

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
November 18, 2009**

Minutes of the Academic/Student Affairs Committee Meeting

The Academic/Student Affairs Committee of the Miami University Board of Trustees met on November 18, 2009 in Room 104 Roudebush Hall on the Oxford campus, Oxford, Ohio. The meeting was called to order at 1:00 p.m. by Committee Chair Sue Henry. Trustee Kay Geiger was present, and Dennis Lieberman monitored the meeting via teleconference. Student Trustees Lindsey Bullinger and Heath Ingram were also present.

In addition to the Trustees, the following Miami staff members were in attendance during the meeting: David Hodge, President; Jeffrey Herbst, Provost and Executive Vice President for Academic Affairs; Barbara Jones, Vice President for Student Affairs; Mary Woodworth, Senior Associate Provost and Associate Vice President, Academic Affairs; Susan Mosley-Howard, Associate Vice President, Student Affairs and Dean of Students; Dionn Tron, Associate Vice President, University Communications; Stephen Snyder, Secretary to the Board of Trustees; Charles Knepfle, Director, Student Financial Assistance; Laurie Koehler, Director of Admission; University Communications; Andrew Beckett, Associate Dean of Students; Jhan Doughty Berry, Director of Diverse Student Success and Student Retention; and Claire Wagner, Associate Director, University Communications.

Academic and Student Affairs Announcements

Vice President Jones announcements are included as Attachment A. Provost Herbst reported that the search for the Dean of the Regional Campuses/Associate Provost is underway and will continue into spring semester. He stated that a number of academic program reviews are in process, and explained that a program review involves a self-study by the department, with reviews of materials by an internal team, an external team, and an administrative team. Accreditation reviews are also occurring, including the Department of Nursing and several in the Fine Arts division. The Farmer School of Business is scheduled for an accreditation review during the 2010-11 academic year. Dr. Herbst reported that an electronic portfolio system (e-portfolio) is being developed in the Farmer School of Business and the School of Education, Health and Society. An e-portfolio is an electronic record of a student's papers, videos, and course work products during their time at Miami University. Provost Herbst commented that next year the e-portfolio system will be required of all Miami students, and Miami will be one of the few universities nationwide that will have an e-portfolio requirement.

Student Trustee Ingram reported on legislation recently passed by the Student Senate. The legislation included student government election rule changes; supporting sustainability practices; requiring on-campus "walk-about" by Student Senators; promoting a gender-neutral housing policy; and supporting an Amtrak stop in Oxford. Mr. Ingram also expressed concerns about the proliferation of student programming on campus and recent changes in Ohio law regarding requirements for universities to accept additional Advanced Placement (AP) credits. Dr. Herbst noted that the issue of AP

credits would be discussed at the January 21, 2010 Academic/Student Affairs Committee meeting.

Student Trustee Bullinger reported on philanthropic activities of the RedHawk Council, comprised of representatives of the varsity men's and women's sports including the Dance Team and Cheerleaders. She also reported that for only the second time in Miami's history the graduation rate for student athletes (82 percent) exceeded the graduation rate of the general student population (81 percent).

Review of Web Site Redevelopment

Associate Vice President for University Communications Dionn Tron presented a review of the efforts to redesign Miami's homepage website. Her report is included as Attachment B.

Student Retention Presentation

Andrew Beckett, Associate Dean of Students, and Jhan Doughty Berry, Director of Diverse Student Success and Student Retention, presented a report on retention and student success initiatives sponsored by the divisions of Academic Affairs and Student Affairs. Their report is included as Attachment C.

Discussion of National University Rankings

Provost Herbst initiated a discussion of national annual university rankings, especially the rankings in *U.S. News & World Report*, by reviewing the following materials:

- Miami University national rankings cited in President Hodge's annual address, fall 2009, included as Attachment D;
- An analysis of Miami's *U.S. News & World Report* rankings over the past three years, prepared by Provost Herbst, included as Attachment E;
- An article from *Inside Higher Ed* examining some of the controversies surrounding *U.S. News & World Report* rankings, included as Attachment F; and
- And article from *U.S. News & World Report* titled "Why *U.S. News* Ranks Colleges," included as Attachment G.

Committee members participated in a robust discussion of the weighted criteria in the *U.S. News* survey, university data reporting, and ethical standards in the completion of surveys by university officials.

Academic Reorganization

Provost Herbst reviewed the issue of reorganizing academic departments by initially stating that academic departmental organization stems from German universities in the 1800's and little has changed in the ensuing time. Dr. Herbst stated that Miami has experience with academic reorganization, citing the dissolution of the School of Interdisciplinary Studies and the redistribution of graduate assistantships from five PhD programs last academic year. He also noted that several faculty hires have been made in the past several years for interdisciplinary reasons rather than for departmental affiliations. Dean Schilling in the College of Arts and Science is leading an initiative to

determine if the College has the appropriate departments and if any realignment should take place. Dr. Herbst stated that if departmental restructuring is proposed, the University Senate would be involved as part of the governance process, and if there are recommendations to eliminate departments, the decision would be made by the Board of Trustees. Dr. Herbst reported that proposals to realign departments may be presented at the January 21, 2010 meeting of the Academic/Student Affairs Committee.

Admission and Financial Assistance Updates

Laurie Koehler, Director of Admission, presented an update on admission activities and strategies. Her report included the following materials:

- Updates on Admission action steps per Provost's memo of 6/23/09, included as Attachment H;
- School of Engineering and Applied Sciences strategic recruitment strategy, included as Attachment I;
- School of Education, Health and Society recruitment plan, included as Attachment J;
- Farmer School of Business recruitment plan, included as Attachment K;
- Recruitment strategies for prospective students in the College of Arts and Science, included as Attachment L; and
- Recruitment plan for the School of Fine Arts, included as Attachment M.

Chuck Knepfle, Director of Student Financial Assistance, reported that the firm of Scannell and Kurz Enrollment Management Consultants, which had been hired to evaluate past admission and financial aid strategies and to recommend strategies for next year, had visited campus earlier in the semester. The firm's recommendations and analysis of data is expected the first week of December. Firm representatives will return to campus in mid-December to train staff on the software for financial aid packaging. The recommended financial aid strategy will be developed by the end of January, and Mr. Knepfle stated that the awarding of financial assistance should occur in a time frame consistent with previous years.

Vice President Jones reported on activities of the Admission Advisory Committee and stated that the committee would submit its recommendations by the end of the semester. Potential recommendations include improving the process for accepting transfer students; enhancing the role of the Enrollment Management Committee; increasing financial aid; and encouraging faculty outreach programs to high school students.

With no other business coming before the Committee, the meeting was adjourned at 4:05 p.m.



Stephen D. Snyder
Secretary to the Board of Trustees

**Board of Trustees
Academic and Student Affairs Committee
Student Affairs Update
November 18, 2009**

H1N1- As of November 13, 2009 the Student Health Services has seen 792 presumed H1N1 cases since the start of school. Since receiving the FluMist Vaccine in late October 2360 students have been vaccinated. We have also given 500 doses of seasonal flu vaccine to students.

Assessment – We are joining a national assessment coalition. The instruments are designed to provide feedback on satisfaction, participation and learning outcomes as well as benchmarking with other institutions on staffing and budget. Areas that will be assessed this year include Student Activities and Career Services in Student Affairs and the Student Center and Recreation Programs in Business and Finance. The assessments will be administered to Miami students in the spring.

NSSE data for 2009- Indicates that 68% of students have participated in some form of practicum, internship, field experience co-op, or clinical assignment by their senior year.

74% of seniors have participated in community service or volunteer work.

89% have talked with advisors or faculty members about their career plans.

82% of first year students feel that this institution has a substantial commitment to their academic success, however, only 57% feel well-supported by the institution regarding their social needs.

86% of freshmen and 85% of seniors participate in co-curricular activities compared to our admissions comparison group with 77% of freshmen and 70% of seniors.

Admissions Advisory Committee – The Committee is preparing recommendations for the President. Among the recommendations will be the development of more pathways and better access and response to Miami for transfer students, enhancement of the role of the enrollment management committee to become more strategic with recruitment and retention activities, increased financial aid for students, and exploring more ways to connect with high school students through faculty outreach and summer programs.

Bernard B. Rinella Jr. Learning Center has been announced as the winner of the 2009 National College Learning Center Association Frank L. Christ Outstanding Learning Center Award for four -year universities. This is the nation's top award for learning centers.

Miami's Office of New Student Programs recently received the first place award in the National Orientation Directors Association (NODA) Publications and Media Showcase for their First Year e-Newsletter series. Miami's e-Newsletters were considered against other submissions from colleges with 15,000 or more students, in the category of Outstanding Multimedia/Emerging Technologies.

Miami Web Redesign Update

November, 2009



Needs Assessment

- ▶ Current environment:
 - Highly decentralized
 - No common infrastructure
 - Lack of functionality from page to page
 - Difficulty updating
 - User unfriendly (variable navigation, etc)
 - Difficult to accommodate new technology
 - Lack of integration across university



Goals for Web Redesign

- ▶ Strengthen Miami brand and identity
- ▶ Appeal to key audiences – potential students
- ▶ User friendly
- ▶ High functionality
- ▶ Interactive, adaptive to new technologies
- ▶ Build infrastructure that is flexible for future



Timeframe

- ▶ Needs assessment Q1 2008
- ▶ Vendor selection/RFP Q2
- ▶ Strategy development Q3 -4
- ▶ CMS selection Q1 2009
- ▶ Concept design process Q1-2
- ▶ Blueprint & architecture Q1-2
- ▶ Build & develop content Q2-3
- ▶ Launch first phase Q4 2009



Strategy Development (6-9/08)

- ▶ Research phase
 - Four days of on campus interviews
 - Administration, faculty, staff, students, alumni, prospective students, parents
 - Electronic surveys
 - Faculty, students, staff, alumni
 - Follow up interviews
 - Independent research
 - Review of all Miami materials



Strategy Recommendations

- ▶ Primary audience is prospective students
- ▶ Focus on the “Miami Experience”
- ▶ Highlight the interconnectivity of academics, research, co-curricular experiences
- ▶ Utilize “social networking” concepts
- ▶ Include Miami traditions and history
- ▶ Tell the story through people’s experiences





the Miami Experience

Whitney Barth
class of 2009

“ My passion for promoting open dialogue about religion prompted me to co-develop an interfaith student organization...”

