded the opportunity to get to know peers, build friendships, and cultivate a good relationship with instructor.
- Course addressed some important topics, particularly understanding student success resources, Miami history and traditions, and how to read a Degree Audit Report (DAR).

*Note: The responses of students who were in major-specific sections and led by faculty were generally higher, and some noted that they appreciated the major-specific information incorporated into the course.*

#### Students' Most Commonly Cited Concerns

- Some students were unclear why they were enrolled in the course while other first-year students were not enrolled in it.

- Too many assignments were given that were overly time consuming, and the nature of some assignments seemed like busy work, pointless, or repetitive.
- The course lacked intellectual challenge.
- Time of day class was offered (8:30 am or 4:00 or 5:00 pm) was not appealing.
- There was a lack of classroom engagement, with few students speaking regularly.

## Instructor & Undergraduate Associates Feedback

Feedback from instructors and UAs on all campuses was collected in two ways:

- 1) Face-to-face meeting in early December 2015
- 2) Online survey which was conducted during the first two weeks of December 2015

The most common comments are listed below.

### *General Comments*

- Enroll students in the section purposefully. Be sure that there is a core reason for or shared interest among the students enrolled in a given section such as they are pursuing the same major or live in the same residence hall.
- Customize discrete portions of the course more purposefully to suit the population of students in a given section, while still having some common content and goals that are advanced across all sections of UNV 101.
- Additional information about Undergraduate Associates, their training and possible classroom roles would be beneficial.
- Time of day of classes was particularly challenging.
- Some thought a sprint version would be beneficial, while others believed that a full-semester course has greater benefits.
- Many noted that some of the content and material was repetitive, and some parts duplicated what was done in high school (bystander) or in summer orientation (culture & identity).
- The course needs more challenge. This could be addressed with more customized academic content, such as information literacy for the major or academically focused or research-based assignments.
- Students should not take two of the first-year transition courses (EDL 110, UNV 101, CHM 147, etc). IF students are eligible for two or more transition courses, they should be given careful advisement on which is most appropriate for them.
- The course would benefit from additional activities that aid in building social community among the students.
- There were too many assignments, with many being overly “task-oriented.” Some thought too many graded or formal assignments were loaded into the Canvas course site, and too few informal, nongraded assignments were given in class.
- The DAR assignment was given too early in semester.
- The assigned readings were “front-loaded” in course. It may work better to spread out the readings more consistently throughout the term/semester.
- Incorporate assignments/TEDTalks related to white privilege since those will speak more to our students.
- Less total time should be devoted to Bystander/At Risk projects since they were redundant for many students.
- Academic integrity could have more prominence.
- Ask students to plan out-of-class activities for other students in the section to do
- Build in one-on-one meetings between the student and instructor or UA, if time allows. These meetings will personalize the course for students.
- Consider asking students to create documentaries of Miami history.
- More focus could be placed on LinkedIn profiles with instructor writing LinkedIn recommendations for students who created strong profiles.

The data gathered on UNV 101 indicates that the course has significant benefits for students, including their understanding of the campus resources and sense of belonging. It also has a positive impact on student’s academic success and retention during the first semester of college. Additional longitudinal analysis will be needed to determine

whether the course has long-term impact such as increasing college completion rates and overall level of satisfaction with college.

## Academic Interventions Assessment

For the 2015-16 academic year to the present, we have focused on maintaining existing First-Year and Second-Year Intervention processes (SYI data available below) and implementation of a three-tiered Midterm Intervention Process (outcome data below).

### First Year Intervention Overview

Overall, there was a slight increase in the number of students placed on academic warning this year as compared to last, but the number was still below historical averages. This year, we have been able to help 37% of Academic Warning students return back to Good Standing by the end of their second term at Miami University. We continue to see the benefits of EDT 110 for students on Academic Warning.

	2010	2011	2012	2013	2014	2015	2016
<b>Number of newly enrolled First Year students (including transfer students)</b>	3874	4138	4209	4356	4405	4203	4302
<b>% of First Year class ending first semester on Academic Warning</b>	6.3%	7.5%	6.4%	5.4%	5.8%	5.8%	6.9%
<b>Number of students placed on Academic Warning</b>	246	311	271	236	254	243	298
<b>Number of Academic Warning students who Withdrew</b>	26	44	33	24	27	33	54
<b>Number of Academic Warning students going through FYI process</b>	220	267	238	212	227	210	244
<b>% FYI students returning to Good Standing</b>	38%	38%	36%	39%	44%	43%	37%
<b>% FYI students with term GPA above 2.0</b>	57%	54%	59%	55%	54%	58%	54%
<b>% FYI students experiencing a decrease in term GPA</b>	25%	25%	23%	21%	21%	26%	24%
<b>Average Term GPA of FYI taking EDT 110</b>	2.35	2.23	2.28	2.39	2.36	2.38	2.64
<b>Average Term GPA of FYI not taking EDT 110</b>	1.96	1.92	1.96	1.86	1.94	1.86	1.86

Even with removing the grade for the study strategies course, students completing EDT 110 performed significantly better than students who did not complete the course (average GPA of a 2.2 without EDT 110 calculation). This academic year, we had a number of FYI students who opted to participate in Academic Coaching to help improve their academic standing. Included below is a chart comparing student outcomes based on academic support utilized.

