

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Marcum Conference Center, Oxford, Ohio
Thursday, February 22, 2024**

Committee Chair Ryan Burgess called the meeting to order at 8:30 a.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair Burgess were committee members; Trustees Debbie Feldman, Zachary Haines, Beth McNellie, John Pascoe and Mary Schell; National Trustee Jeff Pegues; and Student Trustees Jack Fazio and Nick McNeil. Also attending were; Trustees Steve Anderson, and Rod Robinson; and National Trustee Mark Sullivan. No committee members were absent.

In addition to the Trustees, attending for all or part of the meeting were President Crawford, Provost Liz Mullenix; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, and Amy Shoemaker; along with interim Vice President Bethany Perkins, Dean of the Graduate School Mike Crowder, Director of Executive Communications Ashlea Jones, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Also present to present to the Committee were; Sr. Director for Student Success & Retention Craig Bennett, Dean of Undergraduate Studies Amy Bergerson, and Sr. Associate Provost Carolyn Haynes; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Burgess welcomed everyone to the meeting, then recognized departing member, Trustee John Pascoe for his service to the Board and leadership as Chair of the Committee.

Approval of the Prior Minutes

Trustee Schell moved, Trustee McNellie seconded and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Reports

The Committee previously received a written report from [University Senate](#); there were no questions regarding the report.

Enrollment Management and Student Success

Enrollment Update

Interim Vice President Bethany Perkins provided an enrollment update which showed applications being up year-over-year in all academic divisions and applicant types (resident, non-resident – domestic and international). Admissions are also up overall, except for an intentional reduction in the Farmer School of Business to manage enrollment limits, and in the College of Creative Arts where applicants who have not completed the full application portfolio are not being admitted.

She stated that a goal for this year's class is to reduce the overall admission rate and that Admissions is now considering the likelihood of enrollment when making admission offers. Deferring students with incomplete admission packages rather than admitting them, is an example of this practice.

Year to date, confirmations are up overall by 13.6% as compared to last year. She stated this is important to note, in particular because the FAFSA delays have not allowed Miami to provide information on the full student aid packages to this year's admitted students. An additional effect of the FAFSA delay is that it impacts predictive modeling, because receiving a FAFSA is a sign of applicant interest.

The FAFSA delays have caused Miami and many other universities to extend deadlines, and Admissions is working with the Orientation Office which is facilitating a new orientation schedule. Admission is also working with UCM in communicating with parents and applicant to explain the impact of the FAFSA delay. To help inform admitted students on their potential financial aid, Admissions will soon be proving admitted students with their merit aid offers.

Interim VP Perkins then outlined Yield Strategy, which includes:

- April Events: Miami has added two Fridays in April for admitted student visits.
- Family Programs: Student health and wellness, orientation. 296 people attended the first one, and 519 are registered for the next.
- Exploratory Studies Programs: Tailored communications and events for students who did not get into FSB or nursing.
- Welcoming, Vibrant Communications: UCM has been a strong partner in this effort.

She then discussed international enrollment and graduate programs. She stated that while the undergraduate international enrollment outlook is negative, there are opportunities in graduate programs. The recent nationwide international enrollment growth was almost entirely graduate students. There are targeted efforts to recruit internationally, particularly towards India for graduate school enrollment; Miami has a representative in India, and Computer Science applications up, as are confirmations

Finally, she discussed transfer enrollment, which for Spring confirmations are up by one-third over last year. Fall 2024 confirmations are also up 150% (25 vs. 10) over last year. She

stated that the Chicago area is particularly strong, and speculated this may be due to the focused marketing, with students who chose otherwise last year, now looking to transfer to Miami.

Student Success Update

Student Retention Efforts

Sr. Vice President Jayne Brownell, Sr. Director of the Career Center Craig Bennett, and Dean of Undergraduate Studies Amy Bergerson updated the Committee on student retention efforts. SVP Brownell stated that student needs evolve, and that today's students need different support than in the past. Today's students are predominantly Generation Z, and they arrive having been impacted by the pandemic.

She stated Miami aims to be a "Student-Ready College," meaning, Miami:

- Prioritizes the success of every student
- Works to eliminate structural and practical barriers that impede student success; and is equity minded
- Broadened the definition of success to include learning, growth, and development
- Meets students where they are
- Students, faculty, and staff share responsibility for student success
- Intentional, data-informed approaches at the micro and macro level

She further relayed that this requires a collaborative effort, between EMSS, Academic Affairs, and Student Life. Examples of the infrastructure include:

- Student Success Committee
- University Retention and Persistence Committee
- Coordinated Action Team
- Care Team

Examples of support and intervention initiatives include:

Population-level support initiatives:

- Transition Survey
- Residence Hall One-on-Ones
- Parent/Family Messaging
- High Support Students
- Rinella Learning Center
- Community-level support: Miller Center, CSDI, Access Fellows, GradU8, etc.
- Student Counseling Service
- Returns for Withdrawn Students

Individual-level intervention initiatives:

- Registration Outreach
- Early Alerts
- Care Team
- Student Success Center
- Retention Concern Alerts
- Winter Thrive
- Spring Launch
- Sprints in Reserve
- Emergency Funding and Basic Needs

Dean Bergerson then talked in greater detail about some of these initiatives. She stated that 572 entering students were identified for high support based on pre-entry characteristics. These students receive prioritized attention from academic advisors and residence hall staff, early invitations for registration advising, and personalized invitations to Winter Thrive or Spring Launch. The preliminary fall to spring retention rate of this cohort is 94%.

Sr. Director Bennett spoke of proactive outreach to parents/caregivers of these students. A few topics of the outreach include; registration timeline, course list, academic advising, and Banner.

SVP Brownell then spoke of services provided by the Rinella Learning Center, including individual tutoring, and supplemental instruction (SI). She explained that supplemental instruction involves top students, who are trained to assist with group tutoring sessions. SI allows Rinella to reach more students, and held sessions with nearly 25,000 students in attendance last year vs. 8,600 individual tutoring sessions. SI assisted over 4,200 unique students last year vs. the 1,446 students who received individual tutoring.

Sr. Director Bennett spoke of several outreach efforts, which include; proactive registration reminders and text messages, the Winter Thrive program, for students with a 2.00 – 2.49 first semester GPA, and Spring Launch for students with a 1.00 – 1.99 first-semester GPA.

Dean Bergerson then discussed retention rates. The Miami rate increased from the Fall 2021 cohort to the Fall 2022 cohort, making Miami the only school in the MAC, and the only Ohio public university to post an increase.

Student Life

Senior Vice President's Update

Senior Vice President Jayne Brownell relayed the following:

Good morning. There is always a lot going on in Student Life, and it's hard to decide which elements to highlight for you coming out of the 15 departments in our division. I'd like to start by telling you more about Dr. BaShaun Smith and the priorities he's set in his role as

Associate VP and Dean of Students since he started last August. It was very clear that students were craving a dean who would be visible, engaged with the life of campus, and approachable for students. BaShaun, along with all of the staff in the Office of the Dean of Students, have definitely been meeting the mark in all of those areas. BaShaun has brought that sensibility to the offices that report to him as well.

I've observed four themes in Dean Smith's approach so far. First, he and his staff have been visible around campus engaging with students in many ways, reaching out to student organizations and student leaders offering to attend their meetings, handing out snacks on the sidewalk to catch students walking by and engaging them in conversation, and generally being more visible at student events. Second, he is gathering student input, holding open forums, and meeting with RAs, student government, and student organizations to listen to the issues our students care about. Third, he is working to improve transparency regarding policies in his office and the offices that report to him, including Community Standards. They have been finding new ways to educate students about Miami's policies and procedures to take away some of the anxiety and stress of interacting with these offices. Last, he is encouraging innovation and re-examination in the offices he works with, looking for new approaches that will simplify processes, making them more efficient but more importantly, helping to serve students better. For example, simply changing the order of who receives reports about student concerns increases how quickly we can get information to the staff who could help those students. It is a simple change, but was a process that hadn't been examined for years. I look forward to seeing the benefit of BaShaun's approach over time as we continue to look for ways to improve the student experience.

On the subject of student engagement, the Cliff Alexander Office of Fraternity and Sorority Life and the entire team in the Center for Student Engagement, Activities, and Leadership have wrapped up another round of IFC and Panhellenic recruitment and are currently in the new member education period. We saw a boost in membership for both fraternities and sororities this year. We currently have 18 sororities on campus with 880 new members this spring, and 1 sorority will also be rejoining our community later this year. On the fraternity side, we currently have 25 fraternities, with 644 new members this spring, which is more than 100 higher than last year.

We also saw tremendous growth in Winter MegaFair compared to the past. September MegaFair, where about 400 student organizations set up tables to attract new members, is a hallmark event for Miami, with a smaller fair taking place at the start of the spring term for those new students who are still looking to find their involvement home. In the past, there were tables set up in the Armstrong Student Center Pavilion and it was a very nice event. This year, the Pavilion itself was not nearly enough. Tables were spread throughout Armstrong, through the Atrium, on the second floor outside of the SEAL office, and in the area outside of the Pavilion as well. In total, 131 organizations participated in Winter MegaFair.

Winter MegaFair also was the site of another celebration – the 10-year anniversary of the Armstrong Student Center! It is hard to believe it has already been a decade– that dedication was actually my first event as a member of the Miami community– but we will be celebrating the existence of this building that has become the center of campus life throughout the coming

months. For this first event, we celebrated with this amazing cake, which Katie Wilson, the director of Armstrong, could not bring herself to cut into that evening, for obvious reasons.

Before I close today, I want to update you on one more item. In my December remarks, I told you about the nearly \$1M grant that we received from the Ohio Department of Higher Education to promote student mental health. Our proposal included additional staffing, training, technology, and programming dollars, but we also built in a modest portion of the grant as an incubator fund. In acknowledgement that everyone has a role to play in promoting student mental health, not only our counseling and wellness departments, and trying to inspire innovation by generating more ideas, any student, student organization, staff or faculty member, or office could apply for funding for any new idea or initiative that will positively impact student mental health on our campuses. Applications for less than \$2,500 are evaluated immediately, and can be approved, deferred, or denied. Applications for \$2,500-\$10,000 are due by March 1, and those applicants will present their proposals at our incubator competition taking place on April 1, competing for funding in an event similar to the Miami W.O.M.E.N.'s HawkTank competition. We have received several successful applications for smaller grants so far, funding expansions of our stress-less events, enhancing existing wellness rooms around campus, creating a "re-set" room in the Student Counseling Service where students can regroup after a difficult session before leaving the center, and providing new programming for the wellness living-learning community, to name a few. We are so excited to see the creativity of our community, and to see what ideas are still to come.

University Communications and Marketing (UCM)

Vice President's Update

Vice President Jessica Rivinius updated the Committee on recent communications and marketing initiatives. She discussed audience segmentation, including research on the influence of parents on their student's choice of college, and parent-focused communications.

Research shows that parents are the number two source of influence on colleges choice, and recent growth in parents as a factor moved from approximately one-third in 2019, to nearly 50% today. Key takeaways on parents' influence on enrollment decisions, include:

- Parents appreciate direct, early communications from colleges.
- Clearly articulate your institution's cost and value.
- Parents want to learn about cost and finances from the start of their student's college search.
- Multiple sources and channels can help you reach parents better.
- Academics remain a winning topic for communications with parents and students.

Parent focused marketing in FY 2024, includes:

- Enrollment marketing (digital and direct mail)
- Brand marketing (digital and traditional)
- Multicultural marketing (traditional)

- Peer-to-Peer (digital and direct mail)
- Improvements to campus “brandscape”
- Audience segmentation
- Web improvements
- Continuous, year-round marketing and advertising
- Broader geographic reach and engagement
- Deeper in-state reach and engagement
- Content creation and sustainment (aimed at yield)
- Improvements SEO and darted/segmented content

VP Rivinius then shared some examples of parent-focused marketing, including brochures, admit packets, emails, the parent/family website, introductions to key student support staff, and marketing messages, including Return on Investment.

She then discussed yield efforts, including an overhaul of the Admission Visit Center in Shriver, the new Admission Film, enhanced branding, the Admitted Student Portal, and new/reimagined yield materials for FY2024.

Academic Affairs

Provost’s Update

Thank you, Chair Burgess and Trustees, for this opportunity to provide an update from Academic Affairs. As you all know, in the fall we began a process to eliminate or consolidate low enrolled majors at Miami. Over the past four years, the Provost’s Office has been working closely with Deans, Department Chairs, and faculty to review and adjust programs following the comprehensive review of curriculum and programs initiated by our strategic plan MiamiRISE in 2019 called APEIP: Academic Program Evaluation, Improvement and Prioritization. This work spanned all academic divisions and departments, and changes were made to programs and curricula across the university. These decisions have been part of a disciplined approach to ensure Miami is best serving its student body—and as you know we have seen a real shift in student demand relative to majors. The Provost’s Office, Deans, and Department Chairs have worked together to ensure that any decisions are well considered and smoothly implemented. As Provost, I also provide regular updates to our University Senate. Miami is not alone in looking at this issue as is evident by recent program eliminations at Wright State, West Virginia, Drake University, the University of Wisconsin, Bradley University, University of Nebraska, UNC Greensboro and Asheville, University of Toledo, Concordia College, Marietta College, Baldwin Wallace University and others. This Fall at Miami, we notified select Department Chairs and Deans that programs with total major numbers under 35 students needed to be eliminated or consolidated. All currently enrolled students are able to continue in their area of study through graduation and still receive a degree in that major or program upon graduation, as the state of Ohio requires that all majors that are eliminated are “taught out.”

Faculty and administrators worked throughout the fall semester, and Department Chairs were told that they needed to have a plan to me by December. There are several promising plans; here are a few examples. [1] CAS and EHS are consolidating their two public health majors and

working together to create a shared curriculum that will allow them to pursue national accreditation and apply for external grant funding, which they could not do before. [2] The major in Latin American Studies was eliminated, but the faculty are considering ways in which they can infuse this field of study across multiple disciplines. [3] Our language departments are consolidating their separate majors in French, Italian, German, East Asian Languages, and Russian to create a new major in World Language and Culture. [4] and the Department of Geography is responding to new trends in the field relative to climate change and sustainability. In addition to these changes, Miami has introduced a new program review process—the Department Planning and Review Process [DPIP]—that will focus on both continuous improvement and strategic innovations for all our majors. This process is an improvement over our former process and is being piloted this year in the Departments of Architecture, Microbiology, and Political Science among others. This new process was part of a recommendation from the MiamiRISE strategic plan and required for our upcoming HLC accreditation. In the short term, Miami will reduce expense related to temporary faculty teaching in these low-enrolled programs. Longer term, a leaner curriculum in these areas will allow us to reallocate faculty lines in programs that are seeing marked growth. There has, as you know, been a marked shift in student demand over the last several years, with 72% of our undergraduate population currently in 30 majors, the majority of which fall in the areas of STEM, business, health, engineering and tech.

Related to the elimination/consolidation of low-enrolled majors is the important work of the HumanitiesFUTURES Steering Committee and working groups. As Provost, I created a task force this summer with the charge to rethink the liberal arts for the 21st century and reinvigorate studies in the humanities. The Steering Committee is comprised of the Director of the Humanities Center Dr. Tim Melley and his Associate Director Dr. Pepper Stettler, Media Studies Professor Ron Beck, Associate Dean of CAS Renee Baerenstein, Professor of History Steve Conn, Associate Provost Carolyn Haynes and myself. We worked throughout the summer doing research about what other universities were doing and comprising a resource library for faculty and administrators. In the Fall we had two significant workshops for faculty in the humanities and partners from pre-professional disciplines like engineering, business, and health-related fields. Based on the discussions and ideas that emerged this fall, we have created 6 working groups that are currently engaged in executing on action steps. The groups include: a committee working on creating curriculum for students in the Honors College that ask them to wrestle with some of the biggest issues facing our world (early ideas for these seminars include themes like “what is truth” and another on artificial intelligence. Another committee is looking at how to innovate within the Miami Plan; another group is working on our medical humanities minor and related curriculum. There is a committee that is working on Humanities for Leadership minor with subject matter with focus areas in Historical Perspective, Ethics, Communication, and Empathy. An example of courses include: US Foreign Relations Since 1898, Literature and Medicine, Contemporary Moral Problems, and Writing for Global Audiences. Working groups are also designing better mechanisms for outreach to undecided and prospective students—especially about interdisciplinary programs—and a sixth group is working on how best to integrate career applications and project-based work.

In addition to these initiatives, the Provost’s Office is looking at how to provide best outcomes relative to our online offerings; we continue to monitor and provide feedback relative

to union negotiations, participate in the MiamiTHRIVE strategic planning work, engage in faculty development opportunities and student success measures—which Associate Provost/Dean Amy Bergerson has discussed—and prepare for our HLC accreditation, which Senior Associate Provost Carolyn Haynes will discuss.