MY INSIDE GUIDE

- :: Things to Do
- :: Eat & Sleep
- :: Finding Your Niche

explore the **Miami Experience** →



featured activity

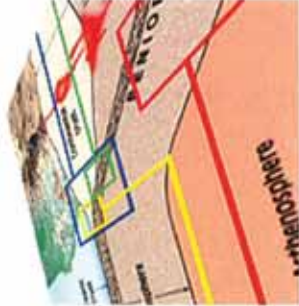


[Club or Organization Name] Chess Club

We are a group of chess players and enthusiasts of a wide range of chess ability and experience. We week to play and study together, spread our love of the game, and teach any and all who wish to be taught! Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed accumsan tortor at neque mattis at adipiscing metus malesuada. Sed posuere dui vitae arcu accumsan lacrima. Sed accumsan tortor at neque mattis at adipiscing metus malesuada. →

go to [Student Life](#) →

what's new



CELT First Wednesday Gathering

7:00 pm: sapien ac dolor. Nulla lacus massa, condimentum ut, venenatis eu, blandit id, ipsum. Sed hendrerit urna in ipsum aliquam auctor. Nam ipsum justo, sagittis non, sollicitudin rutrum, pharetra quis, magna. →

STAY UPDATED

close

the Miami Experience

Whitney Barth
class of 2009

My passion for promoting open dialogue about religion prompted me to co-develop an interfaith student organization...

my INSIDE GUIDE:

- :: Things to Do
- :: Eat & Sleep
- :: Finding Your Niche

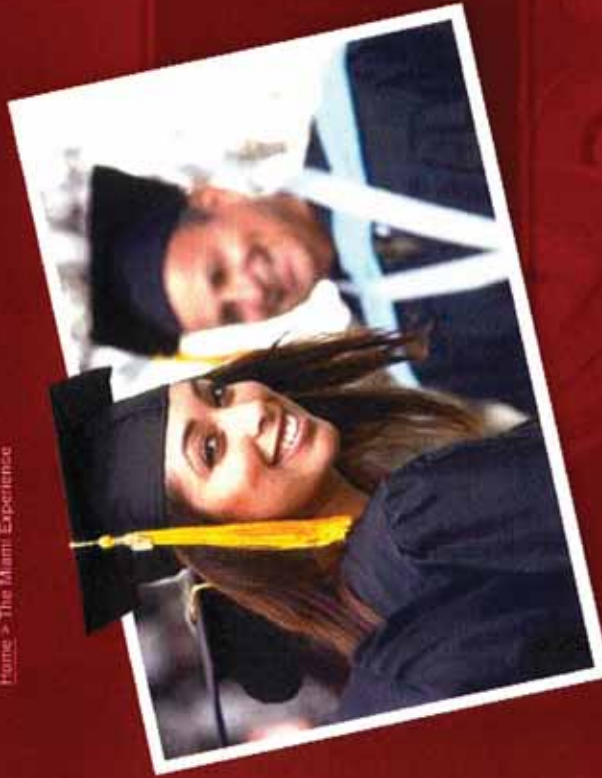
explore the

the Miami. Experience

in the community's own words.

Show All





Whitney Barth
Class of 2009

“ My passion for promoting open dialogue about religion prompted me to co-develop an interfaith student organization...”

Show All



The Miami Experience



Whitney Barth
Class of 2009

“My passion for promoting open dialogue about religion prompted me to co-develop an interfaith student organization...”

[view my story →](#)

my FEED

Blog Post 1 Lorem Ipsum Sit Dolar.
“I really like the article in the Research Edge about American Studies and lorem ipsum dolar...”

[view blog →](#)

Blog Post 2 Lorem Ipsum Sit Dolar.
“I really like the article in the Research Edge about American Studies and lorem ipsum dolar...”

Blog Post 3 Lorem Ipsum Sit Dolar.
“I really like the article in the Research Edge about American Studies and lorem ipsum dolar...”

my FACT SHEET

Major: American Studies
Residence: Hall Stanton
Living/Learning Community: Community Leaders

my INSIDE GUIDE:

- Eat and Sleep
 - Things To Do
- Lorem ipsum dolor sit amet, consectetur adipiscing. Duis scelerisque, turpis eu ultrices sodales, massa velit dictum sem, ac malesuada risus est eget eros. Proin sagittis ultricies velit, nec tempor odio sagittis vitae. Donec velit dui, ornare eget rutrum faucibus, iaculis at justo. Maecenas vel. Praesent tristique ornare porttitor. Nulla facilisi. Pellentesque in magna ligula, ut tempus erat. Nullam eleifend, sapien acuret.

Finding your Niche



MIAMI UNIVERSITY

The Miami Experience



Whitney Barth
Class of 2009

« My passion for promoting open dialogue about religion prompted me to co-develop an interfaith student organization... »
[view my story →](#)

What the Miami Experience means to me



IMAGE 1 OF 12

CAPTION LOREM IPSUM

Proin eu interdum purus. Moris ut nisi massa. elefering
Insiptique erat. Proin rutrum dolum molestie. Etiam turpis
leo aliquam perentesque. Auctus vel viverra at mi. Nulla
interdum. ve it eu scelerisque vehicula. Lorem ligula
Proin rutrum auctor molestie. Etiam turpis leo. aliquam
perentesque luctus vel viverra at mi. Nulla ante dunt.
ve it eu scelerisque vehicula. Lorem ligula

Photos By: John Smithson

American Studies Bachelor of Arts



WHAT IS AMERICAN STUDIES?

Lorem ipsum dolor sit amet consectetur adipiscing elit. Donec turpis justo vestibulum sed sodales a. elementum quis odio. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas.

Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Nulla facilis. Nulla facilis. In pharetra odio. In libero viverra sit amet imperdiet augue luctus. Morbi vel turpis sed nunc a lacini a imperdiet. Curabitur vulputate at velit augue fermentum ultramcopper. Curabitur gravida elit sed nisi elementum ve suscipit tortor euismod. Nulla ultricies volutpat ligula ac posuere. Nullam ipsum lectus ultricies ac volutpat a dictum eget

turpis. Cum sociis natoque penatibus et magnis dis parturient montes nascetur ridiculus mus. Donec velutpat tempus libero non cursus our tristique nec. Cras neque ante viverra nec venicula sit amet, mattis nec, acibus

Fusce adipiscing portitor urna quis ultramcopper. Aiquam eu est do or quis tristique erat. Proin euismod scelerisque augue et egestas integer ultricies lacus eu viverra faucibus. Iguia ligula scelerisque justo, sed porta tellus neque sed malesuada erat, in hendrent arcu augue vel arcu. [health news](#)

Related Experiences



Related Links

- [History](#)
- [International Studies](#)
- [Latin American Studies](#)
- [Lorem Ipsum](#)
- [Sit Dolar Amet](#)



tangible TRADITIONS

lorem ipsum sit dolar amet Miami



MIAMI UNIVERSITY SEAL
"I used to step on the seal during my Freshman year..."

Show All Traditions

PAGE 1 OF 32

Suggest a Tradition - Give to Miami



Watch that step

Prospective Miami students on tour across campus are always warned as they approach the bronze cast seal of the university, completed at the end of 1966. Legend has it that if you walk across the seal, whether on purpose or by accident, you will fail your next exam. A lot of at-risk exams, not everyone takes the supervisors seriously - some students don't believe in superstitions, and merely choose not to step on the seal most of time out of respect

Video By: John Simpson

The Miami University Seal | Comments

[tell your story →](#)

1 | 2 | 3 | 4



SAE C.
June 7, 2009 - 9:34pm

I used to step on the seal during my Freshman year. I probably stepped on it too many times! I failed several exams after walking on the seal. Then as a Junior, I stepped on the seal but it wasn't my fault! It was a snowy day and I didn't see the seal. I failed my exam.



JOE S.
June 30, 2009 - 8:10pm

I used to step on the seal during my Freshman year. I probably stepped on it too many times! I failed several exams after walking on the seal. Then as a Junior, I stepped on the seal but it wasn't my fault! It was a snowy day and I didn't see the seal. I failed my exam.



ROBBIE L.
June 28, 2009 - 2:27pm

I followed the don't-step-on-the-seal rule until recently. I recently jumped on the seal while a tour group was going by. I don't know why I did it. I always respected the tradition but it's ludicrous to think the seal will change your grade on an exam.



JOAM K.
June 15, 2009 - 10:03am

I used to step on the seal during my Freshman year. I probably stepped on it too many times! I failed several exams after walking on the seal. Then as a Junior, I stepped on the seal but it wasn't my fault! It was a snowy day and I didn't see the seal. I failed my exam.



LAUREN R.
June 12, 2009 - 1:13pm

I used to step on the seal during my Freshman year. I probably stepped on it too many times! I failed several exams after walking on the seal. Then as a Junior, I stepped on the seal but it wasn't my fault! It was a snowy day and I didn't see the seal. I failed my exam.



SAM P.
June 1, 2009 - 12:36pm

I used to step on the seal during my Freshman year. I probably stepped on it too many times! I failed several exams after walking on the seal. Then as a Junior, I stepped on the seal but it wasn't my fault! It was a snowy day and I didn't see the seal. I failed my exam.



CARL O.
May 28, 2009 - 11:56am

I used to step on the seal during my Freshman year. I probably stepped on it too many times! I failed several exams after walking on the seal. Then as a Junior, I stepped on the seal but it wasn't my fault! It was a snowy day and I didn't see the seal. I failed my exam.

[tell your story →](#)

1 | 2 | 3 | 4

Retention and Student Success Initiatives in Academic & Student Affairs

Jhan Doughty Berry, Ph.D.

Director of Student Retention

Office of the Provost

Andrew Beckett, Ph.D.

