



I. STUDENT SUCCESS AND ACADEMIC EXCELLENCE

GOAL 1: IMPROVE UNDERGRADUATE STUDENT SUCCESS, RETENTION AND DEGREE COMPLETION

OUTCOME: Overall Undergraduate First-Year Retention Rate

NOVEMBER 2019

The first-to-second year undergraduate student retention rate increased from 75.9% in fall 2018 to 76.4% in fall 2019, an increase of 0.5%. This is the seventh straight year of increasing undergraduate student retention.

The Division of Student Affairs awarded approximately \$387,000 to 430 undergraduate students through the Rocket Recovery grant program since the program was launched in August 2017. Among students who received Rocket Recovery grants, the fall 2017 to fall 2018 retention rate was 75.5%, and the fall 2018 to spring 2019 retention rate was 82.3%.

In fall 2019, the Office of Financial Aid established a new Rocket Aid financial emergency intervention program to assist students (both undergraduate and graduate) who are experiencing financial hardship by exploring available options.

In fall 2019, the Division of Student Affairs established a small book grant program for students with financial need to buy textbooks.

The Ohio Strong Start to Finish program, a grant-funded project to improve completion of gateway English and Math courses, is addressing professional development for advisors with a key area of focus on the expansion of midterm grade reports to improve student success.

The expansion of midterm grade reports at UToledo was implemented in fall 2019, with the Office of the Provost strongly encouraging faculty to submit midterm grade reports for students in all courses, especially in 1000- and 2000-level courses. Knowledge of midterm grades is critical to the retention of students, particularly in their first year. This information will enhance our ability to identify at-risk students at an early stage and undertake appropriate interventions. Preliminary results show that midterm grade reporting increased this fall, overall, by approximately 50% compared to last year. Midterm grade reports were provided to students, advisors and success coaches, and interventions are underway for students identified as at-risk.

In fall 2019, the Office of the Provost implemented a First Year Experience (FYE) course pilot to develop an alternative model that utilizes evidence-based best practices to support retention by focusing on issues of student belonging, community and building college success skills. The results of this pilot FYE course will be used to revise our existing FYE courses to continue our goal to improve first-year student retention.

In summer 2019, UToledo held its third early-arrival summer bridge program called Summer Scholars. Students who participated in the 2018 Summer Scholars program showed a significantly higher GPA than similarly situated students who did not participate in the program; 2.91 versus 2.87. In summer 2019, the Summer Scholars early-arrival program enrolled 86 students and five colleges participated: Arts and Letters, Judith Herb College of Education, Health and Human Services, Natural Sciences and Mathematics, and University College.

The fall 2018 to fall 2019 retention rate for students who participated in the summer 2018 Multicultural Emerging Scholars (MESP) summer bridge program had an average retention rate of 83% and GPA of 2.72 compared to the 70% average retention rate and 2.51 GPA for the pair group of students.

In fall 2019, the Pre-Health Advising Center was established to provide support for students interested in health-related majors.

In fall 2019, a University-wide retention committee and college retention committees were established in each of the colleges with the goals of expanding the use of predictive analytics data, enhancing advising effectiveness around retention efforts, supporting faculty engagement in retention efforts, and to use early start and First Year Experience programs to support reduction of equity gaps and improved retention.

In fall 2019, a Get Ahead early registration campaign was launched to register current students by Dec. 2, 2019, prior to their departure for winter break.

Winter Intersession will offer 15 courses, both online and in person, during the 2019-20 winter break period.

UToledo continues to participate in a statewide initiative called the Ohio Strong Start to Finish program that is designed to strengthen student success and address attainment gaps for underserved minority students.

UToledo is participating in two highly competitive national programs of the Association of Public and Land-Grant Universities (APLU), including: (i) the Student Experience Project, which is designed to improve success among underrepresented minority students in STEM programs; and (ii) the Powered by Publics initiative that includes 100 universities across the nation working collaboratively in regional clusters to create and test solutions that help students succeed in college, complete their degrees and be well-prepared for the workforce.

In fall 2019, University College is piloting a living learning community with two students living on campus and 15 students participating in the Quest program. Students in the living learning community are enrolled in several classes together in fall 2019 and their transition to college is supported by faculty and peer mentors.

MAY 2019

The Division of Student Affairs awarded more than \$325,000 to 365 undergraduate students as part of the Rocket Recovery grant program since the program was launched in August 2017. Among students who received Rocket Recovery grants, the fall 2017 to fall 2018 retention rate was 75.5%, and the fall 2018 to spring 2019 retention rate was 82.3%.

The Ohio Strong Start to Finish program, a grant-funded project to improve completion of gateway English and math courses, is addressing professional development for advisors with a key area of focus on the expansion of midterm grade reports to improve student success. The expansion of midterm grade reports at UToledo is planned for fall 2019, with the Office of the Provost strongly encouraging faculty submit midterm grade reports for students in all courses, especially in 1000- and 2000-level courses. Knowledge of midterm grades is critical to the retention of students, particularly in their first years. This information will enhance our ability to identify at-risk students at an early stage and undertake appropriate interventions.

In fall 2018, the Office of the Provost convened a task force on the First Year Experience (FYE) course, which is working to revise substantially the FYE course to improve retention and student success. In fall 2019, UToledo will pilot 14 sections of a revised model with participation from seven colleges. This pilot will place students in a content-based course with a focus on building relationships with faculty mentors and peers, as well as building knowledge and habits of mind critical to student success. Following assessment of the initial pilot, plans are to expand the revised FYE course in order to increase first-year student retention.

During summer 2019, the Summer Scholars early-arrival program will operate eight sections with 200 students from six colleges to include the College of Engineering. The summer 2018 program included 93 students who participated from five colleges, including University College, the Judith Herb College of Education, College of Arts and Letters, College of Natural

Sciences and Mathematics and College of Health and Human Services. The fall 2018 to spring 2019 retention rate of participants was 91.2%, compared to the overall UToledo retention rate of 90.5%. The pilot program in summer 2017 had 36 incoming freshman participants who showed a 19% higher first-to-second year retention rate, compared to their University College peers (66% vs. 47%); and a 9% higher retention rate, compared to students across the University with similar characteristics (66% vs. 57%). The cumulative GPA of 2017 Summer Scholars was 2.13, compared to 1.86 of the University College comparison group.

The fall 2018 to spring 2019 retention rate for students who participated in the 2019 Multicultural Emerging Scholars (MESP) summer bridge program was 90%, compared to the overall entering students' (fall 2018 cohort) fall to spring retention rate of 90.5%.

UToledo was selected to participate in an ambitious national effort of the Association of Public and Land-grant Universities (APLU) to increase college access, close the achievement gap and increase the number of degrees awarded by 2025. This Powered by Publics: Scaling Student Success national initiative involves approximately 100 universities across the country, working within 16 clusters to implement innovative and effective practices to advance student success on their campuses. The cluster to which UToledo belongs has identified financial barriers to degree completion as the area of focus for its work. The Office of the Provost has pulled together a cross-functional leadership team with representatives from Academic Affairs, Student Affairs, Enrollment Management, and Business and Finance. The team is gathering data on students' financial issues, including identifying University processes that impact student financial issues. The team met in May 2019 to establish the agenda for working on this project during the 2019-20 academic year. The UToledo team has periodic teleconferences with other members of the cluster to share information regarding members' activities, report on progress and best practices, and identify priorities.

In fall 2018, the Office of the Provost launched an initiative among the deans, associate deans and department chairs to strengthen UToledo's commitment to being a "student-ready university," with a focus on the conviction that every student can succeed, and with the goal of identifying and implementing best practices for student success.

In fall 2018, the Office of the Provost implemented the Program for Academic Excellence that provided seed money to support the development of innovative programs designed to improve student success, with a total of 15 projects receiving one-year funding based on faculty and/or college proposals for the 2018-19 academic year. All funded programs will be completed by December 2019. The outcomes of these programs will be assessed to provide guidance for the program going forward.

The Office of the Provost created a working group with Information Technology and Institutional Research to develop a repository for key student success metrics. This work entails developing common definitions for metrics, identifying the appropriate data sources and developing the tools to make the data accessible to relevant stakeholders across the University. This work will enhance our capacity to make evidence-based decisions regarding targeted student success initiatives, and to track and monitor progress.

This spring, the Office of the Provost launched a predictive analytics initiative to improve retention efforts at the college level by providing earlier and better data on at-risk students to the colleges. Using a predictive analytics model, we identified four real-time predictors of risk for student non-retention and developed a risk score for each student based on these metrics. Midway through spring 2019 semester, each college was provided a risk score for students with at least one risk factor and asked to use the data to reach out to students and intervene as appropriate. This initiative is the first phase of a larger project to provide and encourage the use of predictive analytics at the college level to support the University's retention efforts.

In spring 2019, the Office of the Provost will launch an initiative to improve support for students transitioning between majors, as many transitioning students are at risk for non-retention. The Advising Transitions Project will include students who are in a major but seeking an alternative, students who are undecided/have not declared a major, and students who are

ineligible for their preferred major. The data indicates that approximately one-third of UToledo's students change majors during the course of their studies, which is consistent with major change rates nationally. The Advising Transitions Project will target transitioning students at greatest risk of non-retention.

In fall 2019, the Office of the Provost, in collaboration with the Division of Student Affairs (including the Office of Career Services), will establish a Pre-Health Professions Advising Center to support the growing population of pre-health professions students. The center would strengthen recruitment and support services for both prospective and current students.

The University of Toledo is participating in a statewide initiative called Ohio Strong Start to Finish that is designed to strengthen student success and address attainment gaps for underrepresented minority students.

UToledo is participating in two highly competitive national programs of the Association of Public and Land-grant Universities (APLU), including: (i) the Student Experience Project, which is designed to improve success among underrepresented minority students in STEM programs; and (ii) the APLU's Transformation Cluster Initiative that includes 100 universities across the nation working collaboratively in regional clusters to create and test solutions that help students succeed in college, complete their degrees and be well-prepared for the workforce.

University College is piloting a living learning community and has secured the 4th floor of Academic House for participating students. Recruiting efforts are underway, and students who join the community will enroll in three classes together in fall 2019. Their transitions to college will be supported by faculty and peer mentors.

A retention initiative for nontraditional students is underway to develop video modules that will assist first-time or returning adult students with improving their math and writing skills, as well as developing an orientation or special event specifically for nontraditional students. The video modules will be available by mid-June 2019 on Blackboard, and the orientation program will take place prior to the beginning of fall 2019 semester.

Through the use of Platinum Analytics systems, the University is able to predict student demand for courses and determine the supply of seats needed to ensure on-time program completion. Using Platinum Analytics during fall semester 2018, the Office of the Provost was able to make 18 course recommendations to the colleges, highlighting high-demand courses. The colleges made changes that allowed an additional 172 students to enroll in courses needed for degree completion.