Resolutions

Master's Degree in Counselor Education

Provost Mullenix then presented a resolution for a new Master's degree in Counselor Education within the College of Education, Health and Society. Following a motion by Trustee McNellie, and a second by Trustee Pegues, the Committee recommended by unanimous voice vote, with all voting in favor and none opposed, that the resolution be approved by the full Board of Trustees.

HLC Accreditation

Sr. Associate Provost Carolyn Haynes updated the Committee on the Higher Learning Commission (HLC) re-accreditation process, and progress to date. She explained that HCL is:

- One of six regional institutional accreditors in the United States.
- Largest U.S. accreditor of degree-granting, post-secondary educational institutions, with over 1,400 members
- Provides assurance that a college provides a quality of education that the general public has the right to expect and that the educational community recognizes.
- Enables Miami to participate in federal and state financial assistance programs

She explained the Open Pathway components, and HLC's assumed practices. Assumed practices, are practices for which a university must always be in compliance, some include:

- Key policies: transfer credit, grievances, pre-requisites
- Accurate cost of tuition/attendance visibly displayed
- Minimum credit hours of programs (e.g., 120 for bachelor's degree)
- Minimum credits for general education (at least 30 credits)
- Faculty roles and qualifications (substantial oversight of curriculum, higher degrees related to what they teach)
- Regular financial audits

She also explained the HLC Quality Initiative Project, which occurs during years 5-8 in the ten-year reaccreditation cycle. Miami's Quality Initiative Project is Optimizing the Curriculum, which encompassed Boldly Creative, Academic Prioritization, Evaluation, & Improvement (APEIP), new Department Planning & Improvement (DPI) Process, and Miami Academic Program Incubator.

Graduate Programs

Graduate School Dean Mike Crowder updated the Committee on graduate programs, which currently have over 2,300 students enrolled. Goals for this year include increasing graduate student Net Tuition Revenue (NTR); to improve inclusive excellence in Graduate Education; to improve graduate student support, to generate revenue from Miami Online Oxford, and to increase graduate program support.

He provided a list of revenue generating graduate programs, the largest of which is Project Dragonfly with nearly 700 students. He also reported that confirmations for fee-paying graduate programs are currently at 256, compared to 178 at this point last year.

Executive Session

Trustee Haines moved, Trustee McNellie seconded, and by unanimous roll call vote, with seven voting in favor and none opposed, the Board convened to Executive Session for personnel matters, the promotion and service of public employees, as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Other Business

The Board returned to public session, to consider the promotion and tenure of faculty and promotion and continuing contracts for librarians.

Resolutions

Promotion, Tenure and Continuing Contracts

The resolution was presented and Trustee Pascoe moved, Trustee McNellie seconded, and by voice vote, the resolution was unanimously recommended for approval by the full Board of Trustees.

Adjourn

With no other business to come before the Committee, following a motion by Trustee Feldman, and a second by Trustee Schell, by voice vote the Committee unanimously voted to adjourn, with all voting in favor and none opposed.

Written Updates

- [Retention Initiatives Written Report](#)
- [Residence Hall Occupancy Update](#)
- [Student Life Newsletter](#)
- [EMSS Newsletter](#)
- [University Communications and Marketing Newsletter](#)
- [MUDEC Update](#)



Theodore O. Pickerill II
Secretary to the Board of Trustees

To: Miami University Board of Trustees
From: Tracy Haynes, Senate Executive Committee Co-Chair
Date: February 12, 2024

University Senate Report:

1. The University Senate voted to approve changes to the Graduate Assistantship Policy on January 29, 2024, as presented by Amity Noltemeyer, Associate Dean of the Graduate School. These changes update and clarify information regarding summer assistantships, fees, and align the language in the policy with language used in acceptance letters from academic personnel.
2. On January 29, 2024, the University Senate voted to approve a new Master of Education Programs in EDP-Counselor Education presented by Jenna Alvarez, Associate Clinical Professor of Educational Psychology. This is an online program that allows specialization in School Counseling or Clinical Mental Health Counseling. The program is expected to serve a projected 50 students by year 5 of the program.
3. Special presentations are also a part of the agenda for each Senate meeting. Christina Carrubba-Whetstine, Director, Miller Center for Student Disability Center, presented to Senate on December 4, 2023 to inform senate of the large increase in students requesting accommodations and the challenges this presents to the Miller Center and the Rinella Learning Center. Also, on December 4, 2023, David Seidl, Vice President for Information Technology and CIO, presented a summary of the AI Workshop Summary that took place on campus on October 20, 2023. This workshop was a widely attended and discussed both the challenges and opportunities of AI usage. At our meeting on January 29, 2024, Brooke Flinders, Associate Provost for Faculty Affairs, shared her various responsibilities as the new associate provost and Mark Krafft, Partner for Bain and Associates, provided a summary from the focus group he and colleagues conducted at the Senate Winter Retreat and provided an opportunity for any additional feedback.
4. The annual Senate Winter Retreat occurred on January 22, 2024, at the Wilkes Conference Center on the Hamilton Campus. During the retreat, Provost Mullenix and Dr. Pepper Stetler, Associate Professor of Art History and Associate Director of the Humanities Center, presented an update from the Humanities Future Committee and Mark Krafft, Partner for Bain and Associates, organized focus groups for senators to provide feedback for the environmental scan Bain is conducting on campus. Additionally, in an effort to improve senate productivity and deliberation, small groups discussed the purpose of the consent calendar and how to evaluate its contents, effective communication practices for At-Large Senators and Presidential Appointees, and pertinent information needed for new curriculum presentations in order to adequately evaluate these proposals.

5. I represent Miami University on The Ohio Faculty Council (OFC) which consist of Senate leaders from the 14, four-year Ohio universities and colleges. The OFC meets monthly via zoom. Rosemary Pennington, Chair-Elect for Senate Executive Committee, will begin attending these meetings as well. OFC met January 19, and discussed the submission process for the new John McNay Leadership Award. Each insitution will nominate one person for the award and the Awards Committee of OFC will determine the winner. The Senate Executive Committee will be putting out a call for nominations and determine a nominee to send to OFC. Jim Bennett, Chief of Staff & Sr. Policy Advisor for Chancellor at Ohio Dept. of Higher Ed, was present at the meeting and discussed the Governor's merit based scholarship that will provide \$5,000.00 for the top five high schoolers in the state to help retain students in Ohio, stopping the policy of transcript withholding, and the new FAFSA and its potential impact on enrollment.

6. On behalf of Senate and Senate Executive Committee, I thank you for the opportunity to provide a report of our work.



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Provost, University Senate
Tracy Haynes, Chair, Senate Executive Committee
Rosemary Pennington , Chair Elect, Senate Executive Committee
Tom Poetter, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academicaffairs/universitysenate>

February 05, 2024

To: Board of Trustees, Academic and Student Affairs Committee
From: Tracy Haynes, Chair, Senate Executive Committee
RE: University Senate Report to Board of Trustees February 12, 2024 Meeting

Executive Committee of University Senate membership:

- Tracy Haynes (Biology), Chair
- Rosemary Pennington,(Media, Journalism, & Film), Chair Elect
- Tom Poetter, (Educational Leadership), Past Chair
- Nathan French,(CAS), At Large Member
- Nyah Smith, (Student Body President), Undergraduate
- Nelchi Prashali, graduate student
- Liz Mullenix, Chair & Provost, University Senate
- Dana Cox, (Associate Provost), Secretary of University Senate
- Tammy Patterson, (Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on December 12, 2023.

- **New Business, Special Reports and Updates delivered to University Senate:**

- **December 04, 2023**

- SR 24-06 Graduate Assistantship Policy Proposal, Amity Noltemeyer, Associate Dean of the Graduate School
- SR 24-07 EDP-Counselor Education - Master of Education, Jason Abbitt, Educational Psychology Chair and Jenna Alvarez, Associate Clinical Professor
- Miller Center and Rinella Learning Center, Christina Carrubba-Whetstine, Director, Miller Center for Student Disability Services
- AI Workshop Summary, David Seidl, Vice President for Information Technology and CIO

- **January 29, 2024**

- Brooke Flinders: Introduction to her role as Associate Provost for Faculty Affairs
- Summary Of Senate Retreat Focus Group Input: Mark Krafft, Partner for Bain and Company

- ● **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**

- **December 04, 2023**

- New Certificats, MTH - Dynamical Systems and Mathematical Modeling Graduate Certificate
- New Certificates, CAS - Humanities Engagement Certificate
- Revision of an Existing Co-Major, CCA - Arts Management Co-Major
- Revision of an Existing Major, CIT - Cybersecurity & Networking - Bachelor of Science in information Technology

- Revision of an Existing Major, SPA - Speech-Language Pathology - Master of Arts
- Revision of an Existing Major, STA - Data Analytics - Bachelor of Arts

- **Senate Resolutions**

- SR 24-06 Graduate Assistantship Policy Proposal, Amity Noltemeyer, Associate Dean of the Graduate School **(page 3)**
- SR 24-07 EDP-Counselor Education - Master of Education, Jason Abbitt, Educational Psychology Chair and Jenna Alvarez, Associate Clinical Professor **(page 5)**

SR 24-06

Graduate Assistantship Policy Proposal

December 04, 2023

BE IT HEREBY RESOLVED that University Senate approves the proposed Graduate Assistantship Policy Proposal as it appears below:

Policy Title: Types of Awards | Graduate Assistantships Appointments

Proposer Name, Title and Email: Amity Noltemeyer, Associate Dean of the Graduate School, anoltemeyer@miamioh.edu

Rationale: The policy library currently contains outdated and incorrect information related to graduate assistantship (GA) offers. Despite what is written in policy, official GA offers do not include tuition and fee remission for the summer sessions proceeding and following the year of appointment. Under the old summer scholarship (which only applies to students entering their program before fall 2020), students did receive a tuition waiver but it was not included within the GA offer letter and was handled separately from the GA offer process. Furthermore, the statement in current policy that GAs are granted remission of 93% of the graduate comprehensive fee is not consistent with the language used in offer letters or posted on various university webpages. The new proposed language is consistent with existing practice, and allows some flexibility for offers to be adapted based on unique situations (e.g., a half GA could offer a 50% waiver because it says “up to”).

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed New or Revised Policy (Clean Version):

“The stipend associated with this award is for a maximum of halftime duties (20 hours) in two regular semesters. Graduate assistants with half-time duties for two semesters are eligible for a waiver of up to 100% of the instructional tuition, 33% of general fees, and up to 100% of the non-resident surcharge, if applicable. Graduate Assistants are responsible for all other fees including, but not limited to, health insurance, special purpose, and course fees. The specific details of the GA offer will be included in a formal offer letter each GA receives from Academic Personnel”

Proposed Revised Policy (Marked Up Version):

“The stipend associated with this award is for a maximum of halftime duties (20 hours) in two regular semesters. Graduate assistants with half-time duties for two semesters are **eligible for a waiver of up to 100% of the instructional tuition, 33% of general fees, and up to 100% of the non-resident surcharge, if applicable. Graduate Assistants are responsible for all other**

fees, including, but not limited to, health insurance, special purpose, and course fees, ~~granted remission of 93% of the graduate comprehensive fee for the period of appointment and for the summer session immediately preceding or following the year of appointment.~~ The specific details of the GA offer will be included in a formal offer letter each GA receives from Academic Personnel”

Effective Date: August 26, 2024

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The Graduate School will disseminate this information to the relevant programs, departments, and offices. However, it is not expected that this revision would result in any practice changes.

Additional Resources and Procedures:

N/A

SR 24-07

EDP- Counselor Education - Master of Education

December 04, 2023

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, EDP- Counselor Education - Master of Education

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



Enrollment Update Board of Trustees Meeting

February 2024



Fall 2024 Applications

Residency

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|-----------------------|---------------|---------------|---------------|----------------|
| Non-Resident | 15,586 | 18,874 | 20,205 | 7.1% |
| Domestic Non-Resident | 13,040 | 14,908 | 16,146 | 8.3% |
| International | 2,546 | 3,966 | 4,059 | 2.3% |
| Ohio Resident | 14,949 | 16,201 | 17,468 | 7.8% |
| Grand Total | 30,535 | 35,075 | 37,673 | 7.4% |

Data as of February 7



Fall 2024 Applications

Academic Division

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|--------------------|---------------|---------------|---------------|----------------|
| CAS | 11,761 | 12,102 | 12,779 | 5.6% |
| FSB | 8,420 | 9,679 | 10,513 | 8.6% |
| CEC | 4,227 | 5,395 | 5,725 | 6.1% |
| EHS | 2,767 | 3,732 | 3,918 | 5.0% |
| CCA | 1,744 | 2,051 | 2,159 | 5.3% |
| NURSING | 1,616 | 2,116 | 2,579 | 21.9% |
| Grand Total | 30,535 | 35,075 | 37,673 | 7.4% |

Data as of February 7



Fall 2024 Admits

Residency

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|-----------------------|---------------|---------------|---------------|----------------|
| Non-Resident | 11,891 | 12,492 | 13,374 | 7.1% |
| Domestic Non-Resident | 10,985 | 12,042 | 12,360 | 2.6% |
| International | 906 | 450 | 1,014 | 125.3% |
| Ohio Resident | 11,512 | 13,314 | 13,283 | -0.2% |
| Grand Total | 23,403 | 25,806 | 26,657 | 3.3% |

Data as of February 7



Fall 2024 Admits

Academic Division

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|--------------------|---------------|---------------|---------------|----------------|
| CAS | 10,309 | 10,332 | 11,169 | 8.1% |
| FSB | 6,088 | 6,931 | 6,578 | -5.1% |
| CEC | 2,988 | 3,373 | 3,695 | 9.5% |
| EHS | 2,116 | 2,848 | 2,895 | 1.7% |
| CCA | 1,256 | 1,441 | 1,115 | -22.6% |
| NURSING | 646 | 881 | 1,205 | 36.8% |
| Grand Total | 23,403 | 25,806 | 26,657 | 3.3% |

Data as of February 7



Fall 2024 Confirmed

Residency

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|-----------------------|------------|------------|------------|----------------|
| Non-Resident | 244 | 247 | 257 | 4.0% |
| Domestic Non-Resident | 234 | 233 | 223 | -4.3% |
| International | 10 | 14 | 34 | 142.9% |
| Ohio Resident | 538 | 560 | 660 | 17.9% |
| Grand Total | 782 | 807 | 917 | 13.6% |

Data as of February 7



Fall 2024 Confirmed

Academic Division

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|--------------------|------------|------------|------------|----------------|
| CAS | 293 | 272 | 315 | 15.8% |
| FSB | 251 | 249 | 291 | 16.9% |
| CEC | 69 | 80 | 91 | 13.8% |
| EHS | 93 | 116 | 135 | 16.4% |
| CCA | 50 | 50 | 46 | -8.0% |
| NURSING | 26 | 40 | 39 | -2.5% |
| Grand Total | 782 | 807 | 917 | 13.6% |

Data as of February 7





Federal Aid Changes and Yield Strategy



Overview of Federal Aid Changes

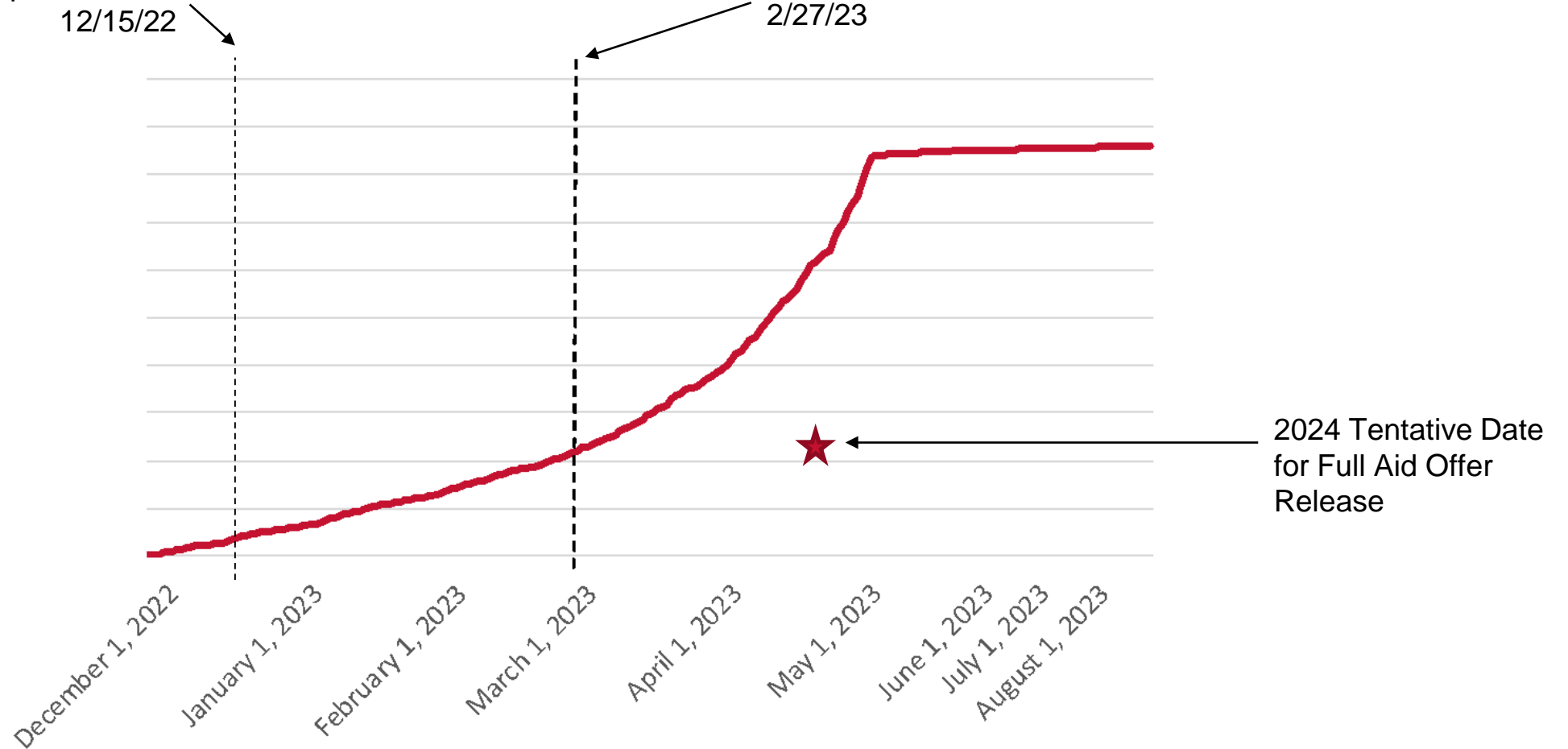
- The FAFSA opened in December vs. October
- FAFSA information will not be released until mid-March
- Impacts predictive modeling and timing of aid offers
- National movement to extend deadlines
 - Priority Aid Deadline: December 1 → March 1
 - Confirmation Deadline: May 1 → May 15
- Financial aid offers will be release in April vs. February



Fall 2023 Confirms by Financial Aid Release Date

1st Merit Scholarships Released
12/15/22

1st Full Aid Offers Released
2/27/23



2024 Tentative Date
for Full Aid Offer
Release



Yield Strategy

Miami will offer best-in-class service through engaging, timely events and responsive, relevant communications.