Associate Dean of Students

Office of the Dean of Students



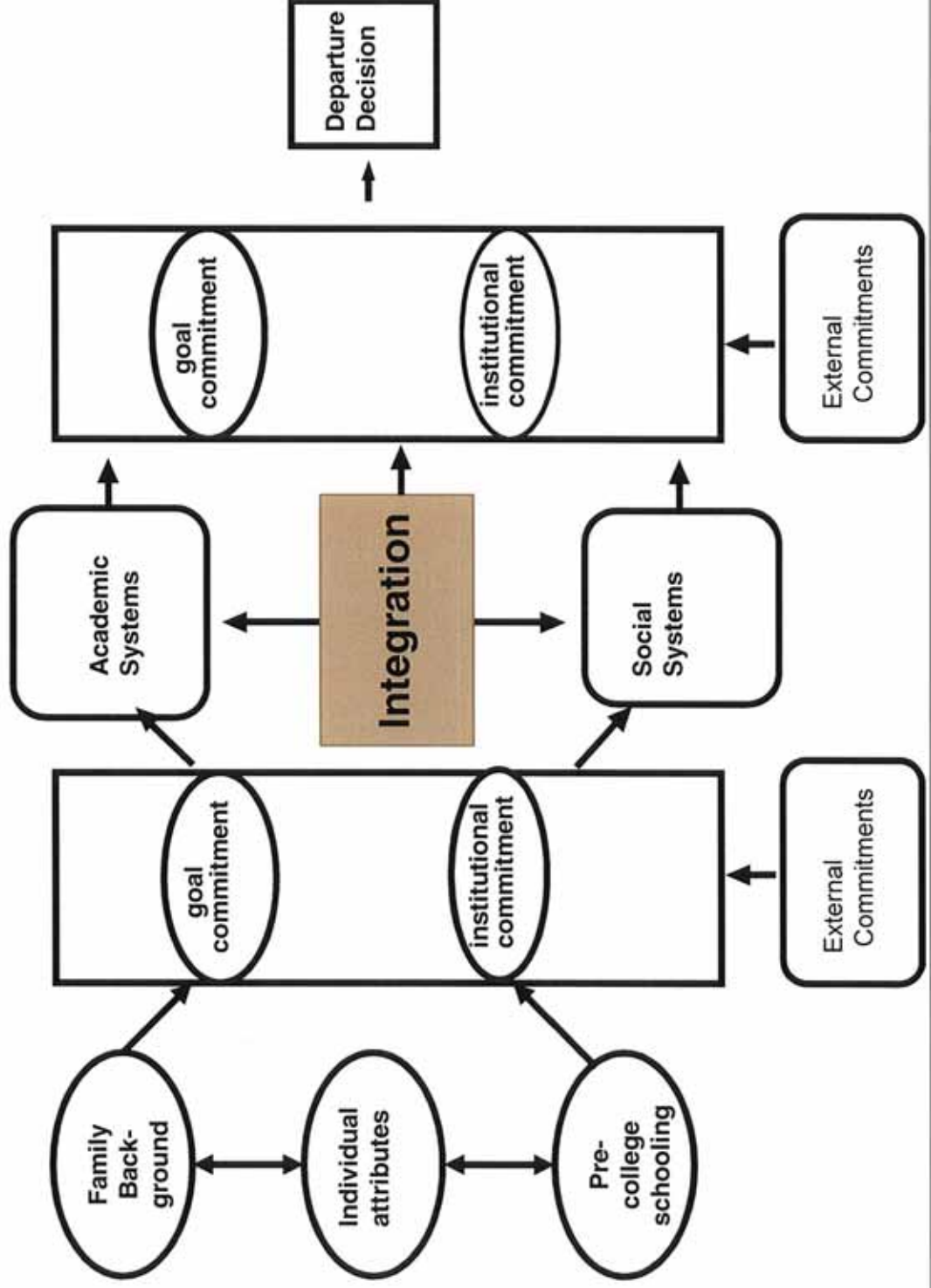
Goals of Retention and Student Success Initiatives

To increase the overall graduation rate from 81% to 85% over the 5 year period and to narrow the gap for minority graduation rates;

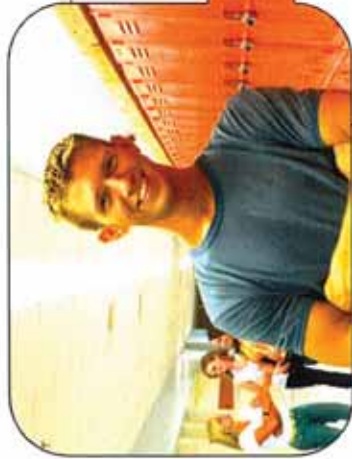
To enhance the overall undergraduate experience of our student population.



Tinto's Model of Persistence



Retention Based on Admission Criteria



School GPA

4.00



P30ACT Composite

MIAMI UNIVERSITY RETENTION STRATEGIES

October	Mid-Term Grades Posted
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End of 1st Fall Semester	1 st Semester Grades Posted
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Good Standing



Academic Warning



January	Intervention for low performing students EDT 110
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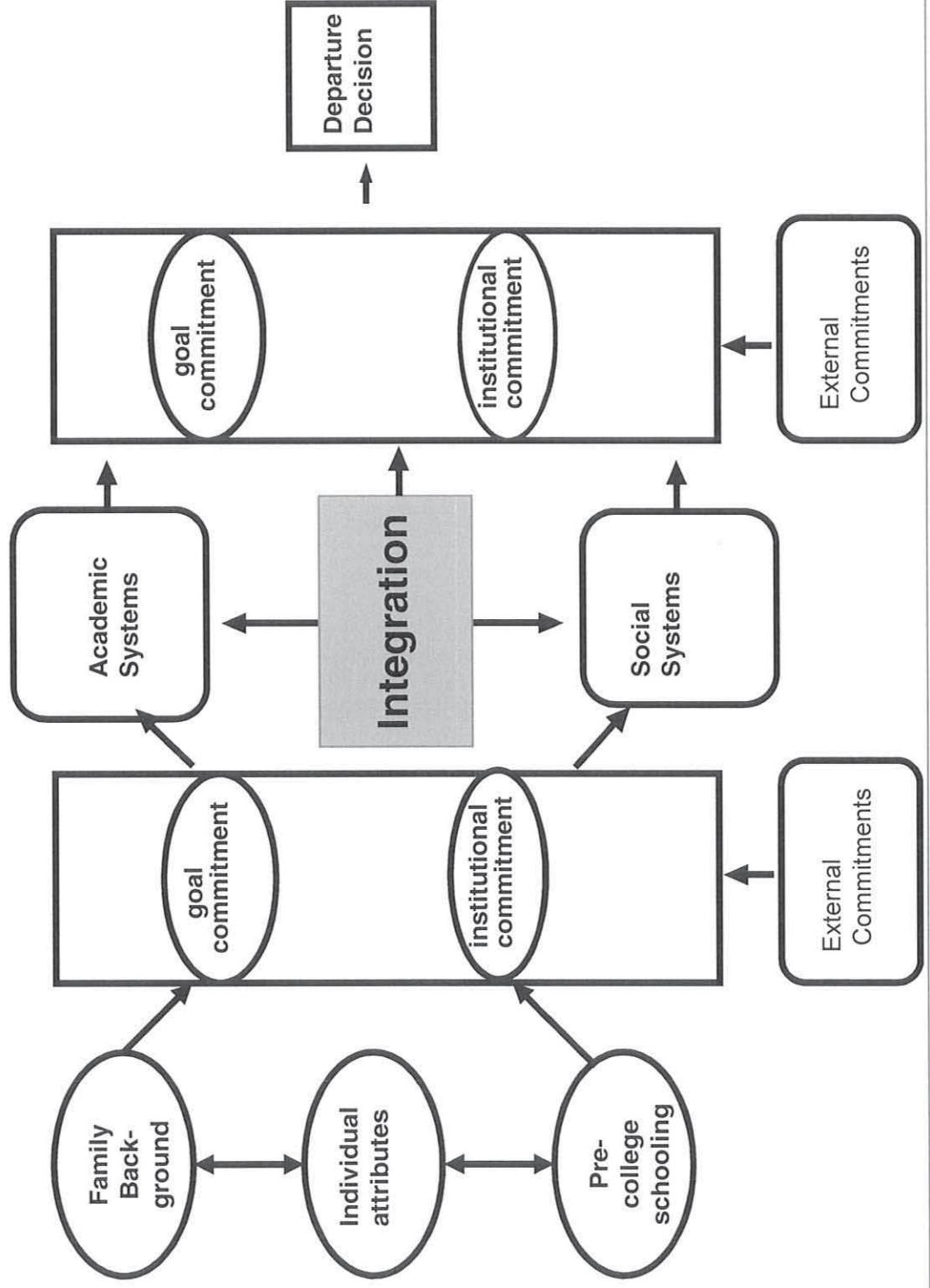
Breakdown by Week

Week	Number	Average Term GPA	Average Rate of Δ
Week 1-3	54	2.51	.98
Week 4	52	2.37	.89
Week 5	23	1.99	.38
Week 6	13	2.76	1.08
Week 7	15	2.35	.61
Week 8	7	2.11	.52
Week 9	13	2.12	.68
Week 10	11	1.11	.06
Week 11	5	1.98	.30
Week 12	8	1.91	.49
Week 13	8	1.99	.59
Week 14-16	13	1.65	.34
After	3	1.45	.41
Never	18	1.10	-.07

Retention BY GPA

First Semester GPA	Number of Students Who Left Miami
3.5-4.0	60
3.0-3.49	83
2.5-2.99	72
2.0-2.49	27
1.5-1.99	21
Below 1.5	21

Tinto's Model of Persistence



MAP-Works (Making Achievement Possible)

- Early Intervention System
- 140 item questionnaire
 - Academic Integration
 - Social Integration
 - Self-efficacy
 - Personal transition issues
- Questions load onto 24 factors
- Program identifies students at risk
- Students receive an individualized report
- Direct connects immediately receive student profiles



MAP-Works®

- Home
- Student Training
- Individual Student
- Contacts/Notes/Alerts
- Static Lists
- All Students
- Administration
- Support
- Info

Survey: MAP-Works: First-Year Transition (Four-Year Institutions) - Launched On: ...

Student tracking

Select Students:

Respondents I Have Not Reviewed

Create List

Compare To:

No survey comparison

Students		Survey			Status/Activity			Direct-Connect Faculty/Staff		
Name	MAP-Works Risk Indicator	Intent To Leave	Survey Commence Date	Review Status	Follow-Up Status	Quick Log Activity	Log Activity	Activity Count	Last Activity Logged	Last Activity Logged By
<input type="checkbox"/> Kimas, Alyssa			9/20	---	Not Set	log	log	0		primary
<input type="checkbox"/> Kobelt, Rachel			9/16	---	Not Set	log	log	0		
<input type="checkbox"/> Koch, Michael			9/20	---	Not Set	log	log	0		
<input type="checkbox"/> Kochert, Kyle			9/18	---	Not Set	log	log	0		
<input type="checkbox"/> Kodjak, Jessica			9/13	---	Not Set	log	log	0		
<input type="checkbox"/> Knehrer, Megan			9/24	---	Not Set	log	log	0		
<input type="checkbox"/> Kolish, Allison			9/23	---	Not Set	log	log	0		
<input type="checkbox"/> Kolosky, Jennifer			9/20	---	Not Set	log	log	0		
<input type="checkbox"/> Kuncos, Elliott			9/24	---	Not Set	log	log	0		
<input type="checkbox"/> Kourvet, Katherine			9/14	---	Not Set	log	log	0		



MAP-Works Risk Indicator

Student is potentially at risk for leaving the institution or having poor academic performance.



Intent to Leave

Student self-reported he/she is seriously considering not returning next term.