	EDT 110 and Academic Coaching	EDT 110	Coaching	None
<b>Number of Students</b>	2	28	10	208
<b>Average Spring GPA</b>	3.1	2.6	2.2	1.84
<b>Average Change in Term GPA</b>	1.5	1.19	.71	.51
<b>% in Good Standing</b>	100%	71%	30%	30%



## Second Year Intervention Longitudinal Overview

The Second Year Intervention (SYI) focuses on students entering their second year at Miami University on academic probation (a cumulative GPA below 2.0). The SYI process includes the following steps: 1] meet with a divisional advisor to make appropriate changes to their fall semester schedules; and 2] meet with a learning specialist to discuss learning issues and decide between the two intervention choices. (Note: If a student could not participate in academic coaching and could not take EDT 110, they had the option to meet with a learning specialist.) Students are held accountable to complete the process through the use of administrative holds placed on student accounts that prevent students from registering for classes or making adjustments to their schedule.

### Longitudinal SYI Data:

	2011	2012	2013	2014	2015
<b>Number of SYI Students</b>	147	122	121	135	118
<b>Number of SYI students in Academic Coaching</b>	33	41	24	28	16
<b>GPA of SYI students in Academic Coaching</b>	2.16	2.13	2.25	2.12	2.37
<b>Number of SYI students taking EDT 110</b>	43	30	32	27	31
<b>GPA of SYI students taking EDT 110</b>	2.39	2.57	2.67	2.34	2.55
<b>Number of SYI students working with Learning Specialist</b>	16	19	16	17	16
<b>GPA of SYI students working with Learning Specialist</b>	2.52	2.18	2.19	2.43	2.56
<b>Number of SYI students not completing the semester-long intervention*</b>	49	30	47	44	40
<b>GPA of SYI students not completing the semester –long intervention</b>	1.58	1.6	1.77	1.82	1.75
<b>Number of SYI students not completing initial intervention</b>	--	--	--	18	15
<b>GPA of SYI students not completing initial intervention</b>	--	--	--	1.54	1.29

\*These students met with their assigned advisor and learning specialist, but did not follow-through with their semester-long intervention (i.e., coaching, learning specialist, or EDT 110).

In the above data, the GPA is reported for students who engaged in any coaching or worked for any amount of time with a learning specialist. Further analysis reveals that students who engaged for a longer period of time in academic coaching performed better than those students who engaged for a shorter period of time. See comparisons below.

	2011	2012	2013	2014	2015
<b>GPA SYI Students with 1-6 Coaching Appointments</b>	2.16	2.13	2.25	2.12	2.37
<b>GPA SYI Students with 7+ Coaching Appointments</b>	2.29	2.2	2.44	2.24	2.52
<b>GPA SYI Students with 1-6 Learning Specialist Appointments</b>	2.45	2.18	2.19	2.43	2.56
<b>GPA SYI Students with 7+ Learning Specialist Appointment</b>	2.52	2.23	2.24	2.65	2.53

## Midterm Interventions

The Academic Intervention Committee transitioned Midterm Interventions (historically implemented by the Office of Residence Life) to a three-tiered, interdivisional initiative to support students struggling in courses at midterm. Grades were requested from faculty for all students having earned 0-45 credit hours. This year's Midterm Intervention focused on first-time students at the university with any grade of C- or lower reported. To manage the number of students needing intervention, the committee decided to utilize a diverse set of resources across campus. The Office of Residence Life staff intervened with the low risk students (students with only one grade reported between C- and D-) in the form of an email providing information about support and advising services. The Student Success staff outreached to medium risk students (students with two grades of C- to D- or one grade of F) in the form of an email inviting them to meet with a Student Success Coordinator. Divisional advisors reached out to the high risk students (students with multiple F's or three or more grades below a C-).