NOVEMBER 2018

The first-to-second year retention rate increased by 1.5%, from 74.4% in 2016-17 to 75.9% in 2017-18.

During the 2017-18 academic year, the DFW (D grade, fail, withdraw) rate decreased in 75% of courses with the highest DFW rates.

In summer 2018, the Summer Scholars early-arrival program expanded to include 93 students who participated from five colleges, including University College, the Judith Herb College of Education, College of Arts and Letters, College of Natural Sciences and Mathematics and College of Health and Human Services. The fall 2018 to spring 2019 retention rate of students who participated in the summer 2018 Summer Scholars program was 91.2%, compared to the overall UToledo retention rate of 90.5%. The pilot program in summer 2017 had 36 incoming freshman participants who showed a 19% higher first-to-second year retention rate, compared to their University College peers (66% vs. 47%); and a 9% higher retention rate, compared to students across the University with similar characteristics (66% vs. 57%). In addition, the cumulative GPA of 2017 Summer Scholars students was 2.13, compared to 1.86 of the University College comparison group.

A Retention Solutions Team, established by the Division of Student Affairs last year with representation from the Office of the Provost, Student Orientation, Housing, Financial Aid and the Office of Success Coaching, reviews situations of students evicted from campus housing for financial reasons, addresses mental-health issues and issues related to student financial issues, overall, as well as student employment.

The Division of Student Affairs awarded more than \$168,000 to 190 undergraduate students as part of the University's Rocket Recovery grant program, and 96% of the students who received emergency funding were retained from fall 2017 to spring 2018.

A First-Year Experience Orientation Course Committee was established in fall 2018 to redesign the first-year experience orientation course to improve the impact on student retention and success, with joint leadership from Faculty Senate and the Office of the Provost.

In fall 2018, the Office of the Provost established a new Program for Academic Excellence to provide seed funding support for faculty and/or colleges to encourage innovative projects and programs that promote student success. Fifteen projects received one-year support.

At the fall 2018 meeting of the Academic Leadership Team (which consists of all department chairs, associate and assistant deans, college deans and staff in the Office of the Provost), the Office of the Provost launched a student success initiative called Focusing on Being a Student-Centered University, which focuses on the implementation of strategies at the department and college levels that are designed to promote and strengthen UToledo's commitment to being a student-centered university.

The Learning Enhancement Center had a 4% increase in students who sought tutoring and a 9% increase in the number of student visits from spring 2017 to spring 2018. In addition, the Learning Enhancement Center added online sessions for supplemental instruction in spring 2017 with student participation increasing 44% from spring 2017 to spring 2018.

The number of points of contact between Success Coaches (Center for Success Coaching) and undergraduate students increased by 60% from 2016-17 to 2017-18 (from 238,732 students in 2016-17 to 397,990 students in 2017-18).

A total of 405 students attended Success Series workshops offered by the Center for Success Coaching during the 2017-18 academic year.

During the 2017-18 academic year, the University's Starfish Early Alert system was expanded to include all 1000-/2000-level, undergraduate, general education courses in the College of Arts and Letters, as well as all courses for student-athletes. Early alert efforts continued with lower-level mathematics courses in the College of Natural Sciences and Mathematics and lower-level English courses in the College of Arts and Letters. The early alert system had an impact on twice as many undergraduate students last year, compared to the previous academic year (9,883 students in 2017-18 and 4,127 students in 2016-17).

UToledo is participating in a statewide initiative called the Ohio Strong Start to Finish initiative, which is designed to strengthen student success and address attainment gaps for underserved minority students.

UToledo is participating in two highly competitive national programs of the Association of Public and Land-Grant Universities (APLU), including: (i) the Student Experience Project, which is designed to improve success among underrepresented minority students in STEM programs; and (ii) the Transformation Cluster Initiative that includes 100 universities across the nation working collaboratively in regional clusters to create and test solutions that help students succeed in college, complete their degrees and be well-prepared for the workforce.

An associate vice provost for student success and an associate vice provost for faculty development related to student success were appointed in August 2018 to provide leadership for student success initiatives in the Office of the Provost.

MAY 2018

Increased fall-to-spring retention rate by 1.3% (89.3% from 2016-17 to 90.6% from 2017-18).

A Student Success Task Force was established in fall 2017 to inventory best practices in student retention and completion, and recommendations were made to the Provost in May 2018 for review and implementation in fall 2018 and following.

A Student Advising Task Force was established in fall 2017 and recommendations were made in May 2018 to revise the general advising structure and to establish a centralized pre-professional advising office.

A First-Year Experience Task Force was established in fall 2017 and recommendations were made to the provost in May 2018 to implement a new model for the First-Year Experience program in fall 2018.

In fall 2017, D-grade, failure-grade and withdrawal (DFW) rates decreased for 16 of the 20 first- and second-year courses that previously had the highest DFW rates, and 80% of the top 20 courses with the highest DFW rates showed improvement.

A Retention Solutions Team was created by the Division of Student Affairs with representation from the Office of the Provost, Office of New Student Orientation Programs, Office of Residence Life, Office of Financial Aid and Center for Success Coaching.

The Learning Enhancement Center and the Writing Center substantially increased tutoring support this year by adding walk-in hours, expanding the number of science tutors by 33% and expanding tutoring in world languages and engineering. The centers served more than 5,000 students during the 2017-18 academic year.

In summer 2017, UToledo piloted the Summer Scholars Program, an early-arrival, summer bridge program in University College, with 40 first-year students. The overall retention rate for students who participated in the program showed a higher overall, fall-to-spring retention rate and GPA when compared to students with similar characteristics (95% compared to 83%; and 2.29 compared to 1.71). In summer 2018, the program will expand to include an additional five colleges with the aspirational goal of enrolling 180 students in the six participating colleges.

In December 2017, the Office of the Provost hired a student success systems administrator to configure and expand the use of Starfish Retention Solutions and Platinum Analytics.

Expansion of the Starfish Early Alert System is underway with the College of Arts and Letters, College of Natural Sciences and Mathematics and University College. Work is in progress with the College of Engineering and College of Pharmacy and Pharmaceutical Sciences. Training guides and training sessions were held for advisors and faculty throughout spring 2018 semester. The Starfish Early Alert System was expanded to include College Credit Plus students, student-athletes and students in the College of Arts and Letters' 1000/2000-level courses.

OCTOBER 2017

A Student Success Task Force was established in October 2017 to inventory student retention and success efforts on campus and at other universities, assess their effectiveness and recommend a set of best practices for implementation at UT.

A student retention and success workshop was held for chairs, associate deans, deans and provost's staff on best practices at the national level (Educational Advisory Board presenters, November 2017).

A Student Advising Task Force was established to develop recommendations to improve advising systems across campus, including early alert software and other predictive analytics.

A First Year Experience Task Force was established in fall 2017 with the charge to recommend a model for a new First Year Experience program to implement at UToledo in fall 2018.

Piloted early-arrival programs/bridge programs and learning community programs for new students in summer 2017 with the goal of expanding these high-impact educational practices to additional cohorts of students during the next five years.

Academic Leadership Team members met in October 2017 (provost's office staff, deans, associate deans, chairs) to discuss high rate of DFW grades (D grade/failure grade/withdraw grade) in identified courses and sections of courses, and to analyze their causes and identify action for improvement.

Communications to all faculty were sent to ensure timely, midterm grade reporting to provide students and advisors with timely information for proactive decision making and planning.

OUTCOME: Overall Undergraduate Six-Year Graduation Rate

NOVEMBER 2019

The six-year graduation rate for undergraduate students increased by 3.7% from 47.5% in 2018 (for the 2012 cohort) to 51.2% in 2019 (for the 2013 cohort). This is a record high six-year graduation rate, and we exceeded, three years early, our strategic plan target goal of a 50% six-year graduation rate by 2022.

Degree requirements for 62.65% of the University's 102 academic programs have been reduced to 120 credit hours required for graduation while not jeopardizing accreditation requirements in order to improve time-to-degree for undergraduate students.

In fall 2019, UToledo launched a competency-based education (CBE) version of its existing RN-to-BSN program in nursing with 17 students.

The University will implement the third year of offering Winter Intersession courses for students who are interested in continuing to make progress toward their degrees during winter break.

Enhanced efforts have been implemented to support major ineligible students, i.e. students who are not able to gain immediate entrance into a major of choice due to not meeting entrance requirements. The University has begun to develop programs to support major entry for these students. One example is the Health Meta-Major Learning Community, which supports major ineligible students interested in health professions with the goal of all students gaining entrance into a major by the end of the first year. Preliminary results have shown that more than one-third of these students are enrolling in a major within their first term. A similar program for students interested in engineering majors, GEARSET, received a \$1 million National Science Foundation (NSF) grant for expansion.

During the last year, we have expanded our use of the Starfish Early Alert System for early alert and advisor capacity building. More than half of colleges are now using the Starfish system to share information on advising engagements with students and utilize the early alert data to engage with students who may be struggling academically.

The University continues efforts to create a central data source for high quality primary student success metrics, focusing on demographic characteristics and academic progress data.

During the last year, we have developed a risk factor analysis using a set of academic and financial indicators for students who may be at risk of dropping out. These data are provided in the form of risk factor metrics to advisors and student success coaches who reach out to students at high risk.

MAY 2019

The six-year graduation rate for undergraduate students increased from 41.9% in 2017 to 47.4% in 2018, and preliminary data show that we are on track to increase the six-year graduation rate to 50.6% in 2019 — an 8.7% increase over the last two years. (Note: The 2019 six-year graduation rate is current as of June 4, 2019 and has the potential to increase as we continue to enter spring 2019 graduation information into Banner, and as additional students graduate following the summer 2019 session.)

Degree requirements for 43 of the University's 102 undergraduate academic programs have been revised to now require 120 credit hours to complete, while not jeopardizing program quality or accreditation requirements. In 2016, only four of UToledo's undergraduate academic programs required 120 credit hours to complete.

Using predictive analytics, the University is able to predict student demand for courses and determine the supply of seats needed to ensure on-time program completion. For fall 2018, an additional 172 students enrolled in courses needed for degree completion.

In fall 2018, the University launched a pilot program in competency-based education (CBE) with three online courses in the Department of Applied Organizational Technology in the College of Business and Innovation. The goal is decreasing time to degree based on students' satisfactory progress in meeting course requirements. An additional six CBE courses were piloted during spring 2019. In fall 2019, UToledo will launch a CBE version of its existing RN-to-BSN program in the College of Nursing, the first of its kind for public universities in Ohio.