Success Markers

Academic

- Academic Integration
- Number of Courses Struggling
- Academic Self-Efficacy
- Expected Grades this Term
- Communication Skills
- Analytical Skills
- Commitment to Earning a Degree

Socio-Emotional

- Social Integration
- Commitment to the Institution
- Satisfaction with Institution
- Homesickness; Distressed
- Peer Connections
- On-Campus Living
- On-Campus Roommate Relationship
- Level of Stress

Pre-College Measures

- Number of AP/College Credit Classes
- High School Grades (Self-Reported)
- SAT Verbal
- SAT Math
- ACT Composite
- COMPASS
- Number of Credit Hours Enrolled
- Parents/Guardians Educational Level

Behaviors and Activities

- Basic Academic Behaviors
- Advanced Academic Behaviors
- Number of Study Hours Per Week
- Class Attendance
- Campus Involvement
- Self-Discipline
- Time Management

Financial Means

- Ability to Pay Tuition/Fees
- Leave School Due to Financial Issues

Special Population Concerns

- Off-Campus/Non-Traditional Student
- Student Athletes
- Transfer Students
- Fraternity/Sorority Students
- Served in Military

MIAMI UNIVERSITY RETENTION STRATEGIES

September	MAP-Works First Year Academic Advising
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October	Mid-Term Grades Posted
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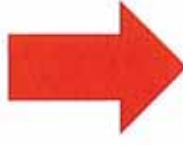
End of 1st Fall Semester	1 st Semester Grades Posted
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Good Standing



Academic Warning



January	Intervention for low performing students EDT 110
----------------	---

Factors that explain first-year persistence

- Four primary factors
 - First semester GPA
 - Commitment to higher education
 - Homesickness
 - Satisfaction
 - Highly correlated with “Sense of belonging”
 - On campus living environment
- Factors not explaining persistence included gender, ethnicity, first-generation, ACT scores, and other MAP-Works factors

Using Assessment

- Primary role is individual interventions with students via direct connects
- Using data to audit first year experience
 - Orientation for both parents and students
- FYI programs
- MADE at Miami
- Key constituents who interact with first-year students

Key Initiatives in Academic Affairs

- The MASTER (Miami Achieving Success Through Education & Research) Student Program
- The Undergraduate Academic Advising Council
- The Undergraduate Advising Office
- The Student Success Council
- Retention Webinar Series
- Retention plans for special populations



Key Initiatives in Development

- Creating more meaningful connections between recruitment, advising and retention;
- Examination and development of an intervention for students on probation;
- Assessment project that is focused on those students who have officially withdrawn from the university;
- Review of various policies that have an impact on retention and student success—summer academic action;
- Examination of those students who have unofficially withdrawn from the university.



Thank you for your commitment...

Jhan Doughty Berry, Ph.D.
Director of Student Retention
Office of the Provost
203 Roudebush Hall
513-529-1757



Andrew Beckett, Ph.D.
Associate Dean of Students
Office of the Dean of Students
106 Warfield Hall
513-529-1877

Miami University National Rankings Cited in President Hodge's Annual Address, Fall 2009

- The *Princeton Review* recognized Miami as one of the nation's best undergraduate institutions emphasizing our exceptional level of faculty/student interaction.
- The National Council for Accreditation of Teacher Education, for the first time in Ohio history and one of the very rare times nationally, found no needed Areas for Improvement at Miami in our Teacher Education Program, while noting several Areas of Excellence.
- A *Business Week Magazine* survey of corporate recruiters ranked the Farmer School of Business fourth nationally for producing the best graduates.
- PayScale.com, a global compensation data Web site, ranked Miami 8th out of nearly 150 Midwestern universities for best salary potential after graduation.
- Miami Housing and Dining Services won two gold awards from the National Association of College and University Food Services. Miami holds the record for most awards received by any institution in North America.
- The Rinella Learning Center was named the nation's most outstanding university learning center in 2009 by the National College Learning Center Association.
- Miami was named to the Presidential Honor Roll for community service, having provided more than 400,000 hours of service.
- We were ranked seventh on the Peace Corps' Top 25 list of medium-sized schools for producing students who join the Peace Corps after college.
- And perhaps most noteworthy, *U.S. News & World Report* ranked Miami eighth among the nation's top universities for best undergraduate teaching, alongside Duke and Notre Dame.

Category	Weight	Miami's 2007 Score	Miami's 2009 score
Overall Rating		67	77
Peer Assessment (25%)	25%	3.3	3.2
Graduation and Retention (20%)		Rank=44	Rank=46
6 year grad rate	16%	81%	81%
Freshman retention rate	4%	90%	89.5%
Faculty Resources (20%)		Rank=165	Rank=153
% of classes with fewer than 20 students	6%	35%	33.9%
% of classes with more than 50 students	2%	10%	10.1%
Faculty salaries	7%		
Proportion of faculty with highest degree	3%		
Student-faculty ratio	1%	16:1	16:1
% of faculty who are full- time	1%	84%	86.9%
Student Selectivity (15%)		Rank=70	Rank=91
SAT-ACT	7.5%	24-29	24-29
% of freshman in top ten percent of high school class	6%	38%	37%
Acceptance rate	1.5%	78%	80.4%
Financial Resources— average spending per student on instruction, research and student services (10%)	10%	Rank=157	Rank=171
Graduation rate differential off predicted (5%)	5%	12%	10%
Alumni Giving rate (5%)	5%	16% Rank=89	17.6% Rank=66



Advertisement

Views

Seizing the Spotlight on 'U.S. News'

August 4, 2009

By [Jason Solomon](#) and [Nancy Rapoport](#)

We all owe Catherine Watt, the former Clemson administrator who gave [a well-publicized presentation](#) on her university's efforts to improve its *U.S. News & World Report* ranking, our gratitude.

Since Watt's presentation in early June, much of higher education has been forced to confront the issue of what institutions do to affect the rankings, and specifically how they fill out *U.S. News's* peer "quality assessment" survey. That survey makes up 25 percent of *U.S. News's* rankings formula, dwarfing any other factor. Watt's presentation included a PowerPoint slide that said "Rate (almost) all programs other than Clemson's below average."

The open secret around the illegitimacy of these *U.S. News* surveys is a secret no more.

As law professors, we've been following the kerfluffle with great interest. After all, law schools have been dealing with the same rankings problem -- and the same "quality assessment" surveys -- as have colleges and universities.

And though neither of us has any love for the rankings, we're convinced that they're here to stay. We have hope for various alternative rankings, but we also think that the academy could change the game of "gaming" the existing *U.S. News* survey by being bold.

Some recent history: When the *U.S. News* rankings started, the magazine called its annual survey of university administrators a "reputation" survey. Critics pointed out that "reputation" was a silly factor to include. It is highly correlated with name recognition and preexisting prestige, but wholly detached from real measures of the "value added" of the education at a particular institution.

So *U.S. News*, to its credit, changed the survey in 2002 to a peer assessment of the "academic quality" of the undergraduate program.

As its weight in the formula signifies, this "quality assessment" survey is at the heart of *U.S. News's* efforts to preserve some semblance of legitimacy for its rankings. Whenever *U.S. News* is attacked on the validity of its rankings, it responds quite reasonably with some version of: "We ask the experts." As *U.S. News's* executive editor told *Time* magazine [a few years ago](#), the survey is "a very legitimate tool for getting at a certain level of knowledge about colleges.... Who better to ask to evaluate colleges than top college administrators?"

In legal scholarship, we call this a delegation of lawmaking power -- something that legislatures do to administrative agencies, or that the common law of tort does to juries. Educational administrators, *U.S. News* says, you are to assess the "academic quality" of educational programs, using any and all factors relevant. The rest is up to you.

But the Clemson incident and its aftermath has revealed what has been obvious to many: the fallacy of using this kind of mass survey -- particularly with hugely self-interested respondents -- to assess the educational quality of institutions.

Because most university administrators are likely to rate their own schools and their rival schools, *U.S. News* is able to report relatively high response rates -- key for the legitimacy of the enterprise. But what *U.S. News* does not reveal (and it should) is how many responses were received for all of the schools listed in the survey. No doubt, the top schools are rated by hundreds of people, and the less well-known schools are rated by relatively few. So the ratings don't reveal the same depth of knowledge about "quality" from the

best-known school to the least-known one.

Indeed, all the evidence indicates that these "quality assessment" scores are very sticky and are correlated highly with existing prestige. In [analysis of the law school rankings](#), Jeffrey Stake at Indiana University at Bloomington revealed that the strongest predictor of changes in the quality assessment scores was changes in the previous year's overall rankings. Though there have been important efforts to rank schools by the quality of their research, this doesn't get at the question asked by *U.S. News*: the quality of the educational programs. There's an information vacuum on relative educational quality, and no real incentive for any university administrator, acting alone, to figure it out -- let alone report it honestly.

The lack of competition on quality has serious consequences. It's a major cause of the enormous effect that the *U.S. News* rankings has had on admissions and financial aid policies: the move from need-based to "merit"-based aid, and the elevation in the importance of test scores in admissions decisions. In the absence of competition on quality, institutions rationally focus on things that they can change, like raising the incoming credentials of their students by throwing money at the crème de la test-takers.

That's the bad news.

The good news is that, with a little help from *U.S. News*, we could fix this problem: by taking our job to assess quality more seriously than we have done in the past, and in doing so, creating incentives for positive competition. In many ways, we pay too much attention to rankings. But here, we haven't paid enough attention.

We'll have to change how we do peer "quality assessment" of academic programs for *U.S. News*. But we actually have quite a bit of experience with peer assessment of quality through things like site visits for accreditation, grant review, and peer-reviewed journals.

How would an improved effort at peer quality assessment work? Former NYC Schools Chancellor Harold Levy recently suggested in a [New York Times op-ed](#) that the reports from accreditation teams should be made public. That would be a great start.

One can imagine teams from different regions of the country doing the evaluations: a team from small liberal arts colleges in the Southeast doing evaluations of those in the West, for example, to minimize the home-team bias rampant under the status quo. Or retired professors might be enlisted.

Others may have better ideas on how exactly to measure quality. (One of us is currently exploring the idea of "networking ability" of faculty, students, and alumni as a factor for law schools.) But the point is: if both sides -- *U.S. News* and the professional associations in each area of higher education -- were willing to engage in a real dialogue, we could come up with a more rational means of doing comparative assessment of educational quality. And that ought to mean a system based more on expert evaluators, rather than the equivalent of a public opinion poll.

U.S. News appears open to such a dialogue. Robert Morse, who's in charge of *U.S. News*'s methodology for the rankings, has engaged thoughtfully with the higher education community, and made some changes to the methodology in response to feedback. He wants to get it right and indeed is part of an international effort to use best practices for these rankings systems that are becoming more common globally.

Besides who's doing the evaluating and how, we also have to figure out what exactly we're evaluating, or rather, the data we ought to use in doing so. For colleges and universities, the good news is that such efforts are underway.

Efforts like The Educational Conservancy's [Beyond Ranking project](#) and the American Association of Colleges and Universities' [LEAP program](#) are trying to build new mechanisms for assessing educational quality. The think-tank Education Sector has made a [fascinating proposal](#) to build such a system with existing data like the National Survey of Student Engagement, the Collegiate Results Survey of alumni, and the Collegiate Learning Assessment comparing students' abilities as freshmen and seniors.

One obstacle is that, right now, much of the existing data is largely private. Efforts to move towards greater transparency of such data is critical to better educational outcomes and to creating a new ballgame on the rankings.

In legal education, these efforts are further behind, though there are groups working to implement the Carnegie Foundation's landmark report *Educating Lawyers and Best Practices for Legal Education* report; these groups can play a key role. We've helped start a new effort, [Race to the Top](#) (we had the name before Secretary Duncan!), that's working along a similar track.