- ⊕ **APRIL EVENTS:** We have added two Fridays in April for admitted student visits.
- ⊕ **FAMILY PROGRAMS:** Student health and wellness, orientation. 296 people attended the first one, and 519 are registered for the next!
- ⊕ **EXPLORATORY STUDIES PROGRAMS:** Tailored communications and events for students who did not get into FSB or nursing.
- ⊕ **WELCOMING, VIBRANT COMMUNICATIONS:** UCM has been a fantastic partner!

{CAMPUS VISITS}

Registrations for Make it Miami are up 35% over last year at this time.





International Enrollment Update and Outlook



Environmental Factors

Areas of growth. According to the 2023 IIE Open Doors Report, graduate program enrollment increased 21% YOY, while undergraduate enrollment rose by .9%.

Increased competition. Other leading destination countries like Australia, Canada, and the UK have adopted policies to grow international enrollments.

Concerns with study in the US continue.

- Geo-political
- Safety
- Visa delays/denials
- Increased tuition costs and currency exchange rates
- Immigration/residency/employment opportunities in place of study
- University rankings



Opportunities in India

- Miami has an opportunity to grow enrollments, **primarily with graduate students.**
- **Already executed:**
 - In-country representative
 - Communication audit
 - Launch of an integrated campaign for the Master of Computer Science program in India
- Similar campaigns will be launched for in-person, STEM-focused programs catering to these students



Computer Science

- Interest is up significantly in both programs
- Applications are up 126% (73) vs. census date total
- Confirmations are up 20% (2) vs. census date total



Moving Forward

Fully integrate undergraduate and graduate international recruitment. Move forward with restructuring international team to coordinate recruitment, operations, and services.

Continue to promote in-person STEM and business graduate programs.

Coordinate marketing and recruitment efforts, ideally with the same firm. Execute programmatic campaigns to grow graduate enrollment. Track recruitment and outreach activities and their impact on enrollment.

Rely on strong, well-trained agent network to advertise programs and enroll new students.





Transfer Enrollment



Spring 2024 Transfer

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|-------------------------------------|------------|------------|------------|----------------|
| Two-Year Colleges | | | | |
| Applications | 70 | 91 | 64 | -29.7% |
| Admits | 46 | 55 | 43 | -21.8% |
| Confirms | 18 | 20 | 22 | 10.0% |
| Four-Year Colleges | | | | |
| Applications | 221 | 198 | 206 | 4.0% |
| Admits | 154 | 126 | 131 | 4.0% |
| Confirms | 85 | 63 | 80 | 27.0% |
| International/Other Colleges | | | | |
| Applications | 133 | 384 | 365 | -4.9% |
| Admits | 24 | 68 | 53 | -22.1% |
| Confirms | 5 | 6 | 17 | 183.3% |
| Total | | | | |
| Applications | 424 | 673 | 635 | -5.6% |
| Admits | 224 | 249 | 227 | -8.8% |
| Confirms | 108 | 89 | 119 | 33.7% |

Data as of February 7



Fall 2024 Transfer

| | 2022 | 2023 | 2024 | Δ 2023 to 2024 |
|-------------------------------------|------------|------------|------------|----------------|
| Two-Year Colleges | | | | |
| Applications | 90 | 111 | 106 | -4.5% |
| Admits | 36 | 52 | 58 | 11.5% |
| Confirms | 5 | 4 | 9 | 125.0% |
| Four-Year Colleges | | | | |
| Applications | 110 | 158 | 201 | 27.2% |
| Admits | 44 | 55 | 96 | 74.5% |
| Confirms | 4 | 6 | 13 | 116.7% |
| International/Other Colleges | | | | |
| Applications | 125 | 363 | 390 | 7.4% |
| Admits | 1 | 2 | 38 | 1800.0% |
| Confirms | - | - | 3 | - |
| Total | | | | |
| Applications | 325 | 632 | 697 | 10.3% |
| Admits | 81 | 109 | 192 | 76.1% |
| Confirms | 9 | 10 | 25 | 150.0% |

Data as of February 7





Questions?



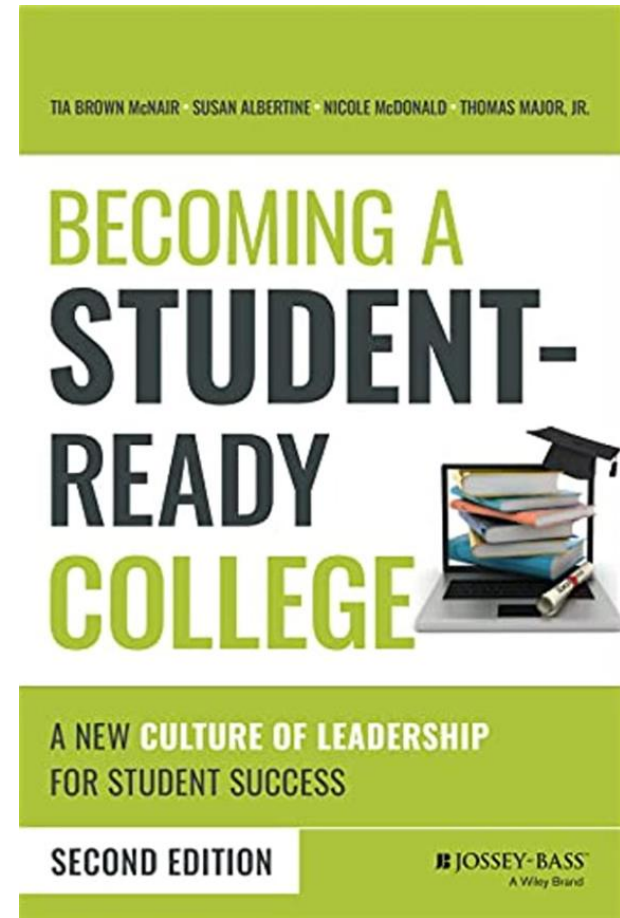


February 2024

Student Retention Efforts

A Student-Ready College

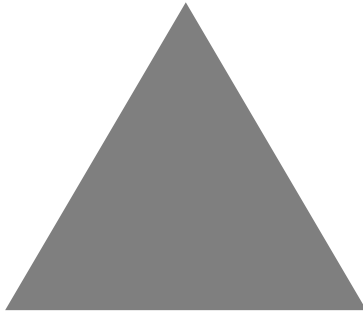
- Prioritizes the success of every student
- Works to eliminate structural and practical barriers that impede student success; equity minded
- Broadened definition of success includes learning, growth, and development
- Meets students where they are
- Students, faculty, and staff share responsibility for student success
- Intentional, data-informed approaches at the micro and macro level



Collaborative Effort

Campus-Wide Collaboration

Enrollment Management
and Student Success



Student Life

Academic Affairs

Student Success Infrastructure

- Student Success Committee
- University Retention and Persistence Committee
- Coordinated Action Team
- Care Team



Retention Initiatives

Focus on every student with personalized, holistic approaches

Support

- Transition Survey
- Residence Hall One-on-Ones
- Parent/Family Messaging
- High Support Students
- Rinella Learning Center
- Community-level support: Miller Center, CSDI, Access Fellows, GradU8, etc.
- Student Counseling Service
- Returns for Withdrawn Students

Intervention

- Registration Outreach
- Early Alerts
- Care Team
- Student Success Center
- Retention Concern Alerts
- Winter Thrive
- Spring Launch
- Sprints in Reserve
- Emergency Funding and Basic Needs



Support Initiatives



High Support Students

- 572 Students entering in fall 2023:
 - Lower thresholds of admissions read score and GPA
 - Originally admitted but moved out of National Pathways Program
- High Support =
 - Prioritized attention from academic advisors and residence hall staff
 - Early invitations for registration advising
 - GPA monitoring
 - Personalized invitations to Winter Thrive or Spring Launch
- Preliminary fall-spring retention rate = 94%



Parent/Caregiver Email

Email sent on October 22, 2023

- Topics covered:
 - Registration Timeline
 - Registration Time Tickets
 - Course List
 - Academic Advisors
 - Banner Self Service
 - Navigational Videos
 - Registration Overrides and Banner Waitlisting
 - Conversation Starters
 - Example: Do you have alternatives ready in case a course has closed?



Hello! I'm Amy Bergerson, Associate Provost and Dean for Undergraduate Education at Miami University. I'm reaching out to provide a little information about the course registration process.

At Miami, registration for the 2024 Spring Semester opens on **Wednesday, November 1**. Keep reading for information that will help you support your student through this process.

Registration Timeline

The initial registration period takes place over two and half weeks. Students are assigned a registration date and time, their Registration Time Ticket, based on their earned hours.

For high-demand courses, many departments use a seat release process that limits the number of open seats in a given section to allow for equitable accessibility across the initial registration windows. After the initial registration period, students can check to see if additional seats or course sections have become available during the open registration periods.

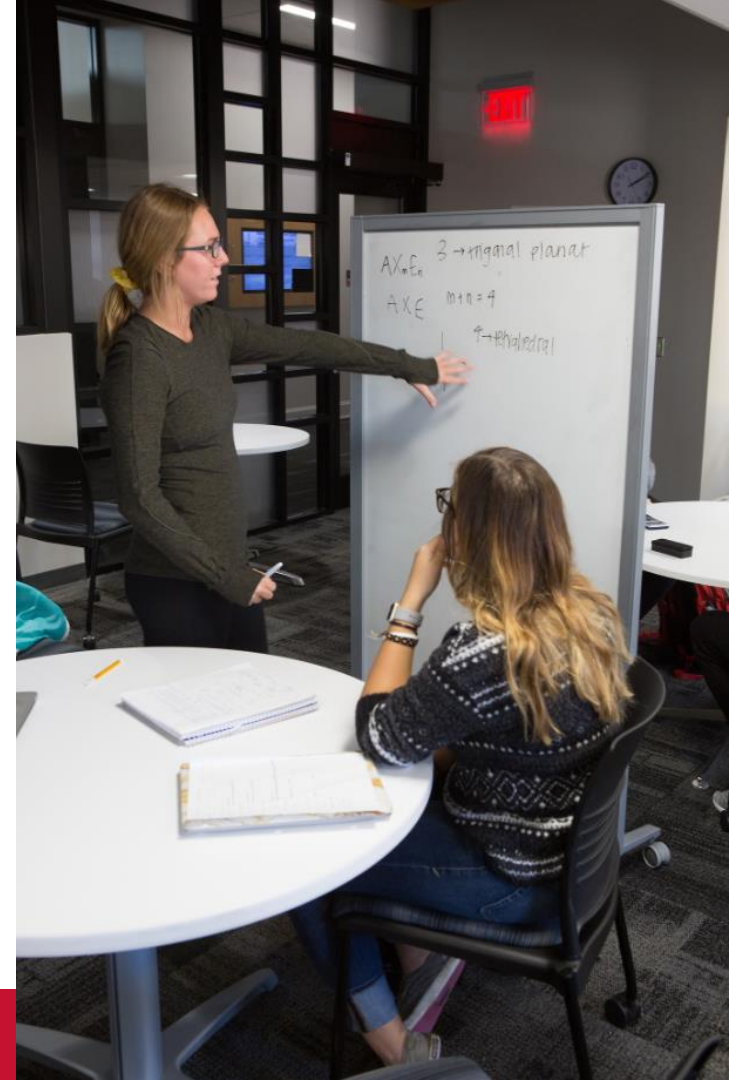
Registration Time Tickets

Spring Registration Time Tickets are available in Banner Self Service on **Monday, October 23**. Students have their highest level of scheduling priority during their time ticket window. Encourage your student to plan ahead. It is important that students are ready to go when their time ticket opens.

Rinella Learning Center

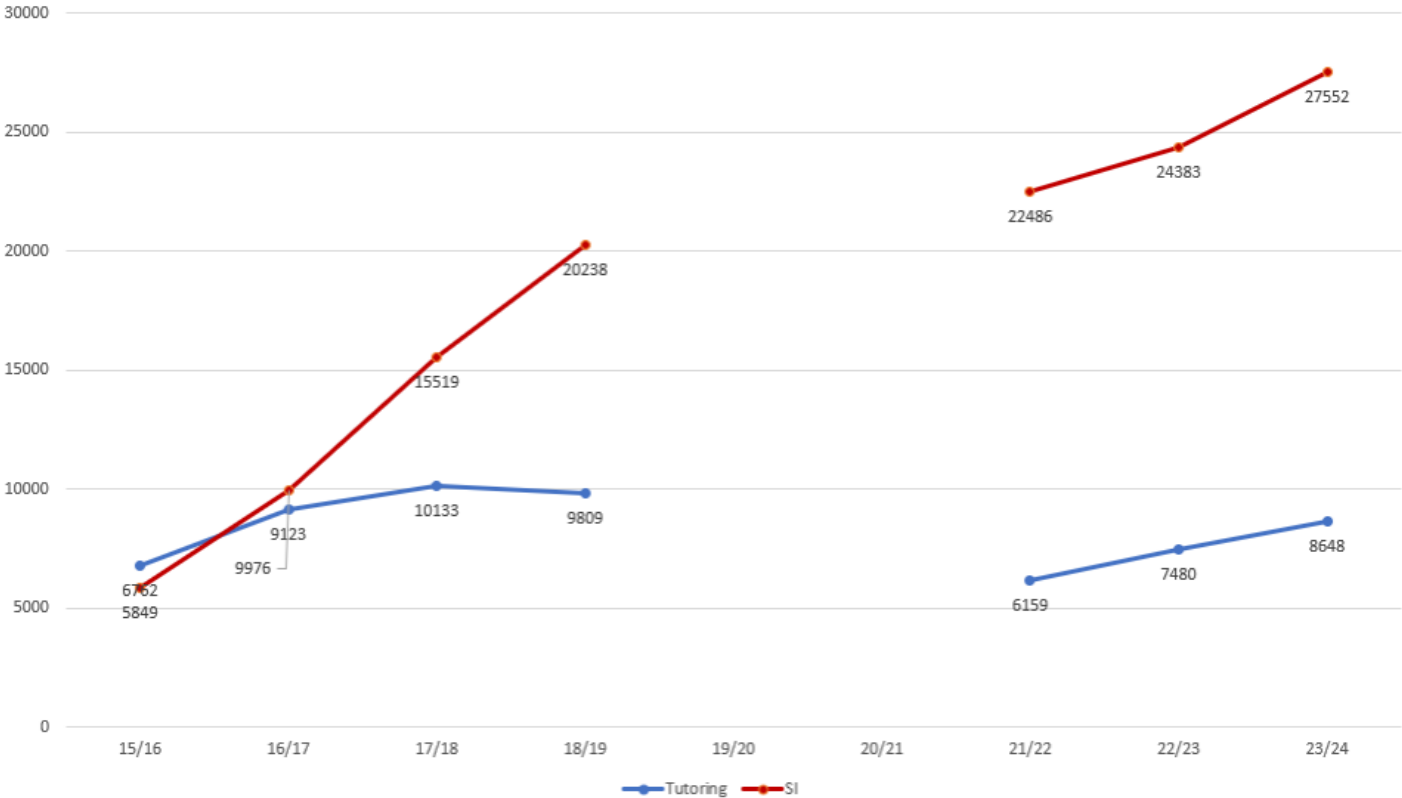
- Tutoring
- Supplemental Instruction (SI)
- Academic counseling and coaching
- Proctored testing
- Student success courses and workshops
- Digital resources
- Access Fellows
- Scholastic Enhancement Program (SEP)