The University implemented the second year of Winter Intersession courses for students interested in continuing to make progress toward their degrees during winter break. During the first Winter Intersession offered in 2018 38 students enrolled in nine courses. With revisions to the program this year, UToledo enrolled 99 students in 10 courses (Courses were mostly online with some in person. Both undergraduate and graduate courses).

This is the first academic year of the University's Tuition Guarantee program, which provides a fixed tuition and fee rate for four years of undergraduate course work, an initiative that contributes to transparency and affordability for students and their families.

In an effort to lower costs for students, the University collaborated with the UToledo Barnes & Noble bookstore to implement a digital course content program that significantly lowers textbook costs. During the 2018-19 academic year, faculty teaching 20 courses voluntarily participated in the digital textbook initiative, and approximately 6,000 students had a total savings of \$578,000. During the last two academic years, since the establishment of this initiative, UToledo students who registered in digital textbook courses had collective cost savings of more than \$900,000.

NOVEMBER 2018

The six-year graduation rate for undergraduate students increased by 5.5%, from 41.9% in 2017 (for the 2011 cohort) to 47.4% in 2018 (for the 2012 cohort).

Degree requirements for a substantial number of academic programs have been reduced to 120 credit hours, while not jeopardizing accreditation requirements in order to improve time to degree for undergraduate students. As of fall 2018, 43 undergraduate degree programs have been approved at 120 credit hours and an additional seven academic programs

are currently in the approval process, which will bring the total to 50 academic programs by the end of semester. This constitutes 49% of the University's academic programs now requiring 120 credit hours to graduate. The Office of the Provost is working with colleges to identify additional programs to submit for reduction.

Through the use of predictive analytics, the University is able to predict student demand for courses and determine the supply of seats needed to ensure on-time program completion. Using Platinum Analytics during fall 2018, the Office of the Provost was able to make 18 course recommendations to colleges, highlighting high-demand courses. The colleges made changes that allowed an additional 172 students to enroll in courses needed for degree completion.

During the current academic year (2018-19), a pilot program is underway to provide competency-based education (CBE) in three online courses in the Department of Applied Organizational Technology, with the goal of decreasing time-to-degree based on students' satisfactory progress in meeting course requirements. An additional six CBE courses will be piloted during the spring 2019 semester.

The University will implement the second year of offering Winter Intersession courses for students interested in continuing to make progress toward their degrees during the winter break.

The University continues to work on expanding summer session courses in 2018 to provide students with additional opportunities to reduce time-to-degree and make progress toward graduation.

MAY 2018

As of spring commencement in May 2018, 47.1% of the fall 2012 cohort of entering students graduated in six years, compared to the 2016 baseline of a 43% six-year graduation rate.

A Student Success Task Force was established in fall 2017 to inventory best practices in student retention and completion, and recommendations were made to the provost in May 2018 for review and implementation in fall 2018 and beyond.

A Student Advising Task Force was established in fall 2017 and two final reports were submitted in May 2018 with recommendations for revisions to the general advising structure and for the development of a centralized pre-professional advising office.

The Office of the Provost continued to promote the University's 15 to Finish initiative among faculty and advisors to encourage students to take at least 15 credits each semester to stay on track to a four-year graduation.

A committee to review bottleneck courses and make necessary adjustments to the course schedule was established.

A task force was established to develop competency-based education (CBE). Planning is underway to develop and pilot CBE courses in University College.

Software tool improvements were implemented to help students plan more effectively, including the graduation planning system (GPS), which is designed to help students identify courses that will transfer and help monitor their progress. The GPS is a collaboration between the Office of the Provost and the Division of Information Technology and includes three areas: transferology, an online tool that helps transfer students view program requirements; u.direct, which leverages degree audit data to create interactive roadmaps that define a clear path to graduation; and u.achieve, which is a degree audit program that provides students and advisors with an easy-to-read progress report and degree requirements for graduation.

OCTOBER 2017

The University will pilot Winter Intersession courses this year to provide additional opportunities for students to take courses they need to complete their degrees.

New spring registration schedule adopted to enhance students' ability to register early to ensure enrollment in courses they need to graduate in a timely manner.

The development of Transfer Pathways is underway to improve success of transfer students, including retention and time-to-degree.

The University launched a 15-to-Finish campaign to encourage students to register for 15 credit hours per semester in order to graduate in four years.

The University is expanding summer course offerings in summer 2018 to provide additional opportunities for students to stay on track to graduate in a timely manner.

The colleges and departments reviewed courses with high D/F/W rates (D grade, Failure grade, and Withdraw grade) as barriers to completion and identified ways to address the disparities.

OUTCOME: Percent Gap for First-Year Retention Rate Between Minority Students and Majority Students

NOVEMBER 2019

The raw percentage gap for first-to-second year retention between underrepresented minority students and majority students decreased by 2.5% from fall 2018 to fall 2019 for the 2018 cohort (12% in fall 2019 for the 2018 cohort compared to 14.5% in fall 2018 for the 2017 cohort).

The fall 2018 to fall 2019 retention rate for underrepresented minority students (2018 cohort) was 66.9%, compared to the 78.9% retention rate for majority students.

In fall 2019, the University-wide retention committee and college-level retention committees were established in each academic college to examine data on retention for all students, including underrepresented minority students, and to develop and implement action plans to improve overall student retention rates and to close the retention gap for underrepresented minority students. For example, examination of drop-fail-withdraw (DFW) rates showed higher failure rate for underrepresented minority students who enroll in a gateway STEM course in spring terms.

Students participated in the sixth cohort of the 2019 early-arrival Multicultural Emerging Scholars Program (MESP) summer bridge program that includes an early-arrival program and living learning community. During the last five years, data show that participation in this program contributes to a significant increase in retention, six-year graduation rate and higher grade point average over pair comparisons of first-year students who do not participate in this program.

The Office of Multicultural Student Success established the M.O.R.E. (Multicultural Orientation and Resources for Excellence) program to provide co-curricular learning opportunities that are designed to contribute to student success for underrepresented minority students; and also established the M.O.R.E. Institute which is an early-arrival program for first year underrepresented minority students and their parents/guardians. Last year, the Division of Student Affairs implemented the M.O.R.E. Monday program designed to engage underrepresented minority students in co-curricular learning opportunities that contribute to student success. The average GPA for spring 2019 M.O.R.E. on Monday participants (9) is 2.74 and 89% of these students returned for fall 2019 semester.

During the 2018-19 academic year, the average cumulative GPA for Primos mentees (15 first-year Latino students) was 2.77 and more than 86% returned for fall 2019 semester. During the 2018-19 academic year, the average cumulative GPA for Primos mentors (15) was 3.25 and 100% returned for fall 2019 semester or graduated.

UToledo is participating in a statewide initiative called the Ohio Strong Start to Finish initiative that is designed to strengthen student success and address attainment gaps for underserved students.

UToledo received a \$250,000 grant from the Association of Public and Land-grant Universities (APLU) to enhance the experience of historically underrepresented minority students in STEM majors. The first interventions for underrepresented minority students in the Student Experience Project is being piloted during the 2019-20 academic year.

The College of Engineering established a new program to recruit and retain underrepresented minority students and lower income students. The GEARSET — Greater Equity, Access and Readiness for Success in Engineering — program recently received a five-year grant of nearly \$1 million from the National Science Foundation (beginning January 2020) to support scholarships for approximately 40 students, and to develop advising and other programming for an estimated 150 additional students.”

MAY 2019

The raw percentage gap for first-to-second year retention between underrepresented minority students and majority students decreased by 5.44% from fall 2016 to fall 2017 for the 2017 cohort (14.3% in 2017, compared to 19.74% in 2016). We will not have first-to-second year retention data for the fall 2018 cohort until September 2019.

Thirty first-year students participated in the fifth cohort of the 2018 Multicultural Emerging Scholars (MESP) summer bridge program, which includes an early-arrival program and living learning community. The fall 2018 to spring 2019 retention rate for students who participated in the summer 2019 Multicultural Emerging Scholars (MESP) summer bridge program had a fall 2018 to spring 2019 retention rate of 90%, compared to the overall entering students' (fall 2018 cohort) fall-to-spring retention rate of 90.5%.

The Office of Multicultural Student Success established the Multicultural Orientation and Resources for Excellence (M.O.R.E.) program to provide co-curricular learning opportunities designed to contribute to student success for underrepresented minority students; and also established the M.O.R.E. Institute, which is an early-arrival program for first-year, underrepresented minority students and their parents/guardians. Last year, the Division of Student Affairs implemented the M.O.R.E. Monday program designed to engage underrepresented minority students in co-curricular learning opportunities that contribute to student success.

The Division of Student Affairs continues to implement mentoring programs for underrepresented minority students, including Teaching and Aspiring Women Leaders (TAWL), Brothers on the Rise and the Primos program. There was a 100% retention rate from fall 2018 to spring 2019 among the 16 students who participated in the TAWL program during the 2018-19 academic year; a 93% retention rate from fall 2018 to spring 2019 among the 15 students who served as Primos mentors during the 2018-19 academic year; and a 93% retention rate from fall 2018 to spring 2019 among the 15 first-year Latino students who participated as mentees in the Primos program.

During the 2018-19 academic year, the Office of Diversity and Inclusion established a pilot retention initiative for underrepresented minority students in the Colleges of Engineering, Arts and Letters, and the Judith Herb College of Education. Student success teams were established in each of the three colleges and are closely monitoring student progress. Initial data on student performance for this pilot initiative is under review.

UToledo is participating in the statewide Ohio Strong Start to Finish initiative designed to strengthen student success and address attainment gaps for underrepresented students.

UToledo received a \$250,000 grant from the the Association of Public and Land-grant Universities (APLU) to enhance the experience of historically underrepresented minority students in STEM majors through the Student Experience Project. With this project, we will develop and test interventions that improve outcomes by addressing students' experiences. The first round of institutional data collection occurred in spring 2019, with the first interventions to be tested in fall 2019.

Among this year's cohort of Faculty Fellows in the Office of the Provost, a Fellow was appointed to work with the Office of Diversity and Inclusion to identify best practices related to retention and completion among underrepresented minority students.

The College of Engineering is recruiting students into its new GEARSET program, which stands for Greater Equity, Access and Readiness for Success in Engineering Technology. The goal is to increase recruitment and retention of students from the Toledo metropolitan area, as well as improve transfer rates and success of students who are pursuing engineering from University College. Students will participate in the Multicultural Emerging Scholars (MESP) summer bridge program in summer 2019 and participate in a learning community in fall 2019.

The College of Law held its first Launch into Law diversity recruitment program in January 2019, with 11 participants, nine of whom self-identified as members of minority groups and 10 of whom self-identified as female. Two of the students have been accepted to the College of Law and a third student is on the waitlist. Participants demonstrated an average improvement of 4.6 points on practice LSATs conducted on days one and four, with LSAT training provided during the session. Planning for the second program in January 2020 is underway.