We might also need an improved method of converting an assessment of quality to numerical ratings. As Ted Seto of Loyola Law School and others [have pointed out](#), there is not enough variance in the 1-5 formulation for meaningful comparison. We might need

a more fine-grained approach, where evaluators could use numbers that include a decimal point to rate schools (3.3, 3.7, etc.). Or we might give up on a fine-grained approach entirely, preferring instead to group schools into just a few clusters, informed by real peer assessment -- with each cluster indicating roughly equivalent "quality."

It may also make sense to further segment the market. Certainly, the law school rankings would benefit from even the kind of segmenting done already for colleges and universities, in which different kinds of colleges and universities are in different categories. For law schools, one could think about national, regional, and metropolitan schools that serve students with different needs and aspirations.

Our message is simple: The quickest way to address the rankings problem is to use the power that *U.S. News* has delegated to us already and develop incentives for positive competition through this currently flawed survey instrument. If we can accelerate the process by focusing collective efforts on this survey now, then we might be able to use the rankings to improve the quality of the education that schools provide. At least we could draw ourselves away from the self-destructive behavior that catering to the rankings has fostered.

University presidents, provosts, and deans: don't be passive. You have a chance to take control over the one magazine issue a year that kicks your ulcer into high gear. Imagine a world in which quality assessment focused on, well, real quality: the quality of the educational experience at the institution, rather than the quality of factors over which the institution has little control.

Assessing real quality would enable you to focus resources on improving that educational quality, and institutions already focused on student engagement and educational outcomes would have the initial advantage. Encourage your representatives in the Association of American Colleges and Universities or the equivalent to engage with *U.S. News* on these issues, and let the race to the top begin.

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Thursday, November 12, 2009

Why *U.S. News* Ranks Colleges

Posted August 19, 2009

Why does *U.S. News* rank colleges and universities? It's a controversial question with a simple answer: We do it to help you make one of the most important decisions of your life.

Your investment in a college education could profoundly affect your career opportunities, financial well-being, and quality of life.

[This chart](#) (pdf) uses data from the Bureau of the Census (as analyzed by Thomas Mortenson in the newsletter

Postsecondary Education Opportunity) to show average 2007 family income for many types of households that have attained different education levels. It starts with those in which the family member with the highest level of education has far less than a high school degree and goes all the way up to those households where a family member with the highest degree has a professional degree in such fields as medicine or law. These figures dramatically show the value in today's world of earning a college degree or going for an additional graduate degree. Those with a college degree had almost twice as much income as those with just a high school diploma. Choosing the right college is the first step in getting that degree.

To find the right college, you need a source of reliable and consistent data—information that lets you compare one college with another and find the differences that matter to you. That's what we do with our rankings.

We rank for best quality, and we rank for best value as well. You wouldn't go out and buy a computer or a car without making sure it was the best you could afford given your budget. The same rule should apply in choosing a college—especially at a time when four years at some private U.S. universities can cost you more than \$200,000 in tuition, room, board, required fees, books, and other personal expenses such as late-night study snacks and transportation.

Most people choose a college only once in their lifetime, so there's not much opportunity to

learn from your past mistakes. Instead, you need first-rate information from the start. The 2010 edition of *America's Best Colleges*, in print and online, can help you by making it easier for you to sift through data from more than 1,800 colleges and universities.

- Do use the rankings as one tool to select and compare schools.
- Don't rely solely on rankings to choose a college.
- Do use the search and sort capabilities of this site to learn more about schools. Visit schools, if possible.
- Don't wait until the last minute. College matters. Take your time, and choose carefully.
- Do think long and hard about the right place for you.

As in the past, *U.S. News* recommends that readers think of the rankings as one tool for selecting a college. We recognize that prospective students must consider their academic and professional goals, financial resources, scholastic record, and special needs when choosing a school. And we recommend that students gather information on colleges in a number of ways—by talking to parents, high school guidance counselors, and other advisers; from college catalogs, view books, and websites; and from [campus visits](#) to form firsthand impressions.

Tags: [rankings](#)

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Board of Trustees Academic/Student Affairs Committee

November 18, 2009

Updates on Admission Action Steps per Provost's Memo of 6/23/09

1. Improve the campus visit experience.

With more than 25,000 visitors to the Office of Admission each year, and given that in recent research, students rate the campus visit as the most important and reliable source of information about a college or university, assessing and strengthening our visit program is of significant importance.

- Contracted with TargetX, the highly-regarded campus visit evaluation consultants.
- Implement changes suggested by TargetX and engage key campus constituents in dialogue and action planning to strengthen the visit experience.
 - TargetX evaluator visited campus in late June, and provided a comprehensive photo, online, and written evaluation of Miami's visit experience in mid-July.
 - Action plan has been developed based on the recommendations. Some improvements have been implemented already; consultant will return later in December to meet with Admission staff, review progress, and assist with strategies, and then again in January to meet with campus stakeholders and tour guides.
 - New software purchased to allow greater flexibility and ease of use for campus visit and special events registration; to be fully functional in time for spring yield events.
 - All five divisions now have specific visit opportunities available through the visit campus web page.
 - Roughly 300 faculty members have made their classes available for prospective students to attend during visits.
 - Staffing changes: two of three professional positions are now vacant in the Campus Visit & Events team line; restructuring positions to maximize staffing time, energy, and expertise directed toward these areas.

2. Develop new markets for out-of-state students. Especially given projected drops in high school graduates from key feeder states including Illinois, Michigan, Pennsylvania, and Kentucky (as well as Ohio), we must develop new markets.

- Purchase College Board's Descriptor Plus (D+) geodemographic tagging software and utilize this, along with other research, to identify markets that are most promising for non-resident enrollment growth. (mid-August 2009)
 - D+ has been purchased, Miami's several years worth of Miami admission data has been tagged, and we have been using it to help make decisions related to names purchases, recruitment travel and targeted mailings.
 - Research recently completed through the EduVentures research collaborative to examine Miami data, as well as national, state, and local data sources. Markets/states being researched for possible placement of regional recruiters include California, Texas, D.C. Metro Area, CT/NY/Northern NJ, and Chicago.
- Hire one or two professional admission staff as regional recruiters based in key growth markets for a minimum two-year commitment, thus allowing for greater visibility and increased personalization of the admission process (mid-October 2009). For instance, given the collapse of the University of California system, we are examining the possibility of stationing one of the recruiters full-time in that state.
 - EduVentures research supports placement of two regional recruiters, one based in NY/CT for both short- and long-term gains, and the other based in CA for longer-term growth.
 - Job descriptions have been written, and searches will move forward as quickly as possible once funding and legal employment issues are clarified.

- Strengthen Miami's Alumni Admission Recruitment Network (AARN), focusing on targeted markets. (ongoing, with enhanced efforts beginning July 2009).
 - Multiple meetings have taken place between Admission and Alumni staff.
 - New procedures have been developed for more effectively collaborating, sharing data, and communicating with AARN members.
 - AARN gatherings/training meetings led by Admission staff were held in 8 markets this fall.
 - AARN members (76) represented Miami at 62 college fairs and 7 evening admission information sessions this fall.
 - Enhanced communication sequence to keep AARN members more informed about campus updates (NSSE, new merit scholarships, undergraduate teaching).
 - Working with affinity groups to raise awareness of and recruit new members for AARN; groups include CAS Alumni Board, BAAC, 1809 Alumni Group; meeting planned with Western College Program Alumni Association.
 - Utilized Parents Newsletter to invite parents of current Miami students to join AARN.

- Expand use of consortium travel with other universities to raise visibility in key markets (existing and growth). (fall 2009, spring 2010)
 - Held successful fall trip in key Midwestern markets (Minneapolis, Chicago x2, Milwaukee, St. Louis) with Clemson, Binghamton, Univ. of Colorado, and Univ. of Maryland; strong turnout of counselors and students/families.
 - Spring trip being planned with this group, possibly to Texas.
 - A second group has been formed to supplement the public group for spring travel. Group is comprised of Case Western Reserve, Bucknell, University of Richmond, and University of Vermont. Spring trip will target key markets in the West; possible second trip to South or Mid-Atlantic as well.

- Continue and further diversify aggressive international recruitment efforts, to include expanded international recruitment travel and strengthen "armchair" recruitment of international prospects. (September 2009)
 - Successful fall consortium trip to key cities/markets in Asia (Seoul, South Korea, Hong Kong, Chengdu, Shanghai, and Dalian China, Ho Chi Minh City, Vietnam and Singapore) with consortium of schools (University of Oregon, Binghamton University, and University of Connecticut); direct interaction with 838 students and 20 counselors during trip.
 - February recruitment trip to India as part of Linden Tour is planned.
 - Weekly web chats are now being utilized to further open access to direct communication between Admission and international students. Fall chats are focused on recruitment and questions about the application process; spring chats will focus on yield.
 - New marketing method through Hobson's that will reach thousands of prospective international students is being finalized.
 - Expanded SAT name buys for international students.

3. Enhance market share within the state of Ohio. While still considered an academically outstanding institution, Miami must further develop strong, positive ties with counselors and families throughout the state given the perception for many years of Miami as an elitist institution. It is critical that we enhance relationships with key stakeholders.

- Create guidance counselor/community based organization leader advisory committees from each major market within Ohio. Utilize groups to disseminate key messages while also gathering critical insight to support recruitment and yield efforts. (September 2009)

- Highly successful dinner meetings held thus far in Akron, Cleveland, Toledo, Columbus, and Southeast Ohio (Chillicothe). Upcoming meetings in Dayton and Cincinnati; recruiters maintaining monthly phone contact with committee members to gauge trends and garner ongoing feedback.
 - Advisory committee members also attended Ohio counselor breakfasts in each of these key markets; record attendance at each breakfast meeting, including 80 counselors in Cleveland, 40 in Akron and Toledo, 12 in Chillicothe, 50 in Columbus, and nearly 90 in Cincinnati.
 - Staff attendance at hundreds of high school visits, college fairs, and special panels and programs this fall.
- Select one Ohio market to “blitz” for coming year in collaboration with University Communications and other campus constituents. Use as a test case for future similar efforts in additional Ohio key markets. (Determine market by July 15; implement 2009-2010 academic year.)
 - Dayton has been selected as this year’s blitz market.
 - Dinners on campus for principals from Dayton-area schools are in the planning stages. (Update: Put on hold due to staffing.)
 - Expanded mail and email campaigns to suspects and prospects in the greater Dayton area.
 - Student volunteers to be trained for concerted “high school blitz” to connect with both applicants and prospects over winter break; this will serve as a pilot program for a more comprehensive campaign to involve current students in outreach efforts to their home high schools. Dayton schools will be targeted, but will students will also visit schools throughout Ohio and the rest of the country.
 - Targeted visits to Sinclair Community College. Once a month visits and attendance at honors symposium.
- Expand opportunities for campus visits through special programming targeted at Ohio students and families. Pay particular attention to ensuring visit experiences for high ability, multicultural, and/or low-income students from Ohio, given Miami’s Strategic Goals. (Fall 2009)
 - Two on-campus events for Southwest Ohio students were held (9/13 & 20); roughly 400 students and family members attended each program.
 - Two Bridges Programs were held to bring outstanding diverse high school seniors to campus for overnight events (10/25 & 26, and 11/1&2). Transportation was provided. Nearly 800 students applied; 338 selected to attend; 284 participated; 259 (91%) have now already applied for admission.
 - Red Carpet Day, a program for high-ability Ohio students, took place October 12; 273 students and family members attended; 72% of students who attended have now already applied for admission.
 - The School of Fine Arts “Explore the Arts Day” Open House, a new event, was held October 10; 170 students and parents attended; strong positive feedback.
 - Three new “University Honors Scholar Saturday” programs were held on campus.
 - Eighteen on campus yield events are planned for February-April 2010.
 - New yield event planned targeting diverse students who have not yet visited Miami, to be held April 11&12, 2010.