- “I’m struggling”

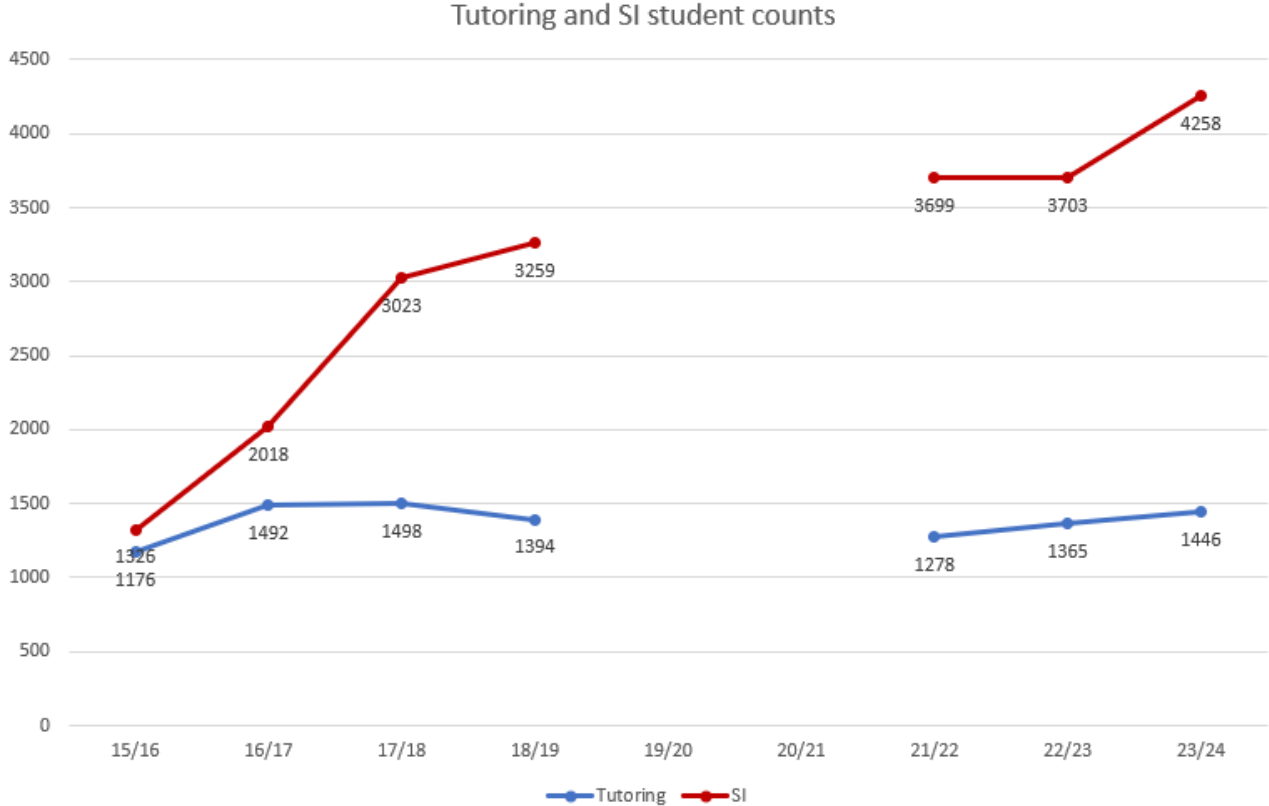


Rinella Learning Center

Tutoring and SI Usage



Rinella Learning Center





Intervention Initiatives

Registration Outreach

Proactive outreach for Spring 2024 registration

- **Hold Resolutions**
 - Drop from 664 to 144 in 3 weeks
- **NEW initiative:** Fall registration parent/caregiver email sent to 23,825 with almost 18,000 opens
- **Day 2 Text**
 - All students that did not register on day 1
 - Dropped from 758 to 543 over time-ticketed registration

Spring Registration

- Non-Registered outreach to cohort students dropped from 78 to 9
 - (November 20 - January 26)
- All student outreach non-registered students dropped from 635 to 135
 - (November 20 - January 10)



Winter Thrive

- Between 2.0 and 2.49 first-semester GPA
- Enrolled in TCE110 during January term
- 2022: 207 students invited; 17 students participated
 - 100% enrolled fall 2022 semester
- 2023: 224 students invited; 39 students participated
 - 90% of participants enrolled in fall 2023 semester
 - 80% of students who did not participate enrolled in fall semester
- 2024: 270 students invited; 29 students participated
 - all participants received A or B grades



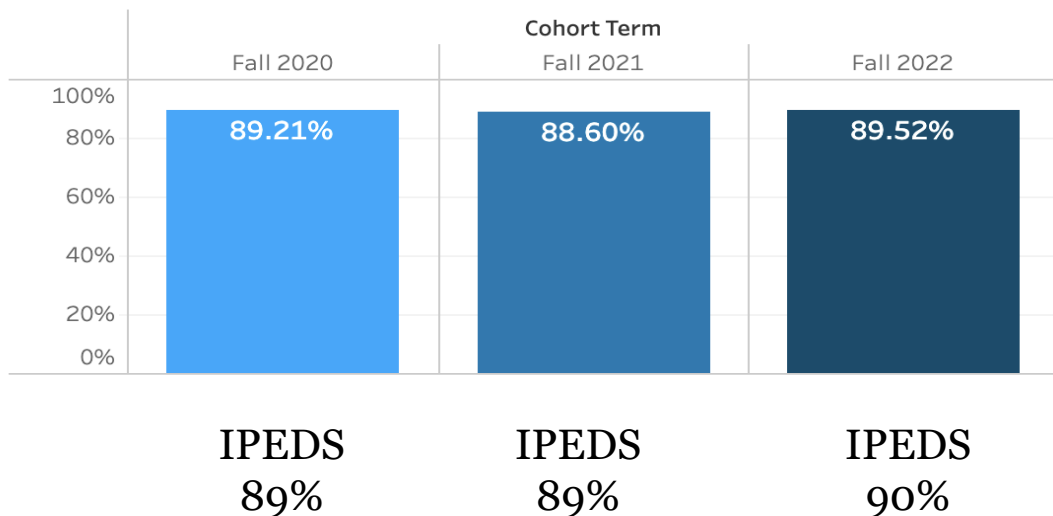
Spring Launch

- Between 1.0 and 1.99 first-semester GPA
- Half-day workshop
- 2023: 220 students invited; 20 students attended
 - Spring semester 2023 GPAs:
 - Participants' average *term* GPA was 2.55 with an average of 14 credits
 - Participants' average *cumulative* GPA was 2.33
 - Fall semester 2023 enrollment:
 - 85% of participants enrolled
 - 62% of invited non-attenders enrolled
- 2024: 198 students invited; 22 students attended



Retention Results

Oxford-to-Oxford Retention Rate
as of 9/11/2023; 0 Days Until 15th Day Census



- 15th-day fall-spring retention rate for 2021
Oxford cohort = 95.6%
- 15th day fall-spring retention rate for 2022
Oxford cohort = 96.1%
- 15th day fall-spring retention rate for 2023
Oxford cohort = 96.8%



Retention by Comparison Institutions - IUC

| Institution | First-year Retention Rates | | |
|--|----------------------------|------|------|
| | 2019 | 2020 | 2021 |
| University of Akron Main Campus | 71% | 75% | 69% |
| Bowling Green State University-Main Campus | 77% | 79% | 78% |
| Central State University | 46% | 56% | 41% |
| University of Cincinnati-Main Campus | 88% | 88% | 87% |
| Cleveland State University | 74% | 76% | 70% |
| Kent State University at Kent | 81% | 82% | 81% |
| Miami University-Oxford | 89% | 88% | 89% |
| Ohio State University-Main Campus | 94% | 94% | 94% |
| Ohio University-Main Campus | 82% | 81% | 81% |
| Shawnee State University | 78% | 74% | 71% |
| University of Toledo | 76% | 78% | 74% |
| Wright State University-Main Campus | 62% | 65% | 65% |
| Youngstown State University | 73% | 76% | 75% |



Retention by Comparison Institutions - MAC

| Institution | First-year Retention Rates | | |
|--|----------------------------|------|------|
| | 2019 | 2020 | 2021 |
| Northern Illinois University | 72% | 78% | 67% |
| Ball State University | 75% | 80% | 73% |
| Central Michigan University | 74% | 80% | 77% |
| Eastern Michigan University | 70% | 72% | 69% |
| Western Michigan University | 78% | 78% | 77% |
| University at Buffalo | 86% | 87% | 83% |
| University of Akron Main Campus | 71% | 75% | 69% |
| Bowling Green State University-Main Campus | 77% | 79% | 78% |
| Kent State University at Kent | 81% | 82% | 81% |
| Miami University-Oxford | 89% | 88% | 89% |
| Ohio University-Main Campus | 82% | 81% | 81% |
| University of Toledo | 76% | 78% | 74% |



Questions?





March 2023

UCM Update



Communications and Marketing Goals

- **Elevate the Miami University brand** locally, regionally, nationally, and internationally.
- **Support revenue generation**, including the recruitment and retention of a high-quality student body.
- **Influence and engage** a wide range of audiences, including lawmakers, policymakers, alumni, prospective students and their families, corporate partners, Ohioans, and stakeholders.

Building Awareness: Out of Home

Goal: **Build awareness in key OOS markets; Elevate brand regionally**

- 7 Billboards (Chicago and Connecticut)
- 16 Bus Shelters in Chicago
- Spooky Nook Sports
 - College Corridor, banner ads, scoreboard sign, literature rack
 - 46K attendance (1/1-2/16)
 - As many as 24K expected upcoming weekend

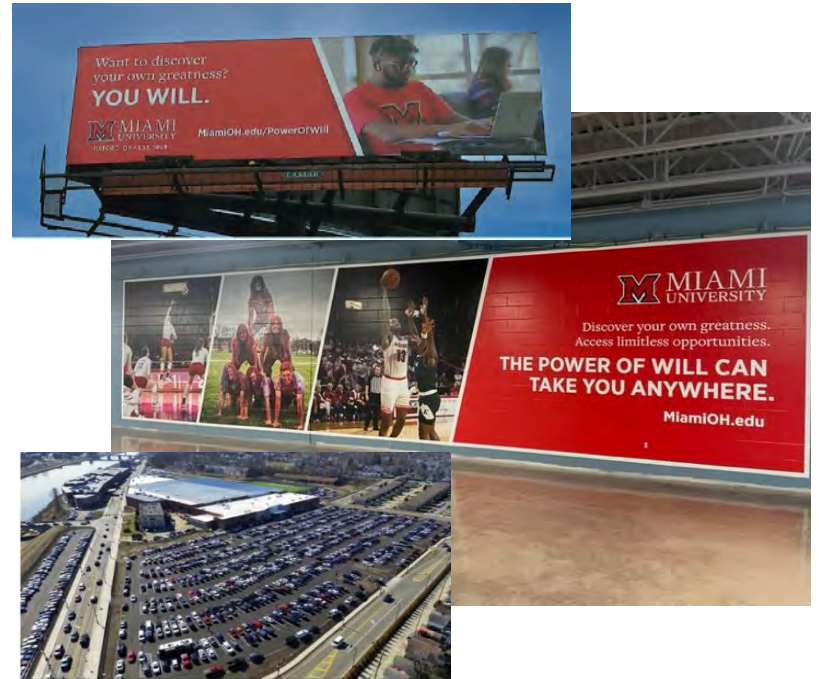


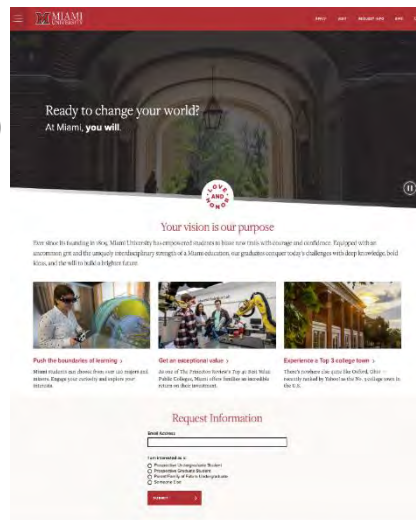
Photo By Nick Graham | Journal-News



Building Awareness: Digital

Goal: Increase traffic to refreshed Visit and Apply sites and Brand microsite

- Visit Miami page views:
 - **76.6K [2023] vs 35.4K [2022] (+116%)**
- Apply page views:
 - **28K [2023] vs 14.3 [2022] (+96%)**
- Facebook Campaign:
 - **.43% CTR vs .1% industry standard**
- Power of Will website page views:
 - **16.7K [2023]**



A college experience that prepares you for an amazing future.



Experience the range of what you'll find described as "the most beautiful campus that ever came into the world" by the National Job Board College Trust, according to values background scores of the best public universities in the country for teaching undergraduate students choose Miami University for our groundbreaking research opportunities, class diversity, athletics, outstanding career preparation, and exceptional campus life.

[Request a Tour](#)



Preparative Studies
Whether you are a high school student just beginning your college search or a transfer student, our preparative studies program offers a unique path to your future.

Artificial Students
If you are enrolled on Miami University as an Artificial Student, you have access to all the resources and support that Miami University has to offer.

Schools Comparison
Request for one of our excellent virtual tours with your college search preparative and best preparation and more about Miami.

[Request a Tour](#)

More Visit Resources

Schedule a Group Visit
High school and community-based organizations that want to schedule a group visit to Miami University can request a group visit to our main campus or our Oxford campus.

Explore Campus Virtually
Visit Miami University's virtual campus tour and explore the many opportunities and experiences that Miami University has to offer.

Pre-College Programs
Looking to enhance your college preparation? Our pre-college programs are high school students provide an early introduction into the University.