NOVEMBER 2018

The raw percentage gap for first-year retention between underrepresented minority students and majority students decreased by 5.44% for the 2017 cohort. The retention gap for the 2017 cohort was 14.3%, compared to 19.74% for the 2016 cohort.

Thirty first-year students participated in the fifth cohort of the 2018 early-arrival Multicultural Emerging Scholars (MESP) summer bridge program, which includes an early-arrival program and living-learning community. Students who participated in MESP were provided support through peer student mentoring, which continued during the fall 2018 semester.

The Office of Multicultural Student Success established the Multicultural Orientation and Resources for Excellence (M.O.R.E.) program to provide co-curricular learning opportunities designed to contribute to student success for underrepresented minority students. It also established the M.O.R.E. Institute, which is an early-arrival program for first-year, underrepresented minority students and their parents/guardians. M.O.R.E. Institute participants (87) had higher grade-point averages (2.3 average GPA) and earned more credit hours (11 credit hours) than students with similar preparation. In addition, 94% of the students who participated in the M.O.R.E. Institute were retained from fall 2017 to spring 2018. Last year, the Division of Student Affairs implemented the M.O.R.E. Monday program designed to engage underrepresented minority students in co-curricular learning opportunities that contribute to student success. The 29 students who participated in the M.O.R.E. Monday program had an average GPA of 2.55 in spring 2018 and more than 89% of these students returned in fall of 2018.

The Office of Residence Life hosted a resource fair for high-risk, underrepresented minority students living in temporary housing.

The Division of Student Affairs continues to implement mentoring programs for underrepresented minority students, including Teaching and Aspiring Women Leaders (TAWL), Brothers on the Rise and the Primos program. There was an

89% retention rate in fall 2018 among the 17 students who participated in the TAWL program during the 2017-18 academic year and a 75% retention rate in fall 2018 among the 11 first-year Latino students who participated in the Primos mentoring program during the 2017-18 academic year.

This year, the Office of Diversity and Inclusion established a pilot retention initiative for underrepresented minority students in the colleges of Engineering, Arts and Letters, as well as the Judith Herb College of Education.

A diversity and inclusion presentation was made at each of the fall 2018 student orientation sessions by members of the Office of Multicultural Student Success team.

UToledo is participating in the statewide Strong Start to Finish initiative designed to strengthen student success and address attainment gaps for underserved students.

The University is participating in a national program of the Association of Public and Land-Grant Universities (APLU) called the Student Experience Project, which is designed to improve success among underrepresented minority students in STEM programs.

Among this year's cohort of Faculty Fellows in the Office of the Provost, two Fellows were appointed to work with the Office of Diversity and Inclusion to identify best practices related to retention and completion among underrepresented minority students for implementation at UToledo.

MAY 2018

An ad hoc committee of the Student Success Task Force was established and recommendations were submitted to the Office of the Provost and the Office of Diversity and Inclusion in May 2018 for the implementation of initiatives to improve student retention rates among underrepresented minority students and to propose additional strategies to address the retention gap between minority and majority students at UToledo. Recommendations from the task force and the ad hoc committee will be implemented in fall semester 2018.

A Retention Solutions Team was created by the Division of Student Affairs with representation from the Office of the Provost, Office of New Student Orientation Programs, Office of Residence Life, Office of Financial Aid and Center for Success Coaching.

Thirty first-year students participated this year (2017-18) in the fourth cohort of the Multicultural Emerging Scholars Program (MESP), which includes a summer bridge program and living learning community for underrepresented minority students making the transition from high school to college. Students who participated in the MESP in 2017 received higher GPAs than the general student population with a similar profile in fall 2017.

The Office of Multicultural Student Success collaborated with the Office of Diversity and Inclusion to create the Multicultural Orientation and Resources for Excellence (M.O.R.E.) program to provide co-curricular learning opportunities that contribute to student success among underrepresented minority students. In fall 2017, the Division of Student Affairs launched the M.O.R.E. Monday program to create co-curricular learning opportunities that contribute to student success among underrepresented minority students. The Division of Student Affairs established the M.O.R.E. Institute; an early arrival program for first-year students from multicultural backgrounds and their parents/guardians.

The Division of Student Affairs continues to implement mentoring programs for underrepresented minority students, including Teaching and Aspiring Women Leaders (TAWL); Brothers on the Rise; and the Primos program.

OCTOBER 2017

Vice President for Diversity and Inclusion co-chairs the Student Success Task Force with Interim Vice Provost for Student Success.

Office of Diversity and Inclusion collaborated with Office of Multicultural Student Success to create the Multicultural Orientation and Resources for Excellence (M.O.R.E.) program. In September 2017, the Division of Student Affairs launched M.O.R.E. Mondays, an initiative designed to create co-curricular learning opportunities in support of student success.

Vice President for Diversity and Inclusion serves as co-director of the third cohort of students in the Multicultural Emerging Scholars Program.

Vice President for Diversity and Inclusion serves as president of Brothers on the Rise mentoring program for African-American and Latino males.

OUTCOME: Percent Gap for Six-Year Graduation Rate Between Minority Students and Majority Students

NOVEMBER 2019

The percent gap for the six-year graduation rate between underrepresented minority students and majority students is 29.5% for the 2013 cohort. The six-year graduation rate for the 2013 cohort of underrepresented minority students is 29.4%; compared to the six-year graduation rate for the 2013 cohort of majority students which is 58.9%. This represents a 3.7% decrease in the gap from the 2012 cohort, which was 33.2%.

Students participated in the sixth cohort of the 2019 early-arrival Multicultural Emerging Scholars Program (MESP) summer bridge program, which includes an early-arrival program and living learning community. Seven students from the first cohort (summer 2015) of the MESP program graduated within four years in spring 2019.

The Office of Multicultural Student Success established the Multicultural Orientation and Resources for Excellence (M.O.R.E.) to provide co-curricular learning opportunities that are designed to contribute to student success for underrepresented minority students; and also established the M.O.R.E. Institute, which is an early-arrival program for first year underrepresented minority students and their parents/guardians. Last year, the Division of Student Affairs implemented the M.O.R.E. Monday program designed to engage underrepresented minority students in co-curricular learning opportunities that contribute to student success. The average GPA for spring 2019 M.O.R.E. on Monday participants (9) is 2.74 and 89% of these students returned for fall 2019 semester.

During the 2018-19 academic year, the average cumulative GPA for Primos mentees (15 first-year Latino students) was 2.77 and more than 86% returned for fall 2019 semester. During the 2018-19 academic year, the average cumulative GPA for Primos mentors (15) was 3.25 and 100% returned for fall 2019 semester or graduated.

UToledo is participating in the statewide Ohio Strong Start to Finish initiative that is designed to strengthen student success and address attainment gaps for underserved students.

UToledo received a \$250,000 grant from the Association of Public and Land-grant Universities (APLU) to enhance the experience of historically underrepresented minority students in STEM majors. The first interventions for underrepresented minority students in the Student Experience Project is being piloted during the 2019-20 academic year.

Through our participation in the Association of Public and Land-grant Universities (APLU) Powered by Publics initiative, the University has established working groups to identify and reduce financial barriers to college success, areas which have been identified as critical to improving college completion rates. This effort has resulted in the development of a Rocket Aid financial emergency intervention program to identify and intervene quickly when student financial challenges threaten to derail a student's enrollment.

Efforts to revise the First Year Experience course and the continued revision of the Summer Scholars program are focused on ways to promote wholistic well-being for UToledo students. In fall 2019, we created a First Year Experience Coordinating Committee charged with enhancing the first year experience and coordinating and expanding these efforts in order to provide wholistic support for students during the critical first year.

MAY 2019

As of June 4, 2019, the six-year graduation rate for the 2013 cohort of underrepresented minority students is 28.8% (projected to be 29.4% by the end of summer 2019), compared to the six-year graduation rate for the 2013 cohort of majority students, which is 58.4% (projected to be 58.9% by the end of summer 2019). The six-year graduation rate for underrepresented minority students in the 2012 cohort was 23.8%, compared to the six-year graduation rate for majority students in the 2012 cohort, which was 57%. The 2013 cohort graduation rates are preliminary at this time, as we continue to enter spring 2019 graduation information into Banner and as additional students graduate following the summer session of 2019. Note that in fall 2018, we revised the metrics we use to assess the performance gap between underrepresented minority students and majority students in first-year retention and six-year graduation rates. We are now using the raw percentage gaps. Based on the revised metrics, the target goal is to reduce the size of the six-year graduation gap by 50% by 2022. To achieve our target 2022 goal, our goal is to reduce the six-year graduation gap by 2.64% per year through 2022. We are on track to exceed the benchmark for the 2013 cohort, which was established as a 25.7% graduation rate for underrepresented minority students.

Thirty first-year students participated in the fifth cohort of the 2018 early-arrival Multicultural Emerging Scholars (MESP) summer bridge program, which includes an early-arrival program and living-learning community. Seven students from the first cohort (summer 2015) of the MESP program graduated within four years in spring 2019.

NOVEMBER 2018

The raw percentage gap for the six-year graduation rate between underrepresented minority students and majority students decreased by 3.03% in 2018 for the 2012 cohort. The six-year graduation rate gap for the 2012 cohort was 32.26%, compared to 35.29% for the 2011 cohort.

This year, the Office of Diversity and Inclusion established a pilot retention initiative for underrepresented minority students in the colleges of Engineering, Arts and Letters and Judith Herb College of Education.

A diversity and inclusion presentation was made at each of the fall 2018 student orientation sessions by members of the Office of Multicultural Student Success team.

Among this year's cohort of Faculty Fellows in the Office of the Provost, a Fellow was appointed to work with the Office of Diversity and Inclusion to identify best practices related to retention and completion among underrepresented minority students for implementation at UToledo.

UToledo is participating the statewide Ohio Strong Start to Finish initiative, which is designed to strengthen student success and address attainment gaps for underserved students.

The University is participating in a national programs of the Association of Public and Land-Grant Universities (APLU) called the Student Experience Project designed to improve success among underrepresented minority students in STEM programs.

MAY 2018

An ad hoc committee of the Student Success Task Force was established and recommendations were submitted to the Office of the Provost and the Office of Diversity and Inclusion in May 2018 for the implementation of initiatives to improve graduation rates among underrepresented minority students.

The Office of Multicultural Student Success collaborated with the Office of Diversity and Inclusion to create the Multicultural Orientation and Resources for Excellence (M.O.R.E.) program to provide co-curricular learning opportunities that contribute to student success among underrepresented minority students. In the fall of 2017, the Division of Student Affairs launched the M.O.R.E. Monday program to create co-curricular learning opportunities that contribute to student success among underrepresented minority students. The Division of Student Affairs established the M.O.R.E. Institute, an early arrival program for first-year students from multicultural backgrounds and their parents/guardians.