4. Increase involvement of divisions, academic programs, and faculty with prospective students during the recruitment and yield processes. Research points to the desire of prospective students to have early information about specific majors and academic programs, and that creating strong connections with faculty will positively impact yield.

- Utilize existing recruitment/marketing teams for each division that were formed in February 2008 to develop strategic recruitment and yield plans for each division. Use model implemented by the School of Education, Health, and Society in spring 2008 as a blueprint where appropriate. (Meetings begin July 2009.)
 - Kick-off meeting was held for all teams with Admission and University Marketing Communications staff; individual team meetings are ongoing.
 - Recruitment plans prepared October 1; yield plans are due December 1.
 - Newly-formed Admission Advisory Committee has met all semester, and will be sharing recommendations by the end of the semester.
 - Divisions and faculty more deeply involved with the Bridges Program through development of nine academic modules for visiting students, allowing for a deeper look at academic opportunities and closer interaction with Miami faculty and academic facilities.
 - As previously mentioned, expanded visit opportunities for academic engagement.

- Work with University Marketing Communication to develop additional print or web-based communications pieces focused on academics. Possible pieces would include Studying Business at Miami, Science at Miami, and Liberal Arts – the value and practical application of a liberal arts education. (In place for use beginning spring 2010.)
 - Multi-pronged communications methods (email to counselors, Facebook, blog, Twitter) already used to highlight Miami's selection as a top national university focused on teaching. Postcard developed and mailed to parents of prospective students.
 - Divisional recruitment efforts have included additional email and print communications segmented based on academic interests.
 - Postcard and email communications developed and sent to select group of prospective students to highlight Out of State and Ohio Merit scholarships.
 - In collaboration with University Communications and the Parents Council, preparing to send recruitment letters to parents of Ohio and out of state prospects, written by leaders of Parents Council, sharing their positive experiences with Miami and encouraging applications.

School of Engineering and Applied Science
Strategic Recruitment Strategy
Fall 2009

Programmatic Goals

The goals for the School of Engineering and Applied Science recruitment efforts are as follows:

- Create teams consisting of admission, academic divisional representatives and marketing and communications to work together on recruitment strategies.
- Identify strategies and engage faculty and staff members in recruitment efforts, such as sending letters, email, handwritten notes, participating in on and off campus recruitment events and miscellaneous assistance with recruitment events.
- Effectively and efficiently utilize human and fiscal resources, and capitalize on the strengths and distinct characteristics of the division.

Recruitment Methods

- SEAS Recruitment Brochure
 - A new recruitment brochure has been created by marketing/communications in conjunction with the School of Engineering.
 - Brochure will be sent to 3,351 SEAS prospects identified in RP.
 - Brochure will contain invitation to the SEAS recruitment event on Dec.5, 2009.
- SEAS Recruitment Poster
 - A new poster has been created by marketing/communications in conjunction with the School of Engineering.
 - Poster will be distributed to schools by the high school winter ambassadors.
 - Poster will be sent to high school guidance counselors, science and math teachers.
- Email introducing the SEAS Assistant Dean to suspects indicating an interest in SEAS
 - Target Ohio, geographic areas with high number of suspects/prospects and multicultural.
 - Utilizing name buys from the Office of Admission.
 - 17,000 names have been identified and emails will be sent.
- Send SEAS E-newsletter to SEAS prospects and suspects.
- Offer web chats targeted for SEAS majors
 - President of the Dean's Advisory student group has been charged with determining dates and times to host chats.
- Utilize SEAS student organizations
 - Members of SEAS student organization will serve as MU ambassadors to their high school alma mater during the winter break.
 - They will be trained by the Office of Admission.
 - SEAS students to distribute SEAS poster to be during the visit.
 - SEAS students to send targeted email to prospective students.

- Enhance the SEAS website.
 - Share photos and videos of SEAS activities.
 - Include interactive sites, links to for faculty and advising, personal faculty and staff profiles and link to Office of Admission website.
 - News feed on front page.
 - Gear website toward prospective student usage.
- Offer SEAS targeted visits.
 - Conduct weekly SEAS information sessions and tours. Monday 10:30-12 & Friday 1:30-3. Students will receive a packet of SEAS information.
 - Invite SEAS prospects to senior design project presentations in December.
- SEAS On-Campus Recruitment Event
 - SEAS will offer an on-campus recruitment event in conjunction with the SEAS 102 Robotics competition.
 - The event will be held on Dec. 5, 2009 from 7:30 am- 2:30
 - The event will include classroom robotics presentation, SEAS and campus tour, lunch, SEAS informational session.
 - A reminder email will be sent encouraging participation.
 - Website will be created for registration. The number of registrants may be capped if the division decides to offer a scholarship to attendees.
 - Brian will discuss whether the division will offer a one-time scholarship of approx. \$250 to students who attend this event and matriculate to Miami.

School of Education, Health and Society (SEHS) Recruitment Plan
Fall 2010 Prospective Students

1. Honors Program Scholar Saturday Attendees
 - Honors Program is forwarding names of Scholar Saturday attendees with SEHS academic interests to SEHS department chairs.
 - SEHS will contact these students via phone and/or email. All contacts to be completed by Friday, Oct 9.

2. Prospective Student Communication
 - SEHS will communicate via email with all fall 2010 prospects with SEHS academic interests (possibility of communicating with suspects from Ohio)
 - Email will be from the Dean's Student Advisory Council (SAC) and will list each student's first name, major, hometown, and email address at the bottom and encourage prospective students to contact them if they have any questions
 - Email will promote SEHS but also fall visits, SEHS website, app deadlines, and where relevant, SEHS student blogs
 - Email should go out twice – to all current SEHS prospects in mid October and again in mid/late December to all new SEHS prospects
 - The email will be delivered through a vendor email service; Marketing/Communication is currently looking into possible mass email option. Email from and reply address will be ehs@muohio.edu.
 - A similar email (without the application info) could be sent out to fall 2011 prospective students if time/budget permits.
 - Could email SEHS applicants (Early Action and Regular Decision only) in mid-December; thanking them for app, contact Student Advisory Council if they have questions, etc

3. SEHS Visit Opportunities
 - SEHS will add text to the Academic Exploration section of the admission visit website, as well as their own website, to encourage prospective families to visit

*The **School of Education, Health and Society** encourages prospective students and their families to learn more about our programs. We offer opportunities to meet with faculty, connect with current students, tour our state-of-the-art facilities, discuss study abroad options, and explore the career opportunities provided by your prospective major. Personal meetings can be arranged in advance by contacting the School of Education, Health and Society at EHS@muohio.edu.*

4. Promotion of Admission Events, Visit Opportunities, and Other Info on SEHS Website
 - SEHS will add features to promote the daily admission info session/tours, admission on/off campus events (www.muohio.edu/inmytown) and their own visit opportunities (see #3 above) on the SEHS homepage, the main pages for each department, and the SEHS prospective student page
 - SEHS will also offer direct links to the admission Request for Information website and the admission Apply website
 - Jen Herman and Holly Wissing will work together to review content/features/links and timelines to ensure that links are added and removed as needed

5. SEHS Dean's Student Advisory Council (SAC) Meeting

- Met with current EHS students to get feedback and quotes about EHS and the college search process
 - What did you look for in a college?
 - Why did you choose Miami?
 - What do you know now that you wish you did during your college search?
 - What makes EHS great? Strengths of EHS?
- Discussed recruitment plan, social networking, and email communication with prospective students (see #2 above)
- Used student feedback/comments to develop text for prospective student email
- Roxann Sommers will follow up with SAC to get feedback on the email draft and to see if any SAC members are not comfortable with their name being on the email to prospective students

6. SEHS Notecards & Thank you messages

- SEHS will collect visitor info on Office of Admission gray cards; will use info to write thanks for visiting notes; gray cards will be sent to Admission when finished for data entry
- Notecards have image on outside, blank on inside
- Notecards can be used for misc communication and thanks for visiting notes
- Notes to targeted prospective student groups (by academic interest, race, gender, geography, ability level, etc); can use text template so that anyone can help write postcards

Farmer School of Business Recruitment Plan

The purpose of this memo is to outline ways the Farmer School of Business (FSB) will participate in the recruitment of the first year students to Miami University and ultimately FSB.

Visit Enhancements

1. FSB will offer visit opportunities to prospective students and their families. These sessions will be offered at 9:00 am and 1:00 pm, Monday through Friday, (as interest warrants). Each session will last 45 minutes and will be comprised of a 25 minute information session and a 20 minute tour of FSB. The info session will be conducted by FSB staff and the tour will be conducted by FSB undergraduate students.
2. To facilitate this visit opportunity, we will augment the current Visit Miami web page to allow visiting students to arrange in advance to visit FSB. If a student arrives for an Admission information session and wants to take advantage of the FSB information session and tour, we can call FSB directly to make an appointment. (Available on a first come basis and as schedules permit)
3. FSB will work with interested faculty to meet with prospective students during regular faculty office hours. FSB will create a master list of participating faculty and make it available to prospective students. Scheduling will be handled by FSB Student Services Office, with details to be worked out later.

Communication Outreach

1. With names and contact information provided by Admission, FSB will create new email and phone-athon sequences with prospective students. (The majority of communication will be e-mail - and perhaps that e-mail could have a phone number where students could call to get more information. Phone-athons will be used sparingly and for specific instances or hard to reach populations such as multicultural applicants. The goal is to get students excited about business opportunities at Miami. The target audiences of these sequences are: 2010 suspects; prospects; and applicants. Within those groups special attention will be paid to high achieving students, multicultural students and students with specific business interests. (Remove as text but include in presentation)Not sure that we would be able to differentiate. Probably in the form of a single e-mail from the Dean (probably directing them to the FSB website) -.
2. High Achieving student sequences could include emails: (From the Dean for direct admits)
 - a. Highlighting business opportunities at FSB;
 - b. Showcasing the new facility and great accolades;
 - c. Initiating students and families to visit;

- d. Encouraging students to apply for admission.
3. Suspect/Prospect sequences could include emails: (From Mike Curme)
- a. Highlighting business opportunities at FSB;
 - b. Showcasing the new facility and great accolades;
 - c. Initiating students and families to visit;
 - d. Encouraging students to apply for admission.
4. Multicultural sequences could include:
- a. Student telethons that encourage application and/or application completion; we will continue to do this for accepted students.
 - b. Bridges follow-up (for those who attended Bridges and for strong students not selected for Bridges who are still admissible to Miami);
 - i. Email communication that includes: (From the Dean or Mike Curme)
 - ii. Highlighting business opportunities at FSB;
 - iii. Showcasing the new facility and great accolades;
 - iv. Initiating students and families to visit;
 - v. Encouraging students to apply for admission.