[Request a Tour](#)

Resources for Campus Visitors

[Visit Miami's Oxford Campus](#)

[Request a Tour](#)

[Request a Catalog](#)

[Request a Tour](#)

[Request a Tour](#)

[Request a Tour](#)



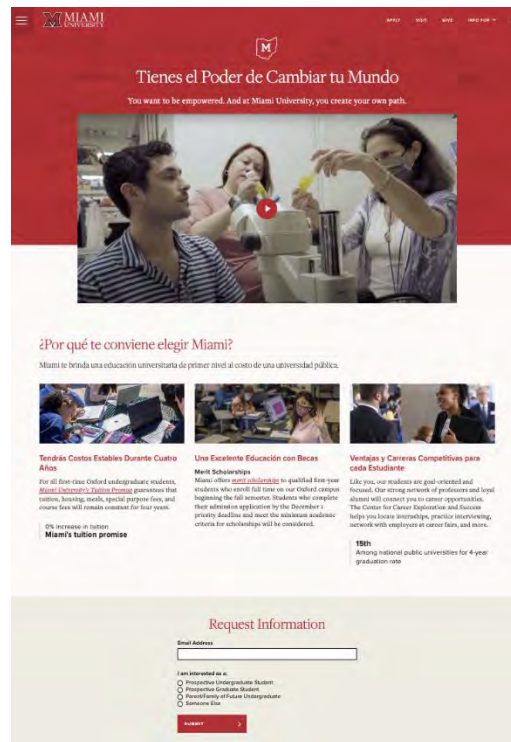
YOY comparisons: Jan. 1-Feb. 15

Building Awareness: Multicultural

Goal: Extend the brand campaign message to Hispanic, African American audiences

Multicultural campaign:

- 3.8M ad impressions
- Markets targeted: Cincinnati, Columbus, Cleveland (with retargeting)
- 14K page views across Multicultural campaign landing pages



Date Range: 1/1/2023-2/15/2023



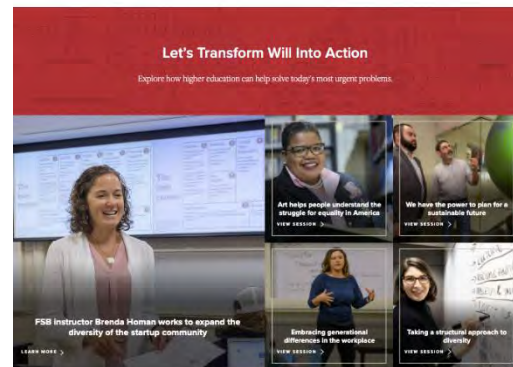
Building Awareness: Peer to Peer

Goal: **Elevate Miami's reputation among peers**

Peer to Peer Campaign:

- 348,320 ad impressions
- 61,131 clicks
- 17.55% CTR
- Audiences targeted: presidents, provosts, and enrollment management professionals
- 11K page views

Date Range: 1/1/2023-2/15/2023



PSA



PSA Reach

Bahamas Bowl

- 850K+ viewership

AFC Championship Game

- Regional and brand PSAs
- Nielsen Rating: **48.7**
- 464,700 local households

Follow On Social

- 125K impressions
- 6K engagements
- **4.4%** engagement rate (vs standard less than 1%)

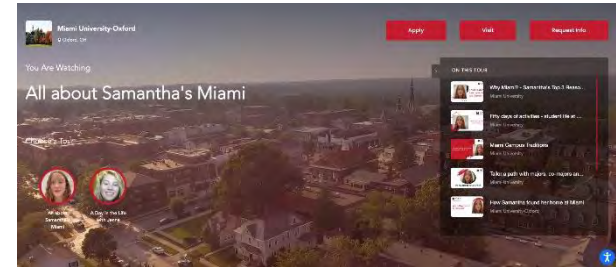
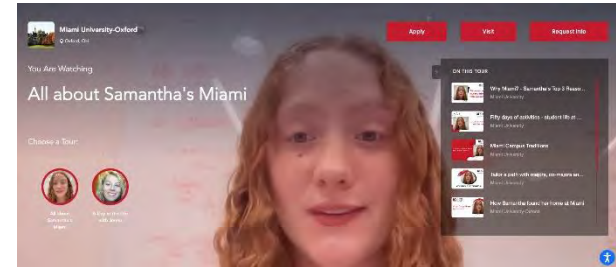


Going Further

- **Additional PSA**
 - 90-sec for in-person and targeted
 - 15-sec spots for digital ads
 - <10-sec for social sharing and authenticity



- **CampusReel**
 - Partnership with EMSS
 - Student-generated content



News and Media Relations

Goal: Increase positive news coverage and faculty expertise story placements

Placements:

- 1,400 [2022] vs 900 [2021] **(+55%)**
- Increase faculty placements by another 10%

Strategies and tactics

- Onboard media relations team member
- Provide routine media training
- Use local news outlets to amplify stories
- Explore membership and subscription services



Retail

Goal: Generate awareness through sale of licensed merchandise at national retail providers

- **National retailers** such as Amazon, Dick's Sporting Goods, Rally House, and LIDS
- Royalties generated on the sale of licensed merchandise have increased by **65% over 8 years**
- New national retail marketing program through our licensing agency CLC



Retail: Preview



DEBOSSED CONCRETE



22" X 28"
RETAIL SIGNAGE



Thank you.





Feb. 2024

UCM Update





Introduction | Topics

Audience Segmentation: Parents

- Research on Parental Influence
- Parent-focused Communications and Events

Update on Other Yield Efforts

- Make It Miami!
- Admission Video
- Visit Center Updates

Parental Influence



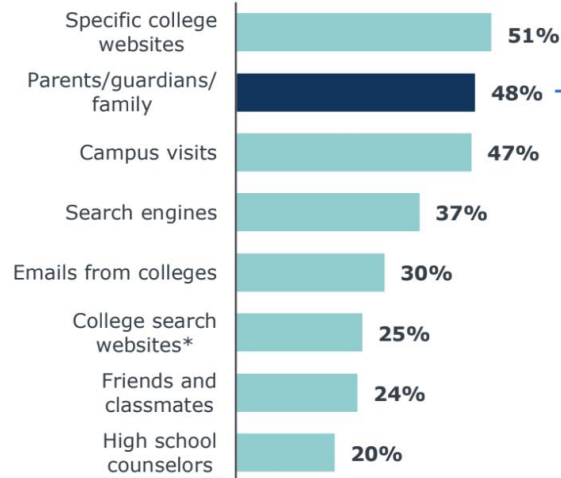


Parents Influence on Enrollment Decision

Parent Influence Is Growing

Sources That College Freshmen Say Influenced Them Most

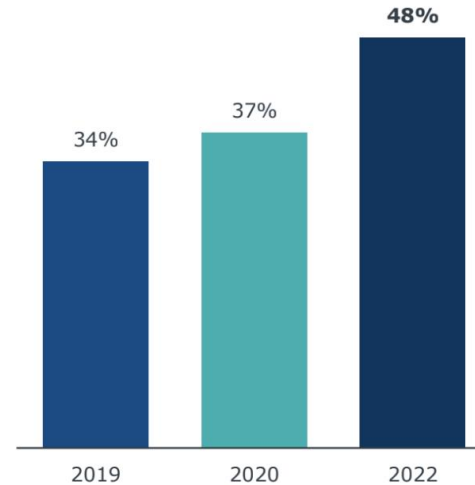
Sources with >20%; Participants Could Pick Up to 5 Sources from a List of 31



*College search websites such as Cappex, Niche, College Board

Growth in Parent Influence in Recent Years

EAB New College Freshman Survey, 2019-2022



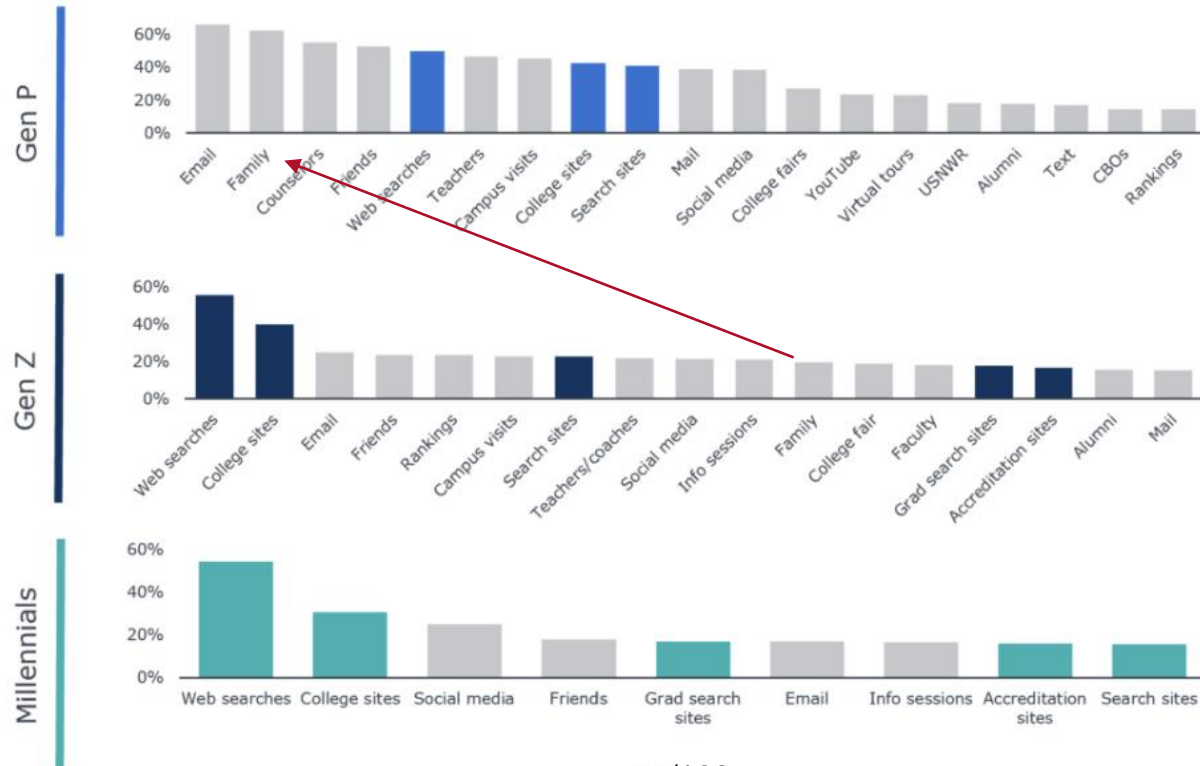
Parents Influence on Enrollment Decision

EAB's Five Takeaways:

- Parents appreciate direct, early communications from colleges.
- Clearly articulate your institution's cost and value.
- Parents want to learn about cost and finances from the start of their student's college search.
- Multiple sources and channels can help you reach parents better.
- Academics remain a winning topic for communications with parents and students.



Sources for Information about College



Parents Influence on College Search

Parent Involvement

Have your parents been involved in your college search?



Parents of seniors were less involved this year than they were in 2019. However, many of this year's seniors were also relying on direct communication (e.g., email) with schools than in previous years where a family might have visited campus together.

Parents of Seniors



Parents of Juniors



Parents of Sophomores



Parent-focused Communication



FY24 Marketing Efforts

- Enrollment marketing (digital and direct mail)
- Brand marketing (digital and traditional)
- Multicultural marketing (traditional)
- Peer-to-Peer (digital and direct mail)
- Improvements to campus “brandscape”
- Audience segmentation
- Web improvements
- Continuous, year-round marketing and advertising
- Broader geographic reach and engagement
- Deeper in-state reach and engagement
- Content creation and sustainment (aimed at yield)
- Improvements SEO and darted/segmented content

FY24 Marketing Efforts

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Parent Communications

Domestic Admit Packet

- Playful tone welcoming a new student to Miami
- Memorable features includes a die-cut cover, pop-up M, bold red envelope, sustainable confetti, stickers, and a strong focus on enjoyable student life activities





Parent/Family Brochure

Highlights:

- Welcoming, belonging
- Retention and ROI
- Support available for your child, and opportunities afforded by the greater Miami network
- Convenience/walkability of campus

Ready for ANYTHING

When you're part of the Miami family, your student has access to a powerful network.

- Workshops help them get the most out of our libraries, labs, and studios.
- Academic advising keeps them on track to graduate in good time.
- Career fairs introduce them to hundreds of internships and employers from around the U.S.

YOUR STUDENT IS OUR PRIORITY

Miami is wired to give your student every advantage — all the mentorship and real-world experience they need to become their very best.

2,800+
UNDERGRADS WORK WITH PROFESSORS ON FUNDED RESEARCH

No. 4
TRIP ABOARD PARTICIPATION AMONG PUBLIC DOCTORAL INSTITUTIONS

11,857
ORGANIZATIONS INTERVIEWED, ATTENDED A JOB FAIR, OR POSTED JOBS AT MIAMI

99%
OF 2021-2022 GRADS WERE EMPLOYED OR PURSUING THEIR EDUCATION BY FALL 2022

TAP INTO THE MIAMI NETWORK

Building a foundation for success, basic work Miami prepares students with job shadowing, resume building, interview workshop, and seminar coaching. Then, our career fairs get them into practice, connecting students with thousands of employers from every field.

THE MIAMI NETWORK

Proud Family GUIDE

81/168

MIAMI FAMILY

YOUR STUDENT DESERVES A LOT OF CREDIT FOR THIS MOMENT.

So do you!

RESIDENCE HALLS
Students live within walking distance of their classes.

CENTRAL QUAD LAWN
perfect place to catch some sun or hang with friends

GOGGIN ICE CENTER
hockey games are a must

MACCRACKEN MARKET
with grocery store right on campus

CLINICAL HEALTH SCIENCES AND WELLNESS BUILDING
brand new building featuring health-related courses as well as student clinics

RECREATION CENTER
swimming, weightlifting, fitness classes, rock climbing, and more

IN LOVE AND HONOR
Gregory T. Pappas
President

JUST A FRACTION OF WHAT YOUR

WELCOME TO THE MIAMI FAMILY



An investment you can count on

It's a great time to choose Miami — a place built for you to gain the experiences and connections you need to land exceptional job offers.

**YOU HAVE GOALS AND AMBITIONS.
WE'LL HELP YOU SUCCEED.**



No. 1

Among Ohio public
universities for return on
investment
[PAYSACLE.COM](https://payscale.com)



11,857

organizations interviewed,
attended a job fair, or
posted jobs at Miami
(2021-2022)



SERIOUS EARNING POTENTIAL

Now and forever



Early-career alumni median salary

\$61,000

(0-5 YEARS)
PAYSACLE.COM

Mid-career alumni median salary

\$118,400

(10+ YEARS)
PAYSACLE.COM



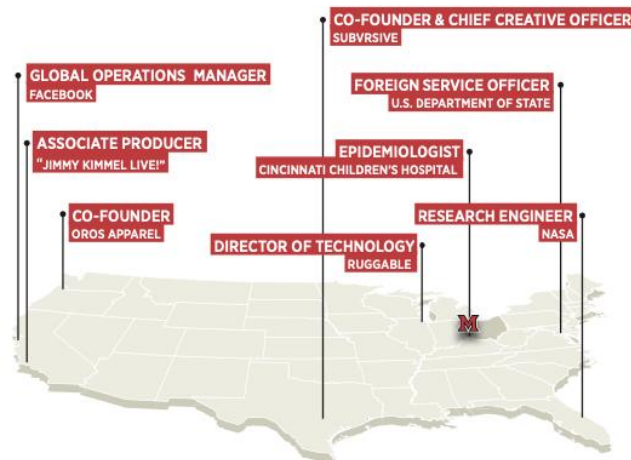
Top 30

Among universities in the Nation for alumni wealth, *Altrata 2022*

HIT THE GROUND RUNNING

Far and wide

Recent Miami grads have earned impressive titles such as:



In 2021, graduates accepted jobs in

48 / 26
States / Countries



Parent Emails

- 6 emails to parents of 9th, 10th, and 11th grade inquiries
- 7 emails to parents of 12th grade inquiries (apply)
- 10 emails to parents of admitted students (yield)
- 4 emails to parents of confirmed students (anti-melt)

| | 2022 | 2023 | 2024 |
|-------------|---------|---------|--------------|
| Open Rate | 70.05% | 71.1% | 70.48% |
| Click Rate | 1.21% | 3.12% | 3.92% |
| Emails Sent | 146,734 | 284,398 | 27,505 (Jan) |



It takes a village

Thank YOU for your behind-the-scenes advocacy to help prepare for this important moment

It takes a great deal of focused attention to support our young people today. And we want to acknowledge you for your assistance guiding throughout this college application process.

We know that successful students have strong supporters like you behind them, and we would be thrilled to welcome into the Class of 2028.

Contact us at admission@MiamiOH.edu or 513-529-2531 with any questions.




We are eager to welcome your family into ours.




Est.
1809

What will 's journey look like?

Miami's personalized learning, outstanding resources, and community support leads to extraordinary success.

We will set up for maximum success. Not only will their Miami degree help secure a job after graduation, it provides a foundation to build an amazing future. The benefits of a degree from Miami University last a lifetime. The proof is easy to see:

-  Top-15 public university in the U.S. for internships.
-  Top-15 among U.S. public universities for 4-year graduation rate.
-  99% of 2021-2022 graduates were employed or furthering their education by fall 2022.

-  Early career median salary (0-5 years post-graduation) is \$61,000.
-  Mid-career median salary (10+ years post-graduation) is \$118,400.
-  Top 30 for alumni wealth among U.S. universities.





College experiences that matter

SIX FACTORS THAT CONTRIBUTE TO LIFELONG SUCCESS

Through research on college graduates who are leading rewarding lives in their careers, family life, and communities, Gallup linked six college experiences directly to long-term success.

Lucky for Alexis, Miami has it covered:

1. **Learn from professors who care about you as a person.** The undergraduate student experience is a top priority at Miami. That's why we have been ranked among the nation's top public schools for undergraduate teaching for more than 10 consecutive years (and are currently No. 5), according to *U.S. News and World Report*.

2. **Have professors who make you excited about learning.** Miami professors don't just research, they teach. In fact, that's what attracts so many great faculty to Miami — their enthusiasm for undergraduate education. (See No. 1 above.)
3. **Find a mentor who encourages you to pursue your dreams and goals.** Miami students can find mentors almost anywhere. From career coaches to alumni and from faculty to older student peers, our strength is in our people.
4. **Work on a project that takes a semester or more to complete.** Experiential learning — learning by doing — is a cornerstone of a Miami education. For example, over 2,800 undergrads work with professors on funded research each year.
5. **Complete an internship or job that allows you to apply what you learn in the classroom.** Through Miami's **Career Clusters** students can explore professional options and focus on experiences that align with their interests. Career Clusters also support employer connections, helping make Miami a top 15 U.S. public institution for internships, according to the Princeton Review.
6. **Be active in extracurricular activities and organizations.** Miami students are an eclectic mix of thinkers, doers, leaders and followers; introverts and extroverts; authors and painters; climbers, coders, pianists, philanthropists, and gamers. We think Alexis will fit right in.