The Division of Student Affairs continues to implement mentoring programs for underrepresented minority students, including Teaching and Aspiring Women Leaders (TAWL), Brothers on the Rise and Primos.

OCTOBER 2017

Vice President for Diversity and Inclusion co-chairs Student Success Task Force with Interim Vice Provost for Student Success.

Office of Diversity and Inclusion collaborated with Office of Multicultural Student Success to create the Multicultural Orientation and Resources for Excellence (M.O.R.E.) program. In September 2017, the Division of Student Affairs launched M.O.R.E. Mondays, an initiative designed to create co-curricular learning opportunities in support of student success.

Vice President for Diversity and Inclusion serves as co-director of third cohort of students in the Multicultural Emerging Scholars Program (MESP).

Vice President for Diversity and Inclusion serves as president of Brothers on the Rise mentoring program for African-American and Latino males.

OUTCOME: Student Support As Measured by the National Survey of Student Engagement Score "Support for Overall Well-Being"

NOVEMBER 2019

UToledo administers the National Survey of Student Engagement (NSSE) in alternate years, with the most recent NSSE survey administered in spring 2019. The results of the spring 2019 survey are that UToledo freshmen rated "Support for overall well-being" at 2.8 out of 4.0. This is the same as the baseline metric in 2016. The goal is to increase this rating to 3.0 out of 4.0 by the target date of 2022.

The Division of Student Affairs implemented the Rocket Care initiative in collaboration with Faculty Senate in fall 2017, and 72% (146) of the 203 students who had a Rocket Care form submitted on their behalf in fall 2018 returned to classes in spring 2019; and 54% (100) of those students returned for classes in fall 2019.

Of the 257 unique students who used the Student Food Pantry in fall 2018, 89% of those students (229) returned for classes in spring 2019; and 70% of those students (179) returned for classes in fall 2019.

Nearly \$387,000 was awarded to 430 undergraduate students from the Rocket Recovery grant program since its inception in August 2017. Retention data is pending.

UToledo launched a Lime Scooters electric scooter sharing program on Main Campus in fall 2018 to provide students with additional modes of environmentally friendly transportation on campus and enjoy campus life. Since that time, users have logged 68,000 miles and 95,000 trips. And the scooters are now available on Health Science Campus.

UToledo launched kayaking on the Ottawa River on campus in fall 2019 to offer a variety of ways for students to enjoy the campus and community. Recreational Services provides kayaks, paddles, life vests and helmets for free with a membership to the Student Recreation Center.

UToledo has been recognized again as a top school for supporting student veterans, climbing 43 spots in Best for Vets ranking as recognized in The Military Times annual survey for 2020. UToledo ranked number 80 out of 134 four-year institutions. The University was ranked 123 out of 208 in 2019.

MAY 2019

The University of Toledo administers the National Survey of Student Engagement (NSSE) in alternate years, with the most recent NSSE survey administered in spring 2019. Results of the spring 2019 survey will be available in summer 2019. The results of the National Survey of Student Engagement from 2017 are being reviewed by the Student Affairs Leadership Team (SALT), with an action plan to address the survey results to be completed in May 2019 and the development of strategies to improve student satisfaction and student success.

The Division of Student Affairs implemented the Rocket Care initiative in collaboration with Faculty Senate in fall 2017, and 55% (180) of the 327 students who had a Rocket Care form submitted on their behalf returned to classes in fall 2018 and 72% of the 203 students who had a Rocket Care form submitted on their behalf were retained from fall 2018 to spring 2019.

Of the 264 students who used the University's Student Food Pantry from July 1, 2018, to December 31, 2018, 87.5% of these students were retained from fall 2018 to spring 2019. The University's Student Food Pantry has provided meals and snacks to more than 2,000 students since it opened on campus in 2016.

In spring 2019, the Division of Student Affairs launched a new Student Food Recovery Network to help reduce food insecurity among UToledo students while reducing food waste at the University. In partnership with the University's Dining Services, leftover food from catering events is delivered to the UToledo Student Food Pantry, as well as food pantries in the Toledo community. Students are able to sign up for Meal Alerts and receive a text message notification when food is available. Frozen foods are made available in the Student Food Pantry.

The Division of Student Affairs has awarded \$325,000 to 365 undergraduate students as part of the Rocket Recovery emergency grant program since it was launched in August 2017. The fall 2017 to fall 2018 retention rate for grant recipients was 74.5%, and the fall 2018 to spring 2019 retention rate was 82.3% for grant recipients. (Note that grant program funding was made available by the Great Lakes Higher Education Corporation and Affiliates.)

UToledo launched a successful Lime Scooters electric scooter-sharing program on Main Campus in fall 2018. The University is among the top-performing universities in the U.S. for Lime scooter adoption, and we had to double the number of scooters on Main Campus to meet the demand. The scooters are now available on the Health Science Campus.

During spring 2019, the University held a Student Appreciation Day on Main Campus with food and entertainment.

NOVEMBER 2018

The University of Toledo administers the National Survey of Student Engagement (NSSE) in alternate years, with the next NSSE survey to be administered in the spring of 2019. The results of the National Survey of Student Engagement from 2016-17 are being reviewed by the Student Affairs Leadership Team (SALT), with an action plan to address survey results and develop strategies to improve student satisfaction and success to be completed by May 2019.

The Division of Student Affairs implemented the Rocket Care initiative in collaboration with the Faculty Senate in fall 2017, and 55% (180) of the 327 students who had a Rocket Care form submitted on their behalf returned to classes in fall 2018.

During the 2017-18 academic year, 60% of students who used the University's Student Food Pantry returned to classes in fall 2018 (525 students used the food pantry in 2017-18 and 315 of these students were retained in fall 2018).

The Division of Student Affairs awarded more than \$168,000 to 190 undergraduate students as part of the Rocket Recovery grant program, and 96% of the students who received emergency funding during the 2017-18 academic year were retained from fall 2017 to spring 2018.

UToledo is among 208 colleges and universities nationwide receiving the Best for Vets in 2019 designation, according to the Military Times' annual survey.

UToledo received the Governor's Distinguished Hispanic Ohioan Award in October 2018 at the 38th Annual Hispanic Ohioans gala event. UToledo was chosen in the category of "Nuestra Familia," or "Our Family," which honors individuals and organizations that encourage the inclusion of Latinos in Ohio and are committed to making the state a welcoming place for everyone.

UT launched a Lime Scooters electric scooter-sharing program on Main Campus in fall 2018 to provide students with additional modes of environmentally friendly transportation on campus and to provide students with an opportunity to enjoy a new experience as part of campus life. During the first two months that the Lime scooters were on campus, more than 5,500 students, faculty and staff logged more than 19,000 miles; the scooters were used for 32,000 trips, with the average trip on campus being 0.42 miles. UToledo is among the top-performing universities in the U.S. for Lime scooter adoption.

MAY 2018

The results of the National Survey of Student Engagement from 2016-17 are being reviewed by the Student Affairs Leadership Team in the Division of Student Affairs to determine actions that might be taken to improve student satisfaction and student success. The National Survey of Student Engagement is administered in alternate years and will next be administered in February-March 2019.

OCTOBER 2017

Results of National Survey on Student Engagement (NSSE) data to be shared in spring 2018, which will lead to action items to address survey results. The next NSSE survey will be conducted in spring 2019.

The next Campus Climate Survey will be conducted in April 2018.

Provost, interim vice president for student affairs and chair of Faculty Senate are actively promoting Rocket Care portal to faculty and staff as a preventive tool to identify students in need of assistance (academic or other).

Provost and interim vice president for student affairs are actively promoting the Student Food Pantry as a resource on campus to address food insecurity among our students.

Division of Student Affairs has secured a grant to provide \$200,000 in emergency grant funding (maximum \$1,000 per grant) to students in need during the 2017-18 academic year.

OUTCOME: Reduction In Number of Undergraduate Degree Programs That are More Than 120 Credit Hours

NOVEMBER 2019

During the last three years, the Office of the Provost has worked closely with academic programs to reduce the number of undergraduate degree programs that require more than 120 credit hours to graduate. Degree requirements for a substantial number of undergraduate degree programs have been reduced to 120 credit hours, while not jeopardizing accreditation requirements in order to improve time to degree for undergraduate students.

Eight three of the University's 102 undergraduate degree programs have the ability to reduce to 120 credit hours. Nineteen programs in Education and Engineering are unable to reduce due to accreditation and/or licensure requirements, etc.

As of October 2019, there are 52 undergraduate degree programs that have been approved at 120 credit hours. Note that the baseline metric for this outcome was established in 2016 when the University had four programs at 120 credit hours to graduate. Within three years the University has exceeded the target metric of having 50% of academic programs at 120 credit hours to graduate — we currently have 62.65% of eligible undergraduate degree programs that require 120 credit hours to graduate (52 out of 83 eligible programs).

The Office of the Provost is working to identify and work with other eligible programs to submit modifications during the 2019-20 academic year.

MAY 2019

The Office of the Provost has worked closely with academic programs to reduce the number of undergraduate degree programs requiring more than 120 credit hours to graduate while not jeopardizing accreditation requirements in order to improve time-to-degree for undergraduate students.

As of spring 2019, 54 undergraduate degree programs have been approved at 120 credit hours and an additional academic program is in the approval process. As of spring 2019, 53% of the University's 102 academic programs now require 120 credit hours to graduate, and the Office of the Provost is working with the colleges to identify additional programs to submit for reduction during the 2019-20 academic year.

Note that the baseline metric for this outcome was established in 2016 as the University having four programs at 120 credit hours to graduate; within three years, the University has exceeded the target metric of having 50% of academic programs at 120 credit hours to graduate.

NOVEMBER 2018

The Office of the Provost is working closely with academic programs to reduce the number of undergraduate degree programs that require more than 120 credit hours to graduate while not jeopardizing accreditation requirements to improve time-to-degree for undergraduate students.

As of fall 2018, 43 undergraduate degree programs have been approved at 120 credit hours, and an additional seven academic programs are in the approval process, which will bring the total to 50 academic programs by the end of fall 2018. This constitutes 49% of the University's academic programs now requiring 120 credit hours to graduate. The Office of the Provost is working with the colleges to identify additional programs to submit for reduction during the 2018-19 academic year.

MAY 2018

The Office of the Provost worked closely with the colleges, academic departments and Faculty Senate to reduce the number of undergraduate degree programs that require more than 120 credit hours to complete the degree. In 2016, only four programs met the goal of 120 credit hours for completion and by May 2018, an additional 46 programs have been revised to now require 120 credit hours to complete the degree. (Note that 42 of these 46 program revisions were approved by the Faculty Senate in 2017-18, and four of these program revisions have completed their departmental-level reviews, with college reviews and Faculty Senate approval to take place in fall 2018.)