**Recruitment Strategies
For Prospective Students in the College of Arts and Science
Fall 2009**

CAS Team: Nancy Arthur, Phyllis Callahan, Claudia Scott-Pavloff, and Ted Peters
Admission Partners: Kathy Pruckno, Derrick Moore, Kristine Taylor and Carol Richmond

Strategies:

- Weekly standing visits with faculty (drop-in office hours):
 - Every Friday, beginning October 2 until the end of fall semester
 - 2:00 – 3:00 PM in the faculty member’s office
 - All CAS departments and programs will be asked to participate
 - Drop-in schedule is posted as a PDF on the Admission visit page http://www.miami.muohio.edu/admission/academic_visit.cfm
- Hand-written thank you postcard:
 - After each visit, faculty will send the student a hand-written thank you postcard
 - Postcards or note cards will be provided by the dean’s office and feature links to the CAS and advising home pages
 - Because it is important to track whether these students apply to Miami, faculty will campus-mail the postcard to Nancy Arthur, who will maintain a database of student names, share these names with Admission, and mail the card.
- E-mail contact from The College Ambassadors and Dean’s Student Advisory Council:
 - Ted Peters will recruit 100+ ambassadors and DSAC students
 - Admission will provide prospective students’ email addresses by academic interest
 - CAS will provide the email text
 - Each student ambassador will be asked to send 30 emails
 - 2,967 prospective students have been identified from a variety of disciplines from Cincinnati/Dayton metro areas and key feeder states to receive the email
- Profiles of student ambassadors and DSAC members will be posted on CAS website.
- E-mail contact from CAS by academic interest area.
- Admission will provide email addresses by academic interest:
 - Emails will be sent from the best source with web links to departments
 - Pre-law from director of the Pre-law Program
 - Yvette Simpson will manage e-mails to pre-law prospects from members of the Pre-Law Society (150 students) and the Pre-Law Advisory Council (12)
 - Yvette Simpson to send 1,239 emails to students interested in pre-law
 - Pre-med from science chairs or director of the Mallory-Wilson Center David Pencock to send 2,948 emails to Ohio students who are interested in pre-med
 - Undeclared majors from the Dean of the College of Arts and Science

2,202 undecided students who reside in Ohio and Chicago metro area to receive email message from Claudia and Nancy

Recruitment Plan School of Fine Arts 2009 – 2010

The School of Fine Arts was already engaged in planning on strategic recruitment for Fall 2010 as charged by Dean Lentini. The Dean requested each Department to create a Recruitment Task Force and each Department has been charged with eight specific goals. The charge from Dean Lentini and the goals are below:

Charge for the Recruitment Task Forces in the SFA:

It is our intention to have newly defined and intensified recruitment efforts in all departments, with the primary intention of raising the quantity of qualified applicants in our programs. The resulting efforts should be clearly coordinated with the admissions office and the SFA.

- 1) Planning for Saturday, October 10, Arts at Miami Day.
- 2) Coordinate with Admissions and SFA for all recruitment efforts.
- 3) Develop proposal for summer recruitment camp(s) and/or events.
- 4) Develop ideas/strategies for recruitment outreach into high schools.
- 5) Develop ideas/strategies for other potential recruitment events on campus, and/or fine tune existing efforts.
- 6) In coordination with the SFA, develop ideas and plan action steps for recruitment materials (video, print, etc.).
- 7) In all recruitment efforts, address the needs of individual areas and the department as a whole. Plan strategies where special attention may be needed (string recruitment in music, etc.).
- 8) Provide a report to me with recommendations for both short-term and long-term items related to the points above.

The School of Fine Arts homepage has been enhanced. All Departments have information inviting and encouraging prospective students to visit their programs directly. We are currently working on adding the Departmental visit information to the Admission Visit page. SFA also has a Facebook page created by Susan Thomas. Prospective students are invited to join SFA's Facebook where they can find up to date information about SFA. It has proven to be a great vehicle for communicating with prospective students (a follow-up invite to Arts at Miami generated RSVP's and additional interest in Miami's SFA.

Below are some of the current recruitment plans.

The **School of Fine Arts** will inaugurate its first Arts at Miami Day on Saturday, October 10, 2009 (currently 200 students/parents are registered with a reminder e-mail being sent out to those in the original data base not yet registered). Admission will be a part of the event. All students who attend will receive follow-up communication from the Dean's office and the

respective Department. The Dean's office will also communicate with all students who RSVP'd and did not attend encouraging them to visit SFA at another time.

Arts Day Schedule: Saturday, October 10th

We're so glad that you will join us to explore Architecture, Art, Design, Music and Theatre in the School of Fine Arts!

ARTS DAY SCHEDULE

8:30 – 9:30

Registration and Information Fair

9:30 – 10:00

Welcome and Introductions

10:15 – 11:45

Departmental Activities

- Meet faculty and students, explore majors, tour facilities
- Workshops with faculty and current students
- High school coursework in preparation for college
- College coursework
- Career options

Noon – 1:00

Student Panel (hosted by current students)

*Lunch: \$7 per person

1:00 – 3:00

Departmental Options

- How to create and build a portfolio
 - What makes a successful audition
- 2:00 – 2:30

For Parents: Learn about ...

- Financial Aid
- Admission to the University

*Lunch is \$7 per person. Please pre-pay by check, payable to Miami University and mailed to: School of Fine Arts, 104 Center for Performing Arts, Miami University, Oxford, OH 45056



Create Your Future, Pursue Your Passion, Follow Your Dreams!

If you would like to see the Department of Theatre's production of *Down in Mississippi* on Friday or Saturday night, Oct 9th or 10th, please visit the Miami University Box Office to purchase tickets. A link to the Box Office is provided on the confirmation you receive after you've submitted your registration.

Thank you for joining us. We look forward to meeting you!

All departments and programs have prospective students registered. Current SFA students, along with faculty and staff, will be an integral part of the programming. The full schedule of events is below:

Explore the Arts at Miami University

October 10, 2009

8:30 - 9:30 am **Lobby of Center for Performing Arts**
Registration/Information Fair/Informal Conversation

9:30 - 10:15am **Gates Abeggan Theatre**
Welcome/Introductions/Plan for the Day

Architecture/Interior Design

10:30 - 11:45am **1 Alumni Hall**
Program discussion/admission requirements/facilities tour

Art/Art Ed/Graphic Design/History of Art &Architecture

10:30 - 11:00am **100 Art Building**
Art introductions faculty & students
Feeling the Rush, Savoring the Excitement *Peg Faimon*

11:15 - 11:45am **100 Art Building**
Preparing your art portfolio *Jon Yamashiro*

Music/Music Education

10:30 - 11:00am **222 Presser**
Introductions and Recital *Dr. Green and music group*

11:00 - 11:45am **222 Presser**
Overview of Music Curriculum *Dr. Mitchell/Professor Lee*

Theatre

10:25 - 11:00am **Studio 88**
Improv Workshop with Second City Miami Theatre Alums
Andy Eninger and Becky Eldrige

11:05 - 11:45am **Studio 88**

Color and Light Workshop

Russ Blain

12:00 – 1:00pm

Shriver Center Multi-Purpose Room LUNCH

Parents

2:00 – 2:45 pm Gates- Abeggan Theatre

Office of Admission and Office of Financial Assistance

Ann Larson, Matt Moore

Architecture/Interior Design

1:00 - 3:00pm

1 Alumni Hall

Portfolio discussion and student panel

John Weigand, J Elliott

Art/Art Ed/Graphic Design/History of Art and Arc

1:00 – 2:30pm

148 Art

Portfolio Evaluations/Preparation

Art Lobby

Building tours

Open studios

Miami University Art Museum Tours

2:30 – 3:00pm

100 Art

Study Abroad

Ann Wicks

Music/Music Education

1:00 – 2:00pm

222 Presser

Student Panel – What's It Really Like to Be a Music Major

Professor Speck moderator

2:00 – 3:00pm

100/008/222 Presser The Successful Music Audition

Theatre

1:00 – 1:30pm

CPA Lobby

Department Tour

1:00 – 1:45pm

100 Hiestand

A Parent's Guide to Shakespeare (parents) *Howard Blanning*

1:00 – 2:00pm

Studio 88

Student Admission Interviews

Liz Mullinex, Andy Gibb,

Russ Blain

1:30 – 2:15pm

207 Hiestand

Audition/Portfolio Preparation

Lewis Magruder

Gion DeFrancesco

2:15 – 3:00

Studio 88

Theatre Student Roundtable

Department of Architecture and Interior Design

The Department of Architecture and Interior Design's recruitment plan (shared by the Chair) is below:

RECRUITMENT PLAN 2009-2010

Departmental Visits

A principal component of undergraduate recruitment involves meeting with prospective students and families. Visits run year-round and number in excess of 100 per year. These are scheduled in advance, coordinated with Admission Office information sessions and tours, and typically last an hour and a half including a tour of Alumni Hall. For the current academic year, a committee consisting of J Elliott, Gulen Cevik, and John Weigand meet with students and families, and other faculty fill in as necessary. Building tours are conducted by student tour guides. This same committee reviews portfolio applications, makes scholarship decisions, and follows up with admitted students by phone. In the spring semester, the department participates in university open houses for admitted students.

Promotional Literature

Students visiting the department are given the recently printed "Architecture & Interior Design" brochure and are directed to the departmental web site for more detailed information. The brochure has replaced the 8 ½" x 11" photocopied material used for many years, although this loose material is still distributed to walk-in students looking for specific information about transfer policies, minors, etc. Packets are mailed to prospective students only in rare cases; more commonly these students are directed to the departmental web site. Promotional literature is also required for recruitment fairs and high school visits.

Promotional CD

A currently proposed project involves generation of a promotional CD that would provide video of classrooms, project reviews, student work, and off-campus study programs. Such a video would augment the web site, since the web site is limited to easily downloadable material.

Recruitment Fairs

The department typically participates in 1-3 career fairs annually. This depends, to a great extent, on what fairs are offered, where they're located, and on who is available to attend. Fairs target current high school students, or current undergraduates, or both. The Department

participated in the Chicago Career Fair for over ten years, but this was discontinued in 2005. We have also participated in the Boston Society of Architects Career Fair for several years. In 2005, likely related to the suspension of the Chicago fair, the American Collegiate Schools of Architecture (ACSA) began a national fair at the University of Minnesota..