Where Alexis chooses to attend college is an important decision, but just as important is *how* they attend. At Miami, we make sure students know how.

Sincerely,

Bethany Perkins
Director of Admission



Parent/Family Website



Welcome to the Miami Family! We are thrilled to admit your talented student to Miami University and are excited to invite you into our community. As your student's advocate, you want them to be fully informed about next steps and available resources so they can succeed. As their biggest cheerleader, you want them to find a college experience to prepare them for a meaningful, rewarding life. At Miami, they will.

What to do now



Celebrate this moment!

You and your student both deserve a lot of credit for making it to this moment. Take some time to celebrate and show your pride!

- Download digital swag for your [phone/tablet](#), [desktop/laptop](#), and [Facebook/Instagram](#).
- [Order some Miami gear](#) for you and your student.
- Share your family's good news on social media using the hashtag #MiamiOH, so the entire Miami community can celebrate with you!



Admitted student next steps

This is the beginning of everything — your student is almost a RedHawk! These next steps will ensure a smooth transition.

- Help your student [accept their offer of admission](#) from Miami University.
- Review the next steps to [enroll for fall 2024](#) or [spring 2024](#).




Parent/family next steps

Miami appreciates the opportunity to help you prepare for these next years in your student's life. Consider engaging through these steps.


- Help your student complete the [Free Application for Federal Student Aid \(FAFSA\)](#) to apply for financial aid.
- Plan a [campus visit](#) with your admitted student, and [discover Oxford, Ohio](#).

Parent Feedback

 Miami University | Class of 2028 Parents and Families
Kara Yagley Baker · 10m · 🌐

I've worked in marketing and communications for 25 years and my daughter applied to 11 schools for the Fall 2024. I have to brag on Miami and say they knock it out of the park when it comes to marketing, branding, communications and information to both students and parents. I'm SUPER impressed! Thank you to everyone involved!

Kind note from a parent of an admit: *PS— kudos to your marketing department, we've received so much additional information with the mailing campaign— all informative and useful, but pretty clever too. Oh, and I attended the other Miami LOL!*

 Kara Yagley Baker [Author](#)
They are the only school who has sent anything out (at least to parents) about how the delays in FAFSA could impact timing.

 user3786712599419
We were a happy house today and I've got to say that Miami was the best with communicating with parents. I'm hoping my kid is a future Redhawk.
7h Reply  

“I wanted to let you know that I was EXTREMELY impressed and proud of all of the mailings, e-mails, and attention that Jeremy received, and that it DID make a difference in his decision process.” - Miami alumnus and prospective parent

Preview: Your Miami People





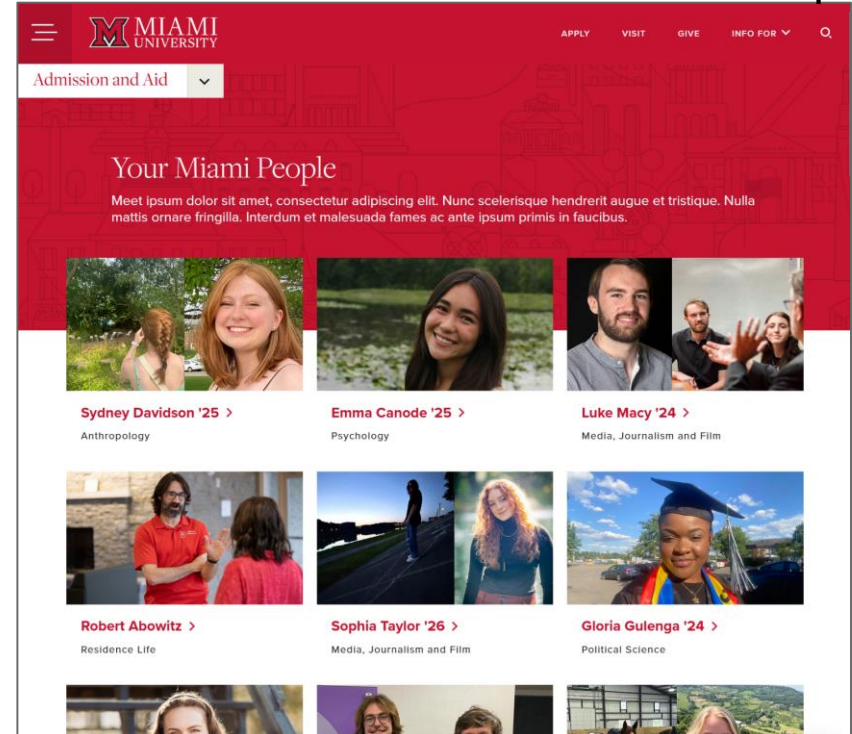
Preview: Your Miami People

- Introduce families (parents) to the people who will be supporting their students from Day 1
- Emphasize Miami's personalized approach and caring environment
- Create a sense of belonging for students, and comfort for families
- Will launch March 1



Preview: Your Miami People

Mock up



CONCEPT

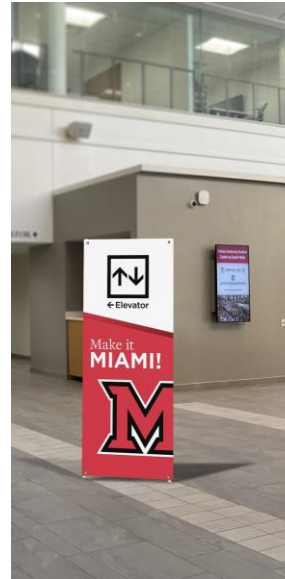
Quick Update: Yield Efforts



Make it Miami!

- Create memorable experience through a highly branded and welcoming environment
- Add excitement and fun
- Foster a greater sense of belonging

Featuring: Branded pole wraps, a branded plinko board to receive Miami apparel, additional wayfinding signage, light-up cubes, scenic imagery, ROI posters, and more



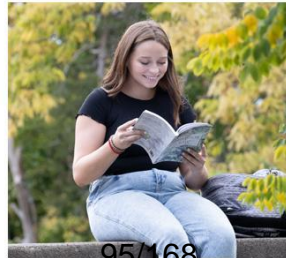
Admission Film - Oxford Undergrad

- Students, faculty representing all academic division
- Aerial and panoramic views of campus
- Firsthand accounts about what makes Miami special





Admission Film





Visit Center Updates

- Branded corridor of (higher quality) light post banners for easier wayfinding to Admission Visit Center
- Updated registration area with newly branded welcome desk, tv, t-shirt display, and more
- Large Beveled-M to be used inside or out
- Branding added to auditorium



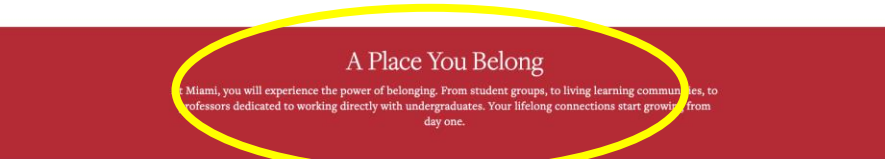
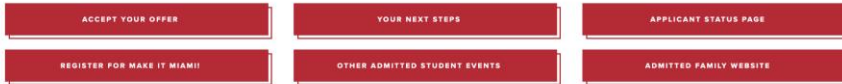


New: Admitted Student Portal

- Customized, personalized info specific to individual
- Specific, localized events
- Info on college/major
- Name, photo, contact of their admission rep



New/Reimagined Yield Materials for FY24



[Begin Your Student Experience >](#)

Discover the opportunities Miami has for you before and after your arrival on campus.



[Explore Outcomes >](#)

Where will you go after college? With a degree from Miami, the answer is wherever you want.

- Admit packet with Miami decals and seed-packet confetti;
- Major-specific emails;
- Student voices videos; and
- Custom student portal with information about their major, on- and off campus events, student success stories, and more



M
MIAMI
UNIVERSITY
OXFORD, OH • EST. 1809

Thank you.
rivinius@miamioh.edu

99/168

February 23, 2024
Consent Calendar

RESOLUTION R2024-26

WHEREAS, University Senate on December 04, 2023 passed SR 24-07, endorsing a proposed degree and major, EDP- Counselor Education - Master of Education.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a EDP- Counselor Education - Master of Education.

Approved by the Board of Trustees

February 23, 2024



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tracy Haynes, Chair, Senate Executive Committee

Rosemary Pennington, Chair Elect, Senate Executive Committee

Tom Poetter, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

February 05, 2024

To: Gregory P. Crawford, President
From: Brooke Flinder, Secretary of the University Senate
Re: Curriculum Approval
SR 24-07 CPB - Counselor Education - Master of Education

On December 04, 2023, University Senate adopted SR 24-07:

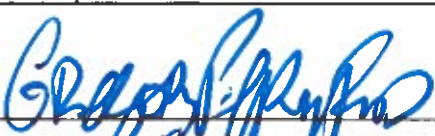
BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Counselor Education - Master of Education

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve: Counselor Education - Master of Education

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



Gregory P. Crawford, President



Date

cc: Tracy Haynes, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

SR 24-07

EDP- Counselor Education - Master of Education

December 04, 2023

BE IT HEREBY RESOLVED that University Senate endorses the proposed program,EDP- Counselor Education - Master of Education

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

New Program Proposal

Date Submitted: Thu, 26 Oct 2023 20:07:01 GMT

Viewing: : Counselor Education - Master of Education

Last edit: Tue, 14 Nov 2023 19:49:14 GMT

Changes proposed by: alvarej6

Contact(s)

| Name | Phone | Email |
|---------------|--------------|----------------------|
| Jenna Alvarez | 513-529-3978 | alvarej6@miamioh.edu |

General Bulletin Edition

2024-2025

Proposed start date

Fall 2025

Level

Graduate

Program Type

Major/Concentration within Existing Degree

Delivery site(s)

Other

Other delivery site:

The counseling program will be an online program using synchronous and asynchronous learning modalities.

CIP Code

13.1101 - 13.1101

Department

Educational Psychology

Related Department

College

Col of Educ, Health & Society

Related College

Degree

Master of Education

General Bulletin Title

Counselor Education - Master of Education

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements

Licensure:

Yes

Endorsement:

No

Rationale for the proposal

The proposed degree will contribute to (a) the EDP Strategic Plan goal to provide innovative and impactful curricular and co-curricular opportunities and would contribute to one of the indicators of success for that goal, (b) EDP's APEIP Action Plan, which specifically included a goal about exploring and proposing this program, (c) EHS Strategic Priority 1 (Curricular Excellence) and Strategic Priority 4 (Student Recruitment and Retention), and (d) the University strategic plan recommendation #22 to create a plan for revenue-generating graduate degrees. The program is unique because it leads to specialization in either Clinical Mental Health Counseling (specific licensure in Ohio) or School Counseling (specific licensure in Ohio). Since these areas have certain requirements for licensure, they cannot be achieved in another program within Miami. The program will start interviewing and admitting students during the 2024-2025 academic year to start the program in Fall 2025. This practice is in line with CACREP requirements, and it is essential that this information is listed in the 2024-2025 general bulletin edition to disseminate information to prospective students.

Introduction

Brief summary of the request

We propose a 60-credit-hour Counselor Education master's degree program where students can focus on either Clinical Mental Health Counseling (CMHC) or School Counseling (SC). Additionally, we plan to offer a pathway for dual licensure as a CMHC and SC, totaling 66 credit hours. Dual-track students are allowed to replace the two elective courses with specialty-specific courses to minimize the number of additional credit hours needed. Graduate students seeking dual licensure would need to take two additional sections of internship, six credit hours, which includes 600 additional internship hours. The additional field hours account for state and national accreditation requirements for each counseling specialty area. Please see the dual-track program of study, which outlines our course sequence. We would seek accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This proposal includes core components needed to prepare for accreditation after the first graduating class of the program. Our preliminary work has included meeting with a CACREP consultant to learn

more and receive feedback on our plans and incorporating feedback obtained through the Miami Academic Incubator Program (MAPI) process.

Accreditation

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

Upload documentation of the notification

Accreditation Statement for Proposal.pdf

Academic Leadership

Organizational structure

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

The Current Counselor Education Program will be housed in the College of Education, Health, and Society (EHS) and within the Department of Educational Psychology (EDP). Dr. Jenna Alvarez, director of the developing program, reports to Dr. Jason Abbitt, Chair of EDP, who reports to Dean Lane of EHS. The onboarding of additional faculty members will work in collaboration with the director of the program and will report to the EDP chair.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

The lead faculty member working on the development of this program is Dr. Jenna Alvarez, Associate Clinical Professor and the Director of the Counselor Education Program, with the support of Dean Jason Lane from the College of Education, Health, and Society (EHS), Dr. Jason Abbitt, Chair of the Department of Educational Psychology (EDP), and Amity Noltemeyer, Associate Dean of the Graduate School. Dr. Alvarez's responsibilities include the development of this proposal, curriculum development, and chairing a search for a Teaching, Clinical Professors, and Lecture (TCPL)-Assistant Clinical Professor in the 2024-2025 academic year and a Tenure-Track Assistant Professor during the 2025-2026 academic year. Additionally, during the 2024-2025 academic year, Dr. Alvarez will be working with the University of Communication and Marketing to facilitate the marketing and recruitment of the program to prospective graduate students. Other responsibilities include developing a program-specific graduate and field placement handbook, which CACREP requires. Furthermore, Dr. Alvarez will work toward CACREP compliance to allow Miami University to apply for accreditation after the first cohort has graduated.

Upload this individual's CV/resume

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

Through the Miami Academic Incubator Program (MAPI) process, EDP worked to develop a concept paper highlighting market trends for counseling, support for developing a counseling program, various modalities of consultation, and collaboration with related fields such as Social Work and an EDP committee.

They consulted with the following individuals from similar programs at Miami over the past three to four years: Chair of Family Science & Social Work department; former Chair of, Psychology Department; Director of Clinical Training, Psychology Department; Chair and Graduate Director, Sports Leadership and Management Department; and faculty of the School Psychology Program and Educational Psychology Department.

Through this collaboration, the following were noted as points of collaboration during the start-up year of the program: (a) working with leadership from the Master of Social Work program to ensure we are not recruiting from the same pool of students (e.g., marketing in a way that emphasizes the unique features of our degree), determine which course(s) from their program our students could take, and discuss the possibility of a dual degree pathway in the future, and (b) working with leadership from the Psychology

Department to ensure that we are not competing for clinical field placements, and to discuss the possibility of a combined program pathway. Furthermore, upon developing this program proposal, it was discovered that many public institutions in Ohio have either two or three of the following graduate programs: counseling, social work, and school psychology. Including but not limited to The Ohio State University, the University of Cincinnati, and Ohio University.

Department of Sport Leadership and Management (SLAM) leadership was consulted when developing the MAPI proposal, and we plan to introduce two stackable certificates that are incorporated within this program that will be available to SLAM students;. One of the stackable certificates that has been approved in preparation for this program is the Mental Health Intervention certificate, and the second certificate will be proposed after the counseling program and courses are approved.

Before the hiring and onboarding of the director of the Counselor Education Program, the proposed program was discussed with the EDP faculty as part of the APEIP process in 2020-2021, at the fall 2021 department retreat, and again at the October 28th, 2021 department meeting. The department was supportive in all of these discussions. Furthermore, a planning committee of EDP faculty/staff has met regularly since Spring 2021 to help develop the proposal ideas. At the time, those members included the following individuals: Amity Noltemeyer, Kristy Brann (no longer at Miami), Haley Shea (no longer in her position), Kevin Bush, and Derrick Moore (transitioned to a different staff role). We would expect this

committee to continue to play an advisory role in the program development and implementation, with the addition of key stakeholders after the program is approved.

Program development

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

The proposed degree will contribute to (a) the EDP Strategic Plan goal to provide innovative and impactful curricular and co-curricular opportunities and would contribute to one of the indicators of success for that goal, (b) EDP's APEIP Action Plan, which specifically included a goal about exploring and proposing this program, (c) EHS Strategic Priority 1 (Curricular Excellence) and Strategic Priority 4 (Student Recruitment and Retention), and (d) the University strategic plan recommendation #22 to create a plan for revenue-generating graduate degrees. Furthermore, Diversity Equity and Inclusion (DEI) initiatives are built into the counseling field, including ethical standards and philosophical underpinnings. We will intentionally plan for (a) embedding DEI concepts systematically throughout courses, (b) identifying field placements where students have the opportunity to work with diverse populations and receive strong supervision related to applying culturally responsive counseling skills, (c) developing robust plans for recruiting and supporting diverse students, and (d) recruiting and retaining diverse faculty to teach in the program.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.