OCTOBER 2017

A review of credit hour requirements for all degree programs was undertaken and the number of general electives in each program was identified. Program modifications are underway, and departments and colleges continue to evaluate which programs can move to 120 credit hours this year. To date, 25 program modifications are near completion.

GOAL 2: IMPROVE GRADUATE AND PROFESSIONAL STUDENT SUCCESS THROUGH TIMELY DEGREE COMPLETION.

OUTCOME: Two-Year Graduation Rate of Full-Time Master's Degree Students

NOVEMBER 2019

Ongoing.

MAY 2019

New professional development initiatives are being implemented for graduate students and faculty to support mentoring, scholarship, writing and research.

The College of Graduate Studies is supporting student advising practices and allocating graduate student funds to support a two-year graduation rate for full-time master's students.

In an effort to increase access and time-to-degree, the College of Graduate Studies is working, in collaboration with UToledo Online, to develop opportunities to expand and promote online graduate course offerings.

Among this year's cohort of Faculty Fellows in the Office of the Provost, two Fellows were appointed to work with the College of Graduate Studies: (i) a Fellow to identify potential funding sources and develop external grants to increase support for graduate education; and (ii) a Fellow to assist the College of Graduate Studies in efforts to expand and develop interdisciplinary graduate curricula.

NOVEMBER 2018

New professional development initiatives are being implemented for graduate students and faculty to support mentoring, scholarship, writing and research.

The College of Graduate Studies is supporting student advising practices and allocating graduate student funds to support a two-year graduation rate for full-time master's students.

In an effort to increase access and time to degree, the College of Graduate Studies is working, in collaboration with UToledo Online, to develop opportunities to expand and promote online graduate course offerings.

Among this year's cohort of Faculty Fellows in the Office of the Provost, two were appointed to work with the College of Graduate Studies: (i) a Fellow to identify potential funding sources and develop external grants to increase support for graduate education; and (ii) a Fellow to assist the College of Graduate Studies in efforts to expand and develop interdisciplinary graduate curriculum.

MAY 2018

The College of Graduate Studies is in the process of identifying and implementing student success analytics software to facilitate tracking of graduate student progress toward the degree.

The College of Graduate Studies is reviewing alternative formats for graduate programs that are responsive to students' needs (e.g., summer only, evening classes, undergraduate/graduate dual-enrollment programs, online and/or blended degree programs, etc.) to improve the two-year graduation rate of full-time master's degree students.

The College of Graduate Studies is in the process of developing — and requiring — professional development for graduate faculty in the areas of graduate student mentoring and diversity and inclusion.

OCTOBER 2017

Dean of the College of Graduate Studies is working with Graduate Council Executive Committee to decrease number of "incomplete" and "progress" grades to students (IN/PR) to reduce time to degree.

The Dean of the College of Graduate Studies is working with a subcommittee of deans to identify best practices for retention and completion rates of graduate and professional students (to be completed by Feb. 1, 2018).

OUTCOME: Graduate and Professional Students' Entrance Exam Scores

NOVEMBER 2019

The median LSAT for students entering the College of Law in 2019 was 152, up from the 150.7 baseline established in 2016.

For the 2019 entering class in the College of Medicine and Life Sciences, the average total MCAT scores was 509 (80th percentile), which is a one point increase from the baseline in 2016. The new class of medical students had an average MCAT score that places it in the top 20% nationally.

MAY 2019

The current LSAT medium for students entering the College of Law is 152, an increase from the 150.7 baseline established in 2016.

For the 2018 entering class in the College of Medicine and Life Sciences, the middle 50% of MCAT scores was 506-511, unchanged from last year, corresponding to the national percentile range of 71st to 85th percentile.

NOVEMBER 2018

The current LSAT medium for students entering the College of Law is 152, increased from the 150.7 baseline established in 2016.

For the 2018 entering class in the College of Medicine and Life Sciences, the middle 50% of MCAT scores was 506-511, unchanged from last year, corresponding to the national percentile range of 71st - 85th percentile.

MAY 2018

The current LSAT medium for students entering the College of Law is 152, up from the 150.7 baseline established in 2016.

For the 2017 entering class in the College of Medicine and Life Sciences, the median of MCAT scores was 506-511, corresponding to the national percentile range of the 71st to 85th percentile.

OCTOBER 2017

The College of Law has improved students' entering credentials over the past two years, with the median LSAT increasing from 151 in 2015 to 152 in 2017. In addition, the 25th percentile improved from 147 in 2015 to 150 in 2017; and the median undergraduate GPA increased from 3.27 in 2015 to 3.41 in 2017.

OUTCOME: Licensure and Board Pass Rates

NOVEMBER 2019

College of Law graduates achieved an 89% pass rate for first-time takers on the summer 2019 Ohio Bar exam, seven percentage points above the state average of 82% and tied for third among the state's nine law schools (behind only Ohio Northern and Case Western). This is the highest first-time pass rate for UToledo College of Law graduates on the summer Ohio bar exam in ten years since 2009 when it was 89%. The pass rate rose by five percentage points from 2018, when it was 84%.

The College of Nursing pass rate for BSN students in 2018 was a mean of 89.14% on the National Council of Licensure Examination (NCLEX); the national average was 88%. College of Nursing pass rate for 2018 was 92.5.

Based on 2019 data, the College of Medicine and Life Sciences had a pass rate of 98% on the United States Medical Licensing Examination (USMLE)/Step 1 for the class of 2021 with the average increasing to 228 for the class of 2021 (national average is 231), compared to 227 for the class of 2020.

The College of Medicine and Life Sciences had a pass rate of 96% on the USMLE/Step 2, compared to the national average of 95%.

The College of Medicine and Life Sciences has continued to make adjustments in each of the foundational science courses and threads based on feedback from faculty and students. New curricular components have seen growth in the majority of cases with each new iteration since 2017 and positive student satisfaction is recorded in most cases.

MAY 2019

College of Law graduates achieved an 84% first-time pass rate on the July 2018 Ohio Bar exam, an increase of 10% compared to last year in July 2017 (74% first-time pass rate). This is five percentage points higher than the state average in Ohio for first-time takers in July 2018 at 79% and third among the state's nine law schools (behind only Cleveland State and Ohio State).

The College of Law has implemented a number of initiatives during the last several years to improve graduate bar success, including aligning the college's curriculum with bar-tested subjects, developing a new first-year support program, expanding the college's third-year bar preparation course, and implementing a legal analysis course and academic success contracts. The college also established the position of Director of Academic Success and Bar Preparation, with the director providing oversight of the bar passage program designed to prepare both third-year students and graduates for the bar exam. Through post-graduation mentoring, every UToledo College of Law graduate is paired with a faculty member to provide support during bar exam study.

The 2018 North American Pharmacist Licensure Examination (NAPLEX) passage rate was 96.781 for students in the College of Pharmacy and Pharmaceutical Sciences, with a national average of first-time takers pass rate on NAPLEX of 88.48%.

Based on 2017-18 data, the College of Medicine and Life Sciences had a pass rate of 97% on the United States Medical Licensing Examination (USMLE)/Step 1, compared to the national pass rate of 96%; and the college had a mean score of 230, which is higher than the national mean score of 229.

The College of Medicine and Life Sciences had a pass rate of 96% on the USMLE/Step 2, compared to the national pass rate of 97%; and the college had a mean score of 244, which is higher than the national mean score of 243.

The College of Medicine and Life Sciences had a pass rate of 98% on the USMLE/Step 3, compared to the national pass rate of 98%. (Note that mean scores were not provided.)

The College of Medicine and Life Sciences has implemented a number of initiatives to improve learning outcomes and enhance board pass rates for medical students, including revising the curriculum and integrating foundational and clinical science into the clinical clerkship. Planning also is underway for exam preparation courses for USMLE/Step 1 and Step 2 courses to be offered in the summer of 2019.

In addition, the College of Medicine and Life Sciences has revised all of its foundational science courses and threads based on faculty and student feedback, with improved student satisfaction noted at all levels. All threads of the new foundational science curriculum includes NBME examination, providing additional exposure to USMLE style questions and positive impact on Step 1 and 2 performance anticipated with the curriculum change.

The College of Medicine and Life Sciences also has provided M3 with USMLE Clinical Knowledge and Clinical Skills preparatory material and skills assessment, respectively. The college also developed a board review course for the new M2 curriculum.

NOVEMBER 2018

College of Law graduates achieved an 84%, first-time pass rate on the July 2018 Ohio Bar exam results, an increase of 10% from July 2017 (74% first-time pass rate in July 2017), above the state average in Ohio this year at 79%.

The College of Law has implemented a number of initiatives during the last several years to improve graduates' bar exam success, including aligning the college's curriculum with bar-tested subjects, developing a new first-year support program, expanding the college's third-year bar preparation course and implementing a legal analysis course and academic success contracts. The college also established the position of Director of Academic Success and Bar Preparation, with the director providing oversight of the Bar Passage program designed to prepare both third-year students and graduates for the bar exam. Through post-graduation mentoring, every UToledo College of Law graduate is paired with a faculty member to provide support during bar exam study.

The College of Medicine and Life Sciences had a pass rate of 97% on the United States Medical Licensing Examination (USMLE)/Step 1, compared to the national pass rate of 96%, and the college had a mean score of 230, above the national mean score of 229.

The College of Medicine and Life Sciences had a pass rate of 96% on the USMLE/Step 2, compared to the national pass rate of 97%, and the college had a mean score of 244, above the national mean score of 243.

The College of Medicine and Life Sciences had a pass rate of 98% on the USMLE/Step 3, compared to the national pass rate of 98%. (Note that mean scores were not provided.)

The College of Medicine and Life Sciences has implemented a number of initiatives to improve learning outcomes and enhance board pass rates for medical students, including revising the curriculum and integrating foundational and clinical science into the clinical clerkship (August 2017). Planning is underway for exam preparation courses for USMLE Step 1 and Step 2 courses to be offered in the summer of 2019.

During the last four years (2014-2017), the College of Pharmacy and Pharmaceutical Sciences has had a higher than national average pass rate by first-time takers on the North American Pharmacist Licensure Examination (NAPLEX) and seeks to maintain this position. UToledo's first-time takers' pass rate on NAPLEX was 90.59% in 2017, compared to the national average of 87.95%.

MAY 2018

The College of Law has implemented a number of initiatives during the last several years to improve graduate bar success, and graduates achieved a 78% first-time pass rate in February 2018 Ohio Bar exam results, which ranked second in the state of Ohio, compared to 54% and 7th in the state last year.