- Low (Residence Life) **(54%)**
  - 1 grade C- to D-
- Medium (Student Success Center) **(35%)**

- 2 grades C- to D-
- 1 grade of F
- 1 grade of F and 1 grade C- to D-
- High (Divisional Advisors) **(10%)**
  - More than 1 grade of F
  - 3 or more grades below C-

	Predicted		Actual		Connected with Advisor	
<b>High</b>	213		127		45%	
	CAS	122		112		48%
	CCA	8		4		100%
	CEC	34		32		25%
	EHS	21		4		75%
	FSB	28		13		54%
<b>Medium</b>	623		428		13%	
<b>Low</b>	685		666		1%	

Overall		
	Connected	Not Connected
<b>n</b>	34	93
<b>Average GPA</b>	1.93	1.33
<b>Good Standing</b>	50%	26%
<b>Earned Credits</b>	11.6	8.6
<b>Change in Grade</b>	0.33	0.08
<b>Withdrew</b>	68%	60%

College of Arts and Science		
	Connected	Not Connected
<b>n</b>	54	58
<b>Average GPA</b>	2	1.36
<b>Good Standing</b>	66%	31%
<b>Earned Credits</b>	11.4	8.6
<b>Change in Grade</b>	0.39	0.06
<b>Withdrew</b>	75%	70%

College of Creative Arts		
	Connected	Not Connected
<b>n</b>	4	0
<b>Average GPA</b>	1.7	
<b>Good Standing</b>	50%	
<b>Earned Credits</b>	10.2	
<b>Change in Grade</b>	-0.25	
<b>Withdrew</b>	50%	

College of Engineering and Computing		
	Connected	Not Connected
<b>n</b>	8	24

<b>Average GPA</b>	1.6	1.25
<b>Good Standing</b>	37%	25%
<b>Earned Credits</b>	11.1	8.5
<b>Change in Grade</b>	0.19	0.13
<b>Withdrew</b>	37%	42%

<b>College of Education, Health, and Society</b>		
	Connected	Not Connected
<b>n</b>	3	1
<b>Average GPA</b>	2.41	1.28
<b>Good Standing</b>	66%	0%
<b>Earned Credits</b>	12.7	8
<b>Change in Grade</b>	0.59	0.6
<b>Withdrew</b>	100%	0%

<b>Farmer School of Business</b>		
	Connected	Not Connected
<b>n</b>	7	6
<b>Average GPA</b>	2.14	1.3
<b>Good Standing</b>	57%	33%
<b>Earned Credits</b>	12.5	9.2
<b>Change in Grade</b>	0.59	-0.11
<b>Withdrew</b>	86%	50%

## 2016-2017 Action Steps

<b>Category</b>	<b>Action Step</b>	<b>Current Status</b>
Academic Advising	Continue to increase the completion rates for the six advisor development modules and the percentage of advisors attaining Level B and Level A status. Award "Master Advisor" status to a select number of advisors who complete all required and optional training modules and demonstrate evidence of excellence in advising.	In progress
	Revise Module 3 for Advisor Development to incorporate the use of the EAB Student Success Collaborative.	Completed
	Conduct further assessment to identify reasons for current students' dissatisfaction with academic advising, and develop targeted strategies for improving student satisfaction.	Plan for focus groups developed; focus groups to be implemented spring 2017
	Create an optional survey instrument that advisors can use to evaluate their work with their advisees.	Completed; to be implemented beginning spring 2017

	Hold the first annual advising symposium, focused on technology and advising.	Completed; held in September with over 90 advisors in attendance
	Explore the possibility of expanding the e-advising approach the Farmer School of Business Advising Office is using with international students to all academic divisions.	Presentation given to UAAC; ongoing discussions being held
	Review and revise the Academic Excellence Award criteria in light of the creation of the Level B, Level A, and Master Advisor recognitions.	Completed
	Explore the possibility of creating additional support programming and defined curricular pathways for University Studies and other students who might be at some academic risk.	Not begun
UNV 101	Create an Instructor Canvas site that is more open-ended to encourage more flexibility in course assignments and design. The site should provide a wide diversity of additional options from which instructors can choose, if they need ideas.	Completed
	Hold an instructor orientation in the spring 2016 semester to allow time for instructors to explore new curricular improvements and develop their own course site over the summer.	Completed
	Ensure that students enrolled in a given section have a commonality, such as pursuing the same major or living in the same residence hall.	Completed
	Appoint a coordinator for each of these groups of student populations who customizes the course for that population of students and meets with instructors working with their assigned population of students before and while the course is being offered to share ideas.	Completed
	Offer additional options in terms of class times and durations, such as sprint for interested instructors.	Completed

	Eliminate redundant assignments or reduce the time spent on assignments that were deemed less significant or repetitive, such as Bystander/At Risk Gatekeeping.	Completed
	Reduce the number of graded assignments.	Completed
	Boost the academic rigor of some of the major assignments such as the "I am Miami" project or the Linked In project.	Completed
	Include activities that encourage community building among students outside of class.	Completed
	Set up a registration procedure or system to enable students to be in the most appropriate section and to prevent students from being enrolled in two different types of first-year experience courses simultaneously.	Completed
	Include in the list of learning outcomes one that is focused on increasing students' connection to their classmates and the University.	Completed
Academic Interventions	Complete a holistic review of all Academic Action policies, procedures and support programming, and develop a plan for improvement, including revision of existing policy.	Proposal for new policy drafted and forwarded to Senate
	Increase the percentage of midterm intervention students who connect with their academic advisor after receiving the communication.	In progress