High School Visits

Occasionally, area high schools request our participation in career exploration events. These may be more general or may focus on architecture and design.

Web Site

Increasingly, a principal mode of recruitment is the department web site. Surveys of first year students in the department indicate that this is a key source of information and is often responsible for initial decisions to visit or apply. The web site generates numerous email requests for information or to answer specific questions. An increasing challenge is web site maintenance.

The Department of Architecture and Interior Design's visit information and invitation is shared below:

The **Department of Architecture and Interior Design** invites students to visit for 90 minutes per a pre-scheduled appointment:

All potential applicants and all students applying to the undergraduate programs in the Department of Architecture and Interior Design are strongly encouraged to visit the campus and the Department. We can explain our programs and our facilities best by showing them to you first hand and allowing you to talk with faculty and students. We spend 90 minutes with each visitor who comes to Alumni Hall on a scheduled visit. Walk-in visits cannot always be accommodated but are nonetheless welcome. Likewise, weekend visits to the department are difficult to accommodate.

Department visits are typically scheduled at 11:00 am or at 1:30 pm. Depending on faculty schedules, different times can be accommodated.

To schedule an appointment with the Department of Architecture and Interior Design, call (513) 529-7210 or e-mail visit requests to arcid@muohio.edu.

We now have a vehicle to make sure we are getting all names Architecture/ID sees that did not schedule their visit through admission, however, made direct contact with ARC/ID. This will enable admission to enhance ARC/ID recruitment by including their prospective students in the admission communication flow for the appropriate year.

Department of Art

The Department of Art's recruitment plan (shared by the Recruitment Chair) is below:

RECRUITMENT PLAN 2009-2010

National Portfolio Days Reviews

Sunday, Sept 27: Indianapolis, Indiana, Herron School of Art & Design

Saturday, October 3: Cincinnati, Ohio, Art Academy of Cincinnati

Sunday, October 4: Cleveland, Ohio, Cleveland Institute of Art

Sunday, October 25: Chicago, Illinois, School of the Art Institute of Chicago

Miami University Arts Day

Saturday, October 10: Miami University Department of Art

High school visits to Art Departments – Fall and Spring semesters

High School Outreach - Visit Cincinnati/Dayton/Columbus area High schools-Present information on Art Department program and Portfolio reviews.

Discover the Arts Day-High School Counselors'/Art Teachers Day will be hosted in the Spring Semester 2010.

The Department of Art has direct contact with all of its applicants and follows up with direct communication. We are working to have their home page support the Arts at Miami Day.

Department of Music

The **Department of Music** has enhanced its outreach to prospective Music students by inviting more students to Music at Miami Day. Music at Miami Day will be Wednesday, October 21, 2009 (currently 70 plus students registered – there is no registration deadline). Admission will be a part of the event.

MUSIC AT MIAMI DAY

What is Music at Miami Day?

On Music at Miami Day, we open our department and invite you to visit. You will have an opportunity to experience a working day in the department and meet the people who make Miami University a fulfilling and unique experience.

Who can come to Music at Miami Day?

We invite anyone considering applying to Miami to come to Music at Miami Day. It is a free event, open to all. Meet the chair of our department, Dr. Richard Green, who will tell you about the department, its faculty and its students.

Students interested in transferring from another university or relocating from one of our branch campuses are also welcome.

What is the schedule for Music at Miami Day?

For the 2009 Fall semester, Music at Miami Day will be held on **Wednesday, October 21**. * Events begin at 9:00 a.m. and conclude at 3:00 p.m.

During the morning you get to know a little about the Music Department and Miami. Activities include that get-together with Dr. Green, who will give information about the department, including programs, history, accomplishments, the application process, and financial aid and scholarships. There will also be a short concert of chamber music featuring students of the department.

In the afternoon, drop in on a rehearsal, a music history or jazz class, explore our department facilities, see student performances, and meet with teachers in your area of specialty who will be able to speak about their individual studios and further details of the application and audition process. Maybe you'll get in a little playing, too, so bring your instruments.

If you can only stay for part of the day, that's fine. We'd love to see you!



*If you are unable to attend on October 21, we invite you to attend **Arts at Miami Day**, being held on Saturday, October 10, where we will also be speaking with all interested parties about the Department of Music and related topics.

Music will adapt its "prospective" student card to include information essential to the admission data base. It will also include a space for prospective students to indicate a contact or the name of the person who suggested Miami University's Music program. Music faculty have all been instructed to share names and data of their prospective students they are working with with the Office of Admission. Because Music recruits students individually by instrument or voice area, there are many contacts made directly to and by Music that have not been previously shared with admission. We hope to capture all the contacts Music makes and enhance the recruitment by including their prospective students in the admission communication flow for the appropriate year.

Department of Theatre

The Department of Theatre's recruitment plan (shared by the Chair) is below:

RECRUITMENT PLAN 2009-2010

*The Department of Theatre will reinstate the admissions interview for all students beginning in the fall of 2009 (First Year class of 2010). This interview is an opportunity for students to share examples of their creative work with theatre faculty. A detailed list of potential creative material that students can share can be found on our website under "Admissions."

Standard Protocol:

- ❖ Follow-up letter to prospective students sent after every campus visit or inquiry
- ❖ Encourage all prospective students to come to campus. Call all inquiries and send a letter.
- ❖ Targeted Mailings:
 - Summer mailing sent to prospective students. We will work with Admissions to get the list of names of students who have indicated an interest in theatre/dramatic art at Miami (juniors and seniors). These students will be sent color postcard inviting them to come to Theatre Day and informing them of the procedures for setting up an audition/interview.
 - A fall mailing will be sent to area high school theatre directors. We will send a packet that will include our season brochure, a letter, a poster, and information about how to register for Theatre Day. This will be the third year in a row that this mailing will be sent to these same schools and directors. The attempt here is to get on the radar and stay on the radar of area schools with excellent theatre programs. We will include information about the School of Fine Arts recruitment day in this packet to high schools.
- ❖ Keep Admissions posted on all departmental Points of Pride
- ❖ Participate in Miami recruitment events and yield activities

Festivals/Conferences:

- ❖ Performing Arts College Fair (sponsored by NACAC—National Association for College Admission Counseling)
 - Cincinnati: date TBA
 - Chicago: date TBA
- ❖ Illinois High School Theatre Festival: University of Illinois, January 2010
- ❖ Ohio Thespians Conference, April 2010, TBA
- ❖ Indiana Thespians Conference, January 2010, Vincennes University
- ❖ EDTA and the National Thespian Conference for 2009-2010

Campus Recruitment Days

- ❖ Theatre Days: November 20 is the fall date; February 19, 2010 is the spring date.

These days are both primarily aimed at High School juniors. Seniors who have applied in the fall, can come to Theatre Day in the spring to audition/interview; we also use this as a yield event for the students who have found out about Admission in Early Action or Early Decision.

This year we will add three additional recruitment days in addition to Theatre Day, in order to create more flexibility for potential students. We will participate in the October 10th recruitment day, sponsored in part by the SFA, and will also add two Saturdays: November 21 and February 20th. Each of these days comes immediately after Theatre Day, to allow for families and students to come for both days, one day, a Friday night and a Saturday morning. In various combinations, students could come and see a show, audition, and participate in classes and/or workshops. We are hoping to get our registered student organizations, Alpha Psi Omega and USITT, to do offer tours and workshops on the Saturdays so that faculty will not have to be present both Friday and Saturday.

High School Visits:

- ❖ High School Visits/ Adopt a High School Plan: Last year faculty members visited Anderson High School, Sycamore High School, and Walnut Hills High School. Faculty attended a performance at these schools, make a personal contact with the drama program director, possibly share some feedback with the cast and crew after the show, and hand out our season brochure—emphasizing that students can get comps to the mainstage show if they call the Department office. Anderson and Sycamore were selected because we have alumni who are currently there heading very strong theatre programs, and Walnut Hills was selected because of its outstanding reputation and diverse student population.

During the 2009-2010 five faculty members will be asked to attend at least one high school performance each semester. In the fall we will determine which high schools to “adopt” for a more intensive experience; this will ensure that at least 10 new schools have us on their radar. Last year we adopted Anderson and the year before Preble Shawnee. Students went into these schools and did workshops, faculty worked with students, and recruiters were sent as well. While it is important that faculty get into a number of high schools and make initial contact, we are trying to establish more meaningful relationships with area high schools that have strong programs.

Yield Activities:

- ❖ YIELD: Phone nights in February and in March. Faculty and students, equipped with “talking points,” ate pizza and called admitted students for Regular Decision I and Regular Decision II. Faculty and students encouraged prospective students to visit campus if they had not already done so and were prepared to answer questions.

New Recruitment Strategies:

- ❖ Chicago High Schools: Liz and/or Recruitment Committee to work with Chicago Admissions person to coordinate visits, encourage alumni participation, provide recruitment materials.
- ❖ Outfit all majors with talking points and recruitment brochure and have them visit their high school drama club during Winter or Spring Break.
- ❖ Buy or acquire lists from Thespian Association and increase mailings—perhaps create a postcard to send instead of a letter.
- ❖ Investigate with 2009-2010 Recruitment Committee the possibility of having a Summer Camp (potentially hiring successful alumni to staff this).
- ❖ Check Thespian Conference website for dates of Ohio conference and get those on the calendar at the beginning of the spring semester. Think about going to Kentucky's too. And make sure these do not conflict with spring SFA events.

More extensive Theatre Day information is shared below:

What is a Theatre Day?

On Theatre Days, we open our department and invite you to visit. Meet current students, faculty and staff. Drop in on classes. See our theatres and shops. Have dinner with us and see a performance!

Who can come to Theatre Days?

We invite anyone considering applying to Miami to come to a Theatre Day. Seniors who have applied to Miami can take a campus tour AND complete their theatre department admission interview.

Students interested in transferring from another university or relocating from one of our branch campuses are also welcome.

What is the schedule for Theatre Days?

For the 2009-2010 school year, Theatre Days will be held on Friday November 20, 2009 and Friday, February 19, 2010.

In the morning, you get to know a little about the Theatre Department and Miami. Activities include workshops, classes and campus tours.

In the afternoon, drop in on an acting class or workshop, a design class or workshop, explore our department facilities, see student performances, and if you're a senior, you can do your admission interview (you can also choose to do your interview on the Saturday morning following Theatre Day)

In the evening of Friday Theatre Days, we'll provide dinner for you and your family. At dinner, you'll meet the creative team for our current production. After dinner we'll take you to see the show. The evening should be over by 10:30 PM.

If you can only stay for part of the day, that's fine. We'd love to see you!

We will also have a "Mini Theatre Day" Saturday, October 10, 2009 in conjunction with the School of Fine Arts ARTS Day. Classes won't be in session, but we'll have workshops and you can meet current students, have lunch and see a show.