The College of Medicine and Life Sciences has revised its curriculum and integrated foundational and clinical science into the clinical clerkship (August 2017) to improve student learning outcomes and enhance board pass rates for medical students.

During the last four years (2014-17), the College of Pharmacy and Pharmaceutical Sciences has a higher than national average pass rate by first-time takers on the North American Pharmacist Licensure Examination (NAPLEX) and seeks to maintain this position. UToledo's first-time takers pass rate on NAPLEX was 90.59% in 2017, compared to the national average of 87.95%.

OCTOBER 2017

The College of Medicine and Life Sciences has reorganized its curriculum to improve learning outcomes (August 2017), integrated foundational and clinical science in the clinical clerkship (August 2017), and developed new courses to enhance clinical teaching (to be implemented in July 2018).

Over the last three years (2014-2016), the College of Pharmacy and Pharmaceutical Sciences has a higher than national average pass rate by first-time takers on the North American Pharmacist Licensure Examination (NAPLEX) and seeks to

maintain this position. UToledo's first-time takers pass rate on NAPLEX was 91.01% in 2016, compared to the national average of 85.86%.

The College of Law increased the first-time pass rate by 11% this year and the college has taken multiple steps over the last two years to improve graduate bar success; including creating the position of Director of Academic Success and Bar Preparation, creating an academic support program, adding a new bar preparation course for third-year law students, and creating a faculty bar mentoring program. This year the College will enter into a contract with BarBri to provide comprehensive bar services with the goal of increasing bar exam success among our students.

OUTCOME: Percent of Graduating Medical Residents Who Enter Practice In Northwest Ohio

NOVEMBER 2019

The Office of Graduate Medical Education established a GME resident physician recruiter to provide outreach to medical schools on behalf of the University's residency program to recruit a diverse group of residents to the region.

A goal was established to increase UToledo student match into the UToledo Graduate Medical Education programs and 20 UToledo students were retained in 2018 (28% rolling average over last two years; target was 20%).

Development of new residency/fellowship programs is underway.

Established the goal of improving the clinical experience for third and fourth year medical students; and a reorganization of the third year clerkships is underway.

Plans are being developed to increase the number of practitioner recruitment events during their residency period.

The College of Medicine and Life Sciences is evaluating an incentive plan to retain UToledo residents on faculty, including evaluating a resident incentive for joining family medicine faculty.

MAY 2019

The Office of Graduate Medical Education established a GME resident physician recruiter to provide outreach to medical schools on behalf of the University's residency program to recruit a diverse group of residents.

A goal was established to increase UToledo student match into UToledo graduate medical education programs, and 20 UToledo students were retained in 2018.

A reorganization of the third-year clerkships is underway.

Plans are being developed to increase the number of practitioner recruitment events during their residency period.

The College of Medicine and Life Sciences is evaluating an incentive plan to retain UToledo residents as family medicine faculty.

NOVEMBER 2018

The Office of Graduate Medical Education established a GME resident physician recruiter to provide outreach to medical schools on behalf of the University's residency program to recruit a diverse group of residents to the region.

Goal is to increase the number of UToledo students who match into UToledo Graduate Medical Education programs; and 20 UToledo students retained in 2018.

A reorganization of the third-year clerkships is underway.

Plans are being developed to increase the number of practitioner recruitment events during their residency periods.

The College of Medicine and Life Sciences is currently evaluating an incentive plan to retain UToledo residents as family medicine faculty.

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A goal was established to increase UToledo student match into UToledo Graduate Medical Education programs, and 20 UToledo students were retained in 2018.

A reorganization of the third-year clerkships is underway.

Plans are being developed to increase the number of practitioner recruitment events during their residency period.

OCTOBER 2017

The Office of Graduate Medical Education has established a GME resident physician recruiter to provide outreach with medical schools on behalf of the University's residency programs. Recruiting candidates from the region into residency and the development of fellowship programs to assist in retaining a high-quality workforce in northwest Ohio are part of the overall focus of this position.

OUTCOME: Number of New Residences or Fellowships Available at ProMedica Toledo Hospital and ProMedica Toledo Children's Hospital

NOVEMBER 2019

A committee was established for yearly review of new residency/fellowship program requests.

An endocrinology fellowship program was established.

An internal medicine primary care track was established for the core residency, beginning in July 2018.

A rheumatology fellowship has been established.

A sports medicine fellowship has been established, with UToledo assuming sponsorship of this program from ProMedica.

A forensic pathology fellowship has been approved.

A new fellowship in hematology/oncology has been approved.

A patient safety fellowship program has been approved, as well as an expansion of psychiatry, ob/gyn, and pediatrics residency programs.

Note that the College of Medicine and Life Sciences has established six additional programs since 2016, with the 2022 target goal to establish eight additional programs.

MAY 2019

A committee was established for yearly review of new residency/fellowship program requests.

An endocrinology fellowship program was established.

An internal medicine primary care track was established for the core residency, beginning in July 2018.

The establishment of an anesthesia critical care fellowship has been approved.

A rheumatology fellowship has been established.

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A new fellowship in hematology/oncology has been approved.

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The establishment of an anesthesia critical care fellowship has been approved.

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OCTOBER 2017

There has been a significant commitment to grow graduate medical education through ProMedica Toledo Hospital and Toledo Children's Hospital and reach the goal of an increase in residency/fellowship programs with the establishment of an endocrinology fellowship, and approval to establish a rheumatology fellowship, internal medicine residency primary track, and anesthesiology critical care fellowship program.

Additionally, the UToledo family medicine residency program was approved to expand and to strengthen primary care training in northwest Ohio.

The Graduate Medical Education Office has established an annual process to evaluate requests for new or expanding residency/fellowship programs in alignment with the strategic initiatives of the Academic Affiliation.

GOAL 3: PREPARE STUDENTS FOR ADVANCED ACADEMIC STUDIES AND CAREER SUCCESS.

OUTCOME: Program-Level Student Learning Outcomes, Assessments And Achievements Aligned to UToledo's Institutional Learning Outcomes as Documented in the Annual Review Process

NOVEMBER 2019

Academic programs are revising their assessment plans to align program student learning outcomes (SLOs) with the new institutional student learning outcomes (ISLOs).

By October 2019, 261 of 309 academic programs and service units (85%) have aligned program level student learning outcomes, assessments and achievements with UToledo's institutional learning outcomes (ISLOs) and 10% of academic programs and service units have started to adjust their plans to the new template, but have not submitted their documents for review. Fourteen (14) programs/units (or 5%) do not have a plan displayed on the website or display the old plan template.

MAY 2019

Academic programs are revising their assessment plans to align program student learning outcomes (SLOs) with the new institutional student learning outcomes (ISLOs).

By fall 2018, 214 of 307 academic and service units (70%) have updated and submitted revised plans to align SLOs with ISLOs and these plans have been reviewed by their University Assessment Committee (UAC) liaison; 26 of 307 academic and service units (8%) have submitted revised plans and are awaiting review by their respective UAC liaison; 31 of 307 academic and service units (10%) are in the process of revising their plans; and 36 of 307 academic and service units (12%) have not yet started to update their plans to the new template.

UToledo is now using a nationally normed instrument to assess student learning outcomes and is participating in the American Association of Colleges & Universities' Valid Assessment of Learning in Undergraduate Education (VALUE) assessment initiative.

A team of seven faculty members was selected in fall 2018 to participate in the institutional assessment of student work related to the critical thinking learning outcome. These faculty will pilot the implementation of the critical thinking VALUE rubric in their courses in spring 2019, with feedback from AAC&U to follow.

NOVEMBER 2018

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UToledo is now using a nationally normed instrument to assess student learning outcomes and is participating in the American Association of American Colleges & Universities' VALUE (Valid Assessment of Learning in Undergraduate Education) assessment initiative.

A team of seven faculty members was selected in fall 2018 to participate in the institutional assessment of student work related to the critical thinking learning outcome, and these faculty will pilot the implementation of the critical thinking VALUE rubric in their courses in the spring of 2019, with feedback from AAC&U to follow.

MAY 2018

All academic programs are revising their assessment plans to align program student learning outcomes (SLOs) with the new Institutional Student Learning Outcomes (ISLOs).

During the 2017-18 academic year, four colleges completed the revisions for their academic programs, and three colleges are close to completing their revisions. The remaining four colleges continue to make progress in the development of their revised student learning outcomes.

The Office of the Provost is working with the University Assessment Committee (UAC) to develop and implement a process for measuring UToledo's institutional-level student learning outcomes, and the decision was made to identify a nationally normed instrument/metric to measure the University's learning outcomes.

UToledo is now participating in the Association of American Colleges & Universities' VALUE (Valid Assessment of Learning in Undergraduate Education) initiative, and two UToledo faculty are being trained as reviewers for the AAC&U VALUE rubric. Samples of students' work will be collected in the fall of 2018 and the first ISLO to be assessed as part of this initiative is critical thinking.

OCTOBER 2017

The Vice Provost for Academic Affairs is working with the Office of Assessment, Accreditation and Program Review and the colleges to identify program-level learning outcomes (2017-18 academic year).

OUTCOME: Percentage of Distance-Learning Courses That are Quality Matters-Certified or Meet Quality Matters Standards

NOVEMBER 2019

UToledo Online continues to increase the percentage of online courses for which a version of the course received official Quality Matter (QM) certification or meets Quality Matters standards (per internal review) with a total of 19.6% of courses now meeting QM certification or QM standards (i.e. meeting QM standards, but not officially certified) as of Oct. 23, 2019.

As of October 2019, UToledo currently has 93 officially Quality Matters certified courses. With this total, UToledo ranks first in Ohio (out of 38 institutions) and 15th in the nation (out of 441) in number of courses officially Quality Matters certified.

Also, this year UToledo had its second program with all required core program courses QM certified: the master of arts in recreation and leisure with a recreation administration emphasis (9 RCRT courses QM certified) with the final course certified in February 2018; and a bachelor of science in health information administration program (15 HIM courses were QM certified) with the final course certified in August 2019.

MAY 2019

As of November 2018, UToledo ranked third for the number of courses (32) receiving QM certification during the 2018 calendar year of the 176 institutions across the nation that have at least one course receive official QM certification.

UToledo's total number of QM-certified courses by May 2019 is 87, with three more courses in various stages of the review process.

UToledo ranks sixteenth in the nation for the number of QM-certified courses, and we have the highest number of QM-certified courses in Ohio.

In May 2019, UToledo presented "QM Implementation and Growth: How UToledo Reached Over 86 QM-Certified Courses" at the annual meeting of the Ohio Quality Matters Consortium.

NOVEMBER 2018

UToledo Online continues to increase the percentage of online courses for which a version of the course received official Quality Matters (QM) certification or meets Quality Matters standards (per internal review), with a total of 18.2% of courses now meeting QM certification or QM standards (i.e., meeting QM standards, but not officially certified.) (Note: 18.2% of QM-certified or meets standards include data through Oct. 11, 2018.)

As of November 2018, UToledo ranked third in the number of courses (32) receiving QM certification during the 2018 calendar year of the 176 institutions across the nation that have at least one course receiving official QM certification.

MAY 2018

The percentage of distance learning courses for which a version of the course received official Quality Matters certification or meets Quality Matters standards (per internal review) increased from 8.5% in 2016 to 14.6% in 2017.

OCTOBER 2017

The Vice Provost for Academic Affairs is working with a subcommittee of the Council of Deans/Provost's Office staff to develop a plan to increase percentage of Quality Matters-certified distance-learning courses (to be completed Feb. 1, 2018).

OUTCOME: Number of Undergraduate-to-Graduate Pipeline Programs**NOVEMBER 2019**

During the 2018-19 academic year, the College of Graduate Studies developed guidelines and procedures for the establishment of undergraduate-to-graduate pipeline programs that are consistent with Higher Learning Commission (HLC) accreditation guidelines and Ohio Department of Higher Education guidelines on credit hour limitations, registration and financial aid considerations; and these guidelines were shared with graduate programs.

As of May 2019, three new undergraduate-to-graduate pipeline programs have been established; including a B.S. in pharmacy-to-M.A. in law, and a B.A.-to-M.A. in sociology, and a B.A.-to-M.A. in criminal justice.

The College of Graduate Studies is currently exploring pipeline programs for cybersecurity.

MAY 2019

Last year, the College of Graduate Studies developed guidelines and procedures for the establishment of undergraduate-to-graduate pipeline programs that are consistent with Higher Learning Commission (HLC) accreditation guidelines and Ohio Department of Higher Education guidelines on credit hour limitations, registration and financial aid considerations. These guidelines were shared with graduate programs.

Three new undergraduate-to-graduate pipeline programs have been established, including a B.S. in pharmacy-to-M.A. in law; a B.A.-to-M.A. in sociology; and a B.A.-to-M.A. in criminal justice.

The College of Graduate Studies continues to review and identify programs with potential to develop pipeline programs.

NOVEMBER 2018

The College of Graduate Studies developed guidelines and procedures for the establishment of undergraduate-to-graduate pipeline programs that are congruent with Higher Learning Commission (HLC) accreditation guidelines and Ohio Department of Higher Education guidelines on credit hour limitations, registration and financial aid considerations. These guidelines were shared with graduate programs.

Two new undergraduate-to-graduate pipeline programs were established, including a B.S. in pharmacy-to-M.A. in law and a B.A.-to-M.A. in sociology. Two additional undergraduate-to-graduate pipeline programs are currently in development, and the College of Graduate Studies continues to review programs with potential to develop pipeline programs.

MAY 2018

The College of Graduate Studies is conducting an inventory of current master's degree programs to identify programs with potential to develop pipelines to related undergraduate majors.

The College of Graduate Studies is developing clear guidelines and procedures for the establishment of undergraduate-to-graduate pipeline programs that are congruent with Higher Learning Commission (HLC) accreditation guidelines and Ohio Department of Higher Education guidelines on credit-hour limitations, registration and financial aid considerations.

OCTOBER 2017

The College of Graduate Studies has developed a template for the development of pipeline programs in collaboration with the Office of the Registrar in order to improve coding and procedures that impact students, such as financial aid (to be completed by July 2018).

The College of Graduate Studies is developing a B.S.P.S./M.S. Law in Regulatory Compliance and a pipeline program for the M.A. in geography.

The College of Medicine and Life Sciences is reviewing data on historical outcomes to determine the feasibility of expanding the UToledo undergraduate to M.D. pathway program to students from other colleges. Meetings are underway with other colleges to explore this option.

A proposal has been submitted to the College of Graduate Studies for a B.S. in pharmaceutical science/M.S. law-regulatory compliance degree pipeline program.

OUTCOME: Undergraduate Participation Rates in Experiential Learning

NOVEMBER 2019

The Center for Experiential Learning and Career Services launched a new Rocket Ready internship program in fall 2019.

Career Services created and filled a new position, Assistant Director of Internships and Employment Development with a major focus on generating new internship opportunities as part of the Rocket Ready internship program.

Career Services submitted an application to participate in a U.S. Department of Education Federal Work-Study experiment that would allow Federal Work-Study funds to be used to pay for internships outside of the University.

According to the spring 2019 First Destination Survey that is distributed to graduating seniors, 81% of participants reported participating in some form of experiential learning while at UToledo.

MAY 2019

Last year, Career Services hired two new career consultants to work with assigned colleges to strengthen existing and develop new internships and placement opportunities for students.

Since its inception 6,960 undergraduate and 385 graduate students have signed up for the Handshake program, which is an online, interactive database that assists students with searches related to internships and employment.

In response to the spring 2018 First Destination Survey, 83% of graduating seniors reported participation in some form of experiential learning during their studies at UToledo.

A new internship program called Rocket Ready will be launched in fall 2019. Rocket Ready assists students with no internship requirements for their programs of study. The Rocket Ready program will help students secure internships or micro-internships in their fields of study.

Approximately 575 residential students are actively engaged in the Division of Student Affairs' living learning communities based on academic and/or professional interests. These communities are established in both University housing and the Honors Academic Village and are focused around academic majors, interest areas and program participation.

The Office of the President and the Office of the Provost appointed a Service Learning (SL) Course Designation Advisory Committee to recommend a plan for developing SL-designated courses to increase the number of service learning courses we offer. In December 2019, Faculty Senate endorsed the SL course designation, and it is anticipated that approved SL-designated courses will be offered in fall 2019. The University Teaching Center is providing workshops on the development of service learning courses to integrate service learning pedagogy into existing courses, or to create new SL-designated courses, with course design based on best practices and national standards for service learning curricula.

NOVEMBER 2018

The Career Services implemented the Career Services' Ambassadors program, which trains student ambassadors to advise fellow students with a focus on preparation of resumes, cover letters, interview tips, job/internship searches and more.

During the early fall 2018 semester (August to October 2018), nine career ambassadors have conducted 253 student consultations. In addition, career ambassadors assist in outreach presentations and employment searches.

The Office of the Provost has established a Service Learning Advisory Committee to develop recommendations on the establishment of a service learning course designation process (SL course designation), with representation from the Office of the Provost, the Division of Student Affairs, the Office of University Engagement and Faculty Senate.

Last year, the Career Services hired two new career consultants to work with assigned colleges to strengthen existing and develop new internships and placement opportunities for students.

To date, 22% of undergraduate students (3,546) have signed up for Handshake, an online, interactive database that assists students with searches related to internships and employment.

In response to the spring 2018 First Destination Survey, 83% of graduating seniors reported participating in some form of experiential learning during their studies at UToledo.

The Office of the President and the Office of the Provost appointed a Service Learning (SL) Course Designation Advisory Committee to recommend a plan for developing designated SL courses and increasing the service-learning courses that we provide our students, and indicating that a course is SL-designated on students' transcripts.

MAY 2018

The Career Services is in the process of developing a Rocket Internship Guarantee program that will be implemented in fall 2018 and includes student internships or other forms of experiential learning based on a student's program of study and may include clinical rotation, field placements, internships, student teaching, research, study abroad, co-ops, service learning, performances and/or exhibitions.

OCTOBER 2017

Career Services hired two new career consultants who will work with assigned colleges to strengthen existing and develop new internships and placement opportunities for students (December 2017).

The annual First Destination Survey was redesigned in spring 2017 so that now students are able to indicate the specific kinds of experiential learning in which students are participating, which will assist Career Services in its efforts to assess its programs and services.

OUTCOME: Undergraduate Student Placement Rate

NOVEMBER 2019

The Center for Experiential Learning and Career Services co-hosted its first employer retreat that was attended by 21 employers and 30 employer representatives to create more awareness of the multiple ways to recruit students and build stronger relationships with employer recruiters.

Career Services included off campus employers in the annual Part-Time Job Fair, which previously only included on-campus employers. Seven off campus employers participated and more than 600 students attended.

According to the First Destination Survey, which is distributed to graduating seniors (spring 2019), 83% of survey participants reported securing full-time employment.

MAY 2019

Last year, Career Services hired two new career consultants to work with assigned colleges to strengthen existing and develop new internships and placement opportunities for students.

The Center for Experiential Learning and Career Services implemented the Career Services' ambassadors program that trains student ambassadors to advise fellow students with a focus on preparation of resumes, cover letters, interview tips, job/internship searches and more. During the 2018-19 academic year, career ambassadors conducted 600 student consultations. In addition, career ambassadors assisted in outreach presentations and employment searches.

During the 2018-19 academic year, 416 students met with career consultants for career planning and other services.

During the 2018-19 academic year, Career Services staff delivered 102 classroom presentations at nine UToledo colleges and other venues on campus, with a total of 2,793 students in attendance.

In spring 2019, Career Services hosted a JCPenney Suit Up event that was attended by 323 students.

The University's Rocket Connect Mentoring Program now has 1,477 active members and includes students, alumni and UToledo faculty and staff. The Rocket Connect Mentoring Program engages students with alumni and other mentors in their fields of study to explore career options and internships.

An Assistant director for Career Development was hired to provide leadership in the area of identifying and establishing new internships and placement opportunities for students.

The UToledo College of Engineering's Career Development Center marked a milestone with its 20th annual Career Expo in fall 2018, celebrating 20 years of placing more than 20,000 engineering co-ops. More than 190 companies from across the United States and 700 UToledo engineering students and alumni attended the expo. The College of Engineering hosts semiannual career expos to offer students the opportunity to network with potential employers.

NOVEMBER 2018

Last year, Career Services hired two new career consultants to work with assigned colleges to strengthen existing and develop new internships and placement opportunities for students.

Career consultants have been assigned to specific colleges to increase collaboration.

An Assistant Director for Career Development was hired to provide leadership in the areas of identifying and establishing new internships and placement opportunities for students.

The UToledo College of Engineering's Career Development Center marked a milestone with the hosting of the 20th annual Career Expo in fall 2018, celebrating 20 years of placing more than 20,000 engineering co-ops. More than 190 companies from across the U.S. and 700 UToledo engineering students and alumni attended the fall expo at UT. The College of Engineering hosts semiannual career expos to offer UToledo students the opportunity to network with potential employers.

MAY 2018

Career Services hired two career consultants to work with assigned colleges to strengthen existing and develop new internships and placement opportunities for students.

OCTOBER 2017

Career Services has hired two new career consultants who will work with assigned colleges to strengthen existing, and develop new, internships and placement opportunities for students.