During the MAPI process and through the concept paper, a market analysis was completed. Below are the contents of that analysis, and the concept paper has been attached as a support document to this proposal. Miami University is one of three public institutions in Ohio that does not have a graduate counseling program. Upon approval of this program, Miami University would be one of the only public institutions in Ohio to offer an online school counseling program as well as an online dual-track option in clinical mental health and school counseling. Additionally, upon earning CACREP accreditation, our program would be one of two public institution options that offer potential students the opportunity to earn a school counseling degree online in the state of Ohio. Ohio University was recently approved to move its school counseling program online until October 31, 2025. Additionally, the options for CACREP-accredited public institutions that offer a counseling program online are limited.

A feasibility study conducted by the Education Advisory Board (EAB) revealed strong employer demand and a favorable regional market. For example, between July 2018 and June 2021, employer demand growth for master's-level counseling professionals outpaced employer demand growth for all master's-level professionals regionally (i.e., 1.75 percent compared to 1.28 percent on average per month) and nationally (i.e., 1.65 percent compared to 1.47 percent on average per month). Furthermore, employment is projected to increase faster than average in all top relevant occupations regionally and nationally from 2021 to

2031. Finally, the analyses revealed that growth in student demand is outpacing growth in competition, suggesting an opportunity for Miami University to enter the market. Based on our own revenue and expense projections and coupled with our understanding of the market, we would aim for 25 total FTE students per cohort either interested in clinical mental health and/or interested in school counseling.

If completed, upload the full analysis

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

As described in various sections of this proposal, during the MAPI process, EDP consulted both internally and externally. Notably, the program worked with a Council for the Accreditation of Counseling and Related Educational Programs (CACREP) consultant to determine future directions of the developing program. Currently, the director of the counseling program has consulted with various key stakeholders within the Miami University community. For example, the director had an initial meeting with ASPIRE to gather initial feedback and establish an ongoing collaborative relationship. The director has worked closely with the Graduate School during the development of this proposal.

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

This proposal, including but not limited to the program description, requirements, and objectives, have been developed to adhere to the 2024 CACREP standards. Additionally, course descriptions and objectives have been developed in accordance with core CACREP standards as well as specialty standards for CMHC and SC. Additionally, the program will start interviewing and admitting students during the 2024-2025 academic year to start the program in Fall 2025. This practice is in line with CACREP requirements, and it is essential that this information is listed in the 2024-2025 general bulletin edition to disseminate information to prospective students.

Collaboration with other Ohio institutions

Indicate opportunities for collaboration with Chancellor's Council on Graduate Studies (CCGS) member institutions.

The program follows the timeline outlined in the concept paper for internal approval. Within these meetings, we will share the program, provide time for input, and collaborate to make changes. Once the program is internally approved at the various levels, we will work to seek

approval through the Ohio Department of Higher Education (ODHE) and the Chancellor's Council on Graduate Studies (CCGS). Throughout the whole process, we welcome opportunities to collaborate with other Chancellor's Council on Graduate Studies (CCGS) member institutions.

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

The program has not been developed in collaboration with another institution in Ohio.

Student Services

Admissions policies and procedures

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

The Counselor Education Program will follow the general graduate admission process and requirements outlined by the university and Graduate School. Additionally, the 2024 CACREP standards require institutions to make admissions decision recommendations based on career goals, aptitude for graduate study, and the potential of the individual to be effective when working with clients from diverse backgrounds. The following describes our proposed admissions process and denotes variations from the general admission process established by the Graduate School.

Admission Requirements:

Prospective students will complete the Graduate School application, including paying the nonrefundable application fee.

In line with the Graduate School and CACREP, candidates are required to have a baccalaureate degree (US equivalent).

While CACREP does not require a certain undergraduate degree specific to the counseling program, students will be scored based on experiences, including undergrad training, prior volunteer/work/internship experiences, or any other experiences that could aid in their ability to form effective counseling relationships with diverse populations as this is a requirement outlined within CACREP. (Miami admissions does not outline requirements relevant to the above.) Additionally, CACREP requires programs to note degree requirements within their program handbooks.

Admitted students will need to submit official transcripts. Miami University graduates are not required to submit official transcripts as those are already recorded within the university

system and will be verified internally. However, they must provide an unofficial transcript at the time of application, with their term grades, GPA, and earned hours.

As an online program, the Counselor Education Program is not able to admit international students. This will be indicated on the program webpage.

As stated within the Graduate School requirements, students are required to submit additional materials required by the department. The following are the required materials for the Counselor Education Program.

A personal statement that addresses the following questions:
Describe why you want to be a counselor.

Indicate your interest related to the specialty area you are pursuing (clinical mental health or school counseling) and connect this to your previous experiences and future career goals.

If you are interested in the dual-track pathway, discuss your interest and how this will support your future professional goals.

Includes previous experiences working with individuals, the importance of collaboration, and the importance of relationships within the profession of counseling (specific to the specialty area).

Three professional letters of recommendation that speak to the applicant's career goals, aptitude for Graduate School that is delivered remotely, and potential to be an effective counselor who has the potential to form relationships with clients/students from diverse backgrounds.

A one to two-page resume highlighting professional experiences related to counseling.

The Graduate School allows programs to determine standardized testing requirements, if any. The Counselor Education Program will not require the Graduate Record Examination (GRE) nor any other admission testing, for candidates that meet Miami University's regular standing requirements of a 2.75 GPA from the institution wading the bachelor's degree.

The Counselor Education Program will follow the GPA conditional standing requirements as outlined by the Graduate School, which include:

Admission to the Graduate School with conditional standing (master's degree programs only) is possible if you do not meet the requirements for regular standing, but you can provide evidence of promise for success in graduate study. You must satisfy departmental prerequisites, have academic deficiencies, or have earned a bachelor's degree from a non-

accredited institution. You may be admitted with conditional standing, even if you have met the minimum requirements for admission to regular standing.

Requests for admission with conditional standing are considered by the dean of the Graduate School. Such requests must have the support of the academic department where you seek admission. Evidence in support supplied by the applicant and the department may include graduate admission test scores, references to successful professional experience, statements of academic progress, etc.

If you are admitted with conditional standing, you must achieve a cumulative grade point average of at least 3.00 in the first 12 hours of graduate courses taken for grades. Grades earned in undergraduate courses do not apply to this required grade point average. The probationary period begins on the date of admission with conditional standing. Students who do not satisfy the requirements of conditional standing are denied further registration in the Graduate School. Students who meet these requirements continue with regular standing.

Due to CACREP requirements and limitations outlined within the standards related to faculty-to-student ratios, the Counselor Education Program will need to deviate from the continuing graduation requirements (non-degree) status policies. The program can only allow non-degree-seeking students to take two courses within the program, a maximum of six credit hours. Requests for a list of courses open to Continuing Graduate Status (CGS) students can be sent to the program director. These courses can be applied to the program of study if the CGS student decides to apply and is admitted to the program at Miami University.

Due to the nature of a counseling training program, which requires engagement as a trainee with clients and K-12 students, along with ensuring the program meets accreditation requirements, the Counselor Education Program cannot accept Visiting (Transient) Status students as outlined by the Graduate School. Program faculty must ensure proper gatekeeping for the profession to ensure trainees are prepared to engage with clients/students during practicum and internship. Transient status would impact strict CACREP ratio requirements, making it challenging to track key performance indicators (KPIs) and ensure client/student well-being and safety during field hours.

Student administrative services

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

The services offered by Miami University are appropriate for the master's program in counselor education. These services are also in line with what CACREP expects for graduate programs. We do not foresee the need for additional services to support students.

Student academic services

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

The services offered by Miami University are appropriate for the master's program in counselor education. These services are also in line with what CACREP expects for graduate programs. We do not foresee the need for additional services to support students.

Description of the program to display in the <i>General Bulletin.</i>

Miami's Master of Education degree with a major in Counselor Education offers opportunities for students to earn a graduate degree specializing in either Clinical Mental Health or School Counseling within two academic years, including one summer term (five semesters; 60 credit hours). Each pathway leads to licensure as either a school counselor (School Counseling pathway) or licensed professional counselor (LPC; Clinical Mental Health pathway) in the state of Ohio. You also have the opportunity to declare dual specialties within the graduate program, which would require an additional academic year (three additional semesters; six additional credit hours), including additional coursework and field hours. The department must approve your program of study. Within each specialty area, a 100-hour practicum and 600-hour internship are required. For dual licensure-seeking students, an additional 600-hour internship is required, totaling 1300 field placement hours.

Course offerings

Bulletin Requirement Listing

Program Requirements

(60 hours for single specialty, 66 hours for dual specialty)

| Course List | | |
|---|-------|--------------|
| Code | Title | Credit Hours |
| General Core Courses (for both specialty areas) | | |

Course List

| Code | Title | Credit Hours |
|----------------------------------|---|--------------|
| EDP 654 | Counseling Practicum ¹ | 3-4 |
| EDP 672 | Helping Skills in Mental Health Intervention | 3 |
| EDP 651 | Educational Research | 3 |
| EDP 671 | Counseling Theories | 3 |
| EDP 666 | Educational Consultation, Collaboration, and Community Psychology | 3 |
| EDP 661 | Course EDP 661 Not Found | 3 |
| EDP 664 | Course EDP 664 Not Found | 3 |
| EDP 673 | Course EDP 673 Not Found | 3 |
| EDP 674 | Course EDP 674 Not Found | 3 |
| EDP 663 | Course EDP 663 Not Found | 3 |
| EDP 678 | Course EDP 678 Not Found | 3 |
| EDP 681 | Course EDP 681 Not Found | 3 |
| EDP 685 | Course EDP 685 Not Found | 3 |
| EDP 684 | Course EDP 684 Not Found | 3 |
| EDP 653 | Course EDP 653 Not Found | 0 |
| EDP 649 | Counseling Internship ² | 6-12 |
| Specialty Areas ³ | | 6 |
| Clinical Mental Health Specialty | | |
| EDP 682 | Course EDP 682 Not Found | |
| EDP 683 | Course EDP 683 Not Found | |
| School Counseling Specialty | | |
| EDP 679 | Course EDP 679 Not Found | |
| EDP 686 | Course EDP 686 Not Found | |

| Course List | | |
|-------------------------------|--|--------------|
| Code | Title | Credit Hours |
| Elective Options ⁴ | | 6 |
| EDP 596 | Behavioral Interventions: Theory, Principles, and Techniques | |
| EDP 636 | Diversity, Learning & Technology | |
| EDP 656 | Education of Individuals with Exceptionalities | |
| EDP 662 | Social, Emotional, and Behavioral Assessment | |
| EDP 667 | Behavioral Statistics I | |
| Total Credit Hours | | 60-67 |

1

Only 3 credit hours for the counseling specialty.

2

6 hours for single specialty, 12 hours for dual specialty.

3

Select one specialty area, or both if pursuing dual specialties.

4

No electives if pursuing dual specialties.

Plan of Study/ Roadmap

Our roadmaps or program of study documents are attached to this proposal.

We include the following pathways:

Clinical Mental Health Counseling Program of Study (60 credit hours)

- General Core Courses: 48 total credit hours
 - Including 6 credit hours of internship in EDP 649 (3 cr hr per semester)
- Specialty Courses: 6 total credit hours
- Elective Courses: 6 total credit hours

School Counseling Program of Study (60 credit hours)

- General Core Courses: 48 total credit hours
 - Including 6 credit hours of internship in EDP 649 (3 cr hr per semester)
- Specialty Courses: 6 total credit hours
- Elective Courses: 6 total credit hours

Dual Track Program of Study (66 credit hours)

- General Core Courses: 54 total credit hours
 - A total of 12 credit hours of internship in EDP 649 (3 cr hr per semester)
- CMHC Specialty Courses: 6 total credit hours
- SC Specialty Courses: 6 total credit hours

Thesis

Non-Thesis

Non-Thesis Explanation

The program does not require a thesis as CACREP has specific requirements around student assessments and performance benchmarks. We plan to have a standardized exam for both specialty areas and a capstone project specific to each specialty area, which will be outlined in detail in the counseling program handbook. This capstone project will be real-world, application-based, focused on serving the community through the profession of counseling.

Off site program components

Co-op/Internship/Externship

Clinical Practicum

Brief description of Co-op/Internship/Externship component

In line with the requirements for a CACREP counseling program, students will complete 600 hours of internship for either the clinical mental health counseling or school counseling track over two semesters (fall and spring) in their second year of the program, if full time. Students seeking dual licensure will complete four semesters of internship, 600 hours for each specialty area. These internships will be conducted within partner schools, hospitals, community clinics, and other settings where the Miami University Counseling Education Program has established and approved partnerships.

Brief description of Clinical Practicum component

All students will complete a 100-hour practicum at an approved setting before their internship. This is also in line with the CACREP accreditation requirements.

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

List at least 3 specific student learning outcomes (SLOs) that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLOs and Miami Plan principles or competencies.

The below SLOs are connected to the Miami Plan principles and competencies of experiential learning, as counseling requires hands-on learning within the community. Additionally, our SLOs are embedded in intercultural perspectives, as trainees need to be prepared to work with individuals from diverse backgrounds. We plan to assess all of the SLOs for CACREP after program approval.

The Miami University Counseling Program's core student learning objectives are focused on preparing students holistically for the profession of counseling, which is in addition to the specific specialty area objectives and is as outlined:

Counseling students will demonstrate a strong professional counselor identity through the completion of Key Performance Indicator (KPI) Assignments in each of the core courses that are designed to prepare students to form therapeutic relationships with clients/students.

Graduate students in the Miami University Counseling Program will acquire foundational knowledge centered around becoming culturally responsive counselors focused on social justice within the program through engagement in the curriculum, specifically the Multicultural Counseling and Social Justice course, and demonstrate these skills during practicum and internship through successful completion of KPIs in practicum and internship.

After completing core courses, students will be able to apply the necessary foundational counseling therapeutic techniques through a theoretical framework within the helping relationship and demonstrate their knowledge through recordings and case conceptualizations.

Throughout the program, students will be exposed to counseling research that is rooted in advocacy and leadership for advancing the program and advocating for clients/students, and through the evaluation of this research, students will create advocacy presentations focused on addressing the gaps in the research which impact underrepresented clients/students.

The Miami University student learning objectives for school counseling trainees are focused on preparing students to do the following:

School Counseling trainees will demonstrate their ability to support students in the K-12 setting to ensure student's needs are met in the areas of academic and social/emotional

(mental health) and career with an emphasis on support for students from diverse backgrounds through the use of needs assessments, and data collection to create a comprehensive school counseling program (CSCP).

Trainees will be able to support students' social and emotional needs through the implementation of brief individual counseling, small group counseling, and classroom instruction utilizing the Multi-Tiered System of Supports (MTSS) framework to incorporate the Ohio Department of Education (ODE) K-12 Social and Emotional Learning Standards to acquire the five competencies (self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making).

Acquire the foundational knowledge necessary to successfully pass the Ohio Assessments for Educators (OAE) that is required for licensure in the state of Ohio as outlined by ODE.

The Miami University student learning objectives for clinical mental health trainees are focused on preparing students to do the following:

Clinical Mental Health Counselor trainees will demonstrate their ability to support clients through engagement in core and specialty courses focused on developing the therapeutic relationship in connection to culturally responsive diagnosis and treatment through the completion of KPI assignments and will be monitored through supervision.

Acquire the foundational knowledge necessary to successfully pass the National Counselor Examination (NCE), completion of courses as outlined in the program of study, and the requirements needed by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to obtain licensure.

Graduates will be able to utilize assessments and knowledge gained through the program to demonstrate effective diagnosis and treatment planning to support clients, as evidenced through case conceptualization and supervision.

As outlined within each learning objective, there are KPI assignments that are intended to evaluate students on their learning, which are connected to these program objectives. Additionally, these KPI assignments occur at different time points within the curriculum. They build upon each other to ensure students acquire the knowledge and skills to ensure professional competency to prepare them to work with clients/students. Further, these KPIs align with the CACREP's requirements for program objectives to be measurable and evaluated throughout the curriculum.

Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use.

As CACREP requires, all programs must have assignments and projects that measure our KPIs. Each syllabus will highlight specific assignments that are KPI assignments as well as include a rubric connected to the SLOs as well as the CACREP standards. Additionally, students will need to pass the National Counselor Examination (NCE) for CMHC and/or the Ohio Assessments for Educators (OAE) for School Counseling near or after graduation.

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

In line with the expectation set by CACREP, we will have the following in all of the required courses:

All key performance indicators from each course where there is a KPI assignment accompanied by a rubric to measure student success.

Professional disposition data via completed surveys by course instructors and advisors for each student every semester to track student progress and growth.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

All students within the program will be a part of the sample, as this information is needed for accreditation. All rubrics will be housed in Google Drive for each course, and all data not connected to a course will also be housed in a program on Google Drive.

Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

Through the advising process, we plan to collect individual student performance data on their feedback connected to the program learning outcomes. In the first-year review, both faculty and students will do an evaluation. Faculty will evaluate students in their first year within the program, and students will complete a self-evaluation. We will also solicit feedback within the exit survey before graduation.

Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.

We will create a report that includes the following as required by CACREP and include this in our annual HLC report:

Counselor Education Program faculty create an annual report for entry and doctoral (if applicable) levels that includes:

- a) a summary of the program evaluation results, including achievement of academic quality indicators;
- b) subsequent curriculum modifications and program improvement informed by program

evaluation; and
c) any other significant program changes.

Additionally, this report will be published on the program website and available to the public as CACREP requires.

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

Once the counseling program is established, faculty will meet weekly to discuss KPI data within each course and licensure assessment data of recent graduates to improve teaching and learning. As part of the CACREP requirements, each course will have KPI assignments connected to the CACREP standards to track and address student performance in becoming a competent counselor.

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

The counseling director will be responsible for creating and submitting the annual assessment report to the assessment coordinator at the end of each academic year. Additionally, this information will be used for the initial CACREP self-study needed for accreditation and future re-accreditation.

Additionally, as part of the assessment development process, the director collaborated and consulted with Carolyn Haynes, who provided feedback on the information outlined in this assessment section. Additionally, Dr. Haynes confirmed the information provided in this section is sufficient for the proposal.

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

In line with the CACREP standards, the following will be used to measure student success and will be considered on a continued and annual basis:

- pass rates on credentialing examinations,
- degree completion rates, and
- employment and doctoral admission rates.

Additionally, we will consider exit survey data on the student experience in the last month of the final semester before students graduate from the program. Additionally, we will reach out to alumni annually to gather information related to improving the curriculum to better prepare graduates for professional work.

As CACREP requires, we will create and solicit feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. Our program will ensure that the advisory committee comprises representatives from the program and community partners with diverse identities and perspectives. Additionally, we intend to include alumni within this advisory committee.

Faculty

Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty.

The following are the faculty designations for the program (as approved in our MAPI Concept Paper):

Associate Clinical Professor (position filled as of August 2023)

Assistant Clinical Professor (position projected to be filled by August 2025)

Assistant Professor (position projected to be filled by August 2026)

Support of Adjunct faculty (projected need 2025-2026 and 2026-2027 academic years)

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

For counseling, CACREP has strict requirements on the education, licensure, and certification of program faculty. Below are the requirements directly taken from the 2024 CACREP Standards.

Core counselor education faculty must have full-time appointments to the counselor education program. Core faculty must meet one of the following qualifications:

1. have an earned doctoral degree in counselor education, preferably from a CACREP-accredited program; or
2. have a related doctoral degree and have been employed as a full-time faculty member in a counselor education program for a minimum of one full academic year before July 1, 2013; or
3. have been employed as a full-time doctoral-level faculty member in a CORE-accredited master's program prior to July 1, 2017; or
4. have graduated from a rehabilitation doctoral program prior to January 1, 2018.

Core counselor education faculty participate in professional activities, scholarly activities, and service to the profession. All core counselor education faculty must identify with the counseling profession through each of the following:

1. have sustained memberships in professional counseling organizations;
2. relevant professional counseling credentials; and

3. show evidence of sustained professional engagement through at least two of the following:

- a) professional development and renewal activities related to counseling,
- b) professional service and advocacy in counseling,
- c) ongoing counseling practice, or
- d) research and scholarly activity in counseling commensurate with their faculty role.

For each CACREP specialized practice area offered by the program, at least one core counselor education faculty member must identify with the specialized practice area. A faculty member can identify with more than one CACREP specialized practice area. The identified faculty member for the area must:

1. have relevant professional counseling credentials related to the CACREP specialized practice area and

2. show evidence of sustained professional engagement through at least two of the following:

- a) professional development and renewal activities related to the CACREP specialized practice area,
- b) professional service and advocacy in the CACREP specialized practice area,
- c) ongoing counseling practice in the CACREP specialized practice area, or
- d) research and scholarly activity in the CACREP specialized practice area commensurate with their faculty role.

The current faculty member is licensed as both a Licensed Professional Counselor and a School Counselor in the state of Ohio, with experience in both specialty areas. Given the expectations set forth by CACREP, it will be essential to hire a faculty member with extensive clinical mental health experience and a faculty member with extensive school counseling experience along with the appropriate credentials or faculty members with experience in both specialty areas.

Indicate whether the department will need to identify additional faculty to begin the proposed program. Also indicate the workload implications of the proposed program for existing faculty in the department. In particular, for existing faculty, explain how their workload will be adjusted to teach courses within the new program.

In order to adhere to CACREP criteria, a minimum of three full-time faculty members are required. In addition to the current program director, two additional new faculty will be required. We request one new TCPL faculty member to start in AY 2025-26 (the first year that program courses will be offered) and a Tenure Track faculty member to start in AY 2026-27.

The program director's workload in the two start-up years will be primarily focused on the program proposal, new course proposals, existing course revisions, online course development, field placement site identification, accreditation, recruitment planning, and

other essential program planning tasks; however, they will also teach a significant course load for the department those two years. When the program is launched, two-course releases will be available annually for core faculty to perform essential duties, including advising, program coordination/administration, accreditation, licensure support, internship placement coordination, etc.).

Program faculty

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

Full-time:

1

Less than full-time:

0

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

Full-time:

2

Less than full-time:

0

Expectations for professional development/scholarship

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

The counseling program will employ three full-time faculty members as required by CACREP. During the MAPI process, a conversation with our CACREP consultant revealed that it would be essential for us to have the program director in place before developing the program. CACREP is serious about ensuring an accredited program has a counseling identity, and it will be essential for someone meeting CACREP's "core faculty" criteria to lead this. This approach is similar to other clinical accredited disciplines, such as physician assistant programs. Additionally, workload expectations will follow the current college and university expectations for TT and TCLP faculty. As mentioned earlier, CACREP states that all core faculty must engage in professional and scholarly activities and serve the profession. Therefore, it will be important for both TT and TCLP faculty to have opportunities to engage in professional scholarship activities to meet CACREP standards.

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs

Faculty Matrix of Courses .pdf

Faculty Matrix Explanation.docx

Alvarez CV Miami 2023.pdf

Library Resources

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

The Counselor Education Program will incorporate support provided by the Educational Psychology Librarian, Jaclyn Spraez, to help counseling students conduct research and utilize her knowledge as a virtual guest speaker in classes to help students with writing, citation, and article searches. Additionally, the director of the counseling program has scheduled a time to consult with our librarian to evaluate current resources and materials that are adequate for the counseling program. Another goal of this meeting is to involve our librarian in the initial start-up phases to ensure we are prepared to support graduate counseling students. Since Miami University has aligned helping professions, the article databases appear sufficient upon an initial review of available resources.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The current library resources for Educational Psychology include a section within the library's website dedicated to the department. These resources include support for finding articles, books, and other advanced resources. Additionally, course guides can be added for particular courses within the department.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The Counselor Education Program will not need any additional library resources and does not foresee the institution needing additional resources that would impact the library budget. However, we have set up an initial meeting with our librarian to review available resources and gather her expert opinion on whether the program will need additional resources.

Budget, Resources, and Facilities

Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The Counselor Education Program will be offered online, using very little physical facilities and equipment. However, as part of the CACREP accreditation, we will need on-site clinicals once an academic year where faculty observe students' counseling skills in person. These are often skill-intensive over a long weekend that utilizes classroom, conference, and lecture hall spaces. We have built this requirement into a course called Counseling Skills Pre-Practicum, which is a zero-credit, complete/incomplete course. This course will happen in the fall semester of students' first year during finals week and is a prerequisite that is required before starting practicum in the spring semester. In terms of the library budget, many of the materials and resources that are already utilized for the department of EDP can be used for the counseling program. We do not foresee any additional expenses.

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

The Counselor Education Program will incorporate support provided by the Educational Psychology Librarian, Jaclyn Spraetz, to support counseling students to conduct research and utilize her knowledge as a virtual guest speaker in classes to help students with writing, citation, and article searches.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs

Current Fiscal Impact Statement for Counselor Education Program Sept 2023 V2.xlsx

Use narrative to provide additional information as needed

The attached budget and fiscal impact statement include expenses related to faculty and summer salary support for program administration and accreditation. These costs account for accreditation requirements for three core faculty and other expenses for travel related to internship sites and other miscellaneous program support. The total startup investment from Boldy Creative is ~\$300K, which is not included in the fiscal impact as it will be spent before enrollment in year one.

Additional comments

Reviewer Comments

Courtney Thompson (kuhlmace) (Tue, 24 Oct 2023 20:14:30 GMT): Rollback: Can the bulletin requirement listing be condensed? The program requirements are essentially being listed twice (in text format and table format). The vast majority of the program requirements should be handled in table format. More than one table can be used if that would make more sense.

Kathy Rosenberger (rosenbk) (Thu, 26 Oct 2023 19:26:59 GMT): Rollback: Rollback for edits. Per committee.

Supporting documents

- CACREP 2024 Standards.pdf
- Concept Paper- Counselor Education Program.pdf
- CURRENT Counselor Education Budget V3 2 Fall 2023.xlsx
- CMHC Program of Study .pdf
- School Counseling Program of Study .pdf
- Part-Time School Counseling .pdf
- Part-Time Clinical Mental Health Counseling .pdf
- Dual Track Program of Study.pdf
- Letter of Support EDP.pdf
- Counselor Education Program Courses Descriptions Learning objectives.pdf

Key: 546

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B



OFFICE OF THE PROVOST

Overview of HLC Accreditation

Carolyn Haynes, Senior Associate Provost

Accreditation & Strategic Planning Committee

- » **Carolyn Haynes**, Office of Provost
- » **Cristina Alcalde**, Institutional Diversity and Inclusion
- » **Donna Amrhein**, IT Services
- » **Amy Bergerson**, Dean of Undergraduate Education
- » **Jennifer Blue**, College of Arts and Science
- » **Tim Cameron**, CEC
- » **Lindsay Carpenter**, Office of Provost
- David Ellis**, Finance and Business Services
- Gwen Fears**, Student Life
- Julia Guichard**, College of Creative Arts
- Kevin Messner**, University Librarians
- Padma Patil**, Institutional Research and Effectiveness
- Sherrill Sellers**, College of Education, Health, and Society
- Liza Skryzhevskaya**, College of Liberal Arts and Applied Science

Higher Learning Commission

Who are they? Why do we need to be accredited?

- » One of six regional institutional accreditors in the United States.
- » Largest U.S. accreditor of degree-granting, post-secondary educational institutions, with over 1,400 members
- » Provides assurance that a college provides a quality of education that the general public has the right to expect and that the educational community recognizes.
- » Enables us to participate in federal and state financial assistance programs

Open Pathway: Two Components

Improvement
Process

Quality Initiative Project

Assurance
Process

Argument Relating to Criteria

Federal Compliance Evidence

Multi-Campus Report

Ten-Year Process

Timeline

- » **Years 1 & 10:** Comprehensive Review (includes Assurance Argument, Federal Compliance Reporting, Multi-Campus Report and 3-day team visit)
- » **Year 4:** Online Review of Updated Assurance Argument
- » **Years 5-8:** Quality Initiative

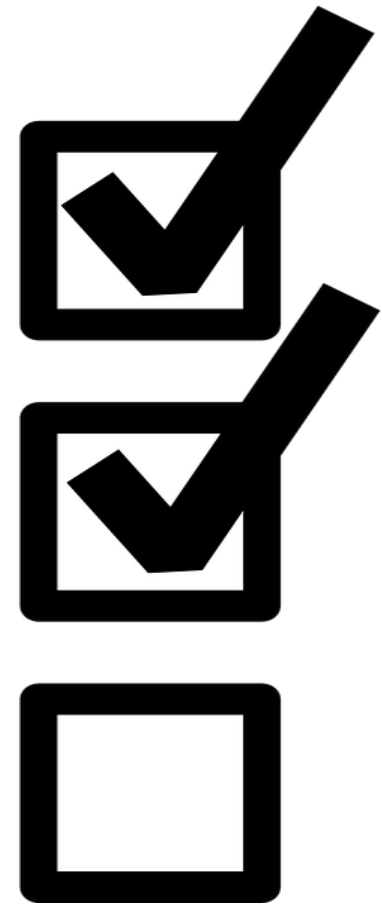
Annual updates provided each year



HLC Assumed Practices

Foundational Component of Accreditation

- » Generally matters to be determined as facts, rather than requiring professional judgment
- » Not expected to vary by institutional mission or context
- » Every institution is expected to be in compliance with all Assumed Practices at all times.



HLC Assumed Practices

Examples

- » Key policies: transfer credit, grievances, pre-requisites
- » Accurate cost of tuition/attendance visibly displayed
- » Minimum credit hours of programs (e.g., 120 for bachelor's degree)
- » Minimum credits for general education (at least 30 credits)
- » Faculty roles and qualifications (substantial oversight of curriculum, higher degrees related to what they teach)
- » Regular financial audits

HLC Quality Initiative Project

Years 5-8 in Ten-Year Cycle

- » Significant initiative that requires significant investment of resources and aligns with accreditation criteria

Three options:

- » Institution can propose and carry out its own initiative
- » Institution can choose from options for initiatives proposed by HLC
- » Institution can participate in one of the HLC Academies: Student Success Academy or Assessment Academy

Miami's Quality Initiative Project

“Optimizing the Curriculum”

- » Encompassed Boldly Creative, Academic Prioritization, Evaluation, & Improvement (APEIP), new Department Planning & Improvement (DPI) Process, and Miami Academic Program Incubator
- » Project Report submitted in 2023 and approved. Review noted the “serious effort” Miami is demonstrating to ensure it has a high quality & successful curriculum.

HLC Accreditation Criteria

Assurance Narratives (Years 1, 4 & 10)

1. Mission
2. Integrity: Ethical & Responsible Conduct
3. Teaching & Learning: Quality, Resources & Support
4. Teaching & Learning: Evaluation & Improvement
5. Resources, Planning & Institutional Effectiveness



HLC Assurance Arguments



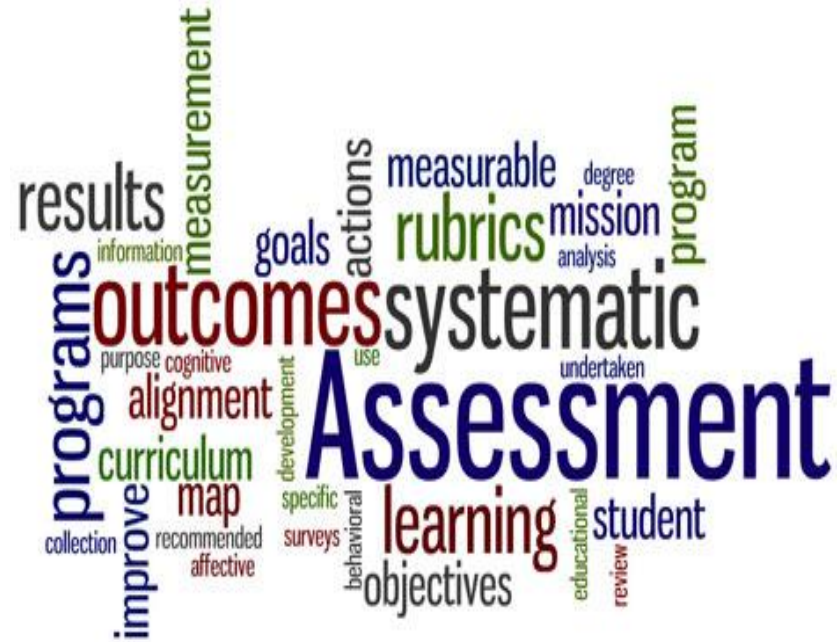
1. Each criterion has 3-5 core components.
2. A narrative must be created for each core component plus a narrative must be created that summarizes each criterion (total of 23 narratives).
3. Narratives loaded into a portal.
4. Each claim must be supported by evidence (e.g., reports, minutes, speeches, webpages, policy library, resolutions). PDF version of the evidence linked into narrative.

Example: HLC Accreditation Criterion 4

Teaching and Learning: Evaluation and Improvement

Criterion reads:

- » The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.



Core Component 4.B

Example of Criterion 4 Core Component

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

- » The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
- » The institution uses the information gained from assessment to improve student learning.
- » The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Core Component 4.B

How do we achieve this core component?



- » All degree programs (majors, co-majors, free-standing certificates) must have at least 3 learning outcomes that are assessed.
- » Programs submit an assessment plan followed by annual reports.
- » All plans and reports are reviewed with feedback provided.
- » Centers, institutes and academic support units also submit annual assessment reports that focus on measurable goals. All reports are reviewed with feedback offered.
- » **Additional Support:** Canvas site, consultations, Assessment briefs

Federal Compliance

Key Regulations (verified by HLC in Years 1 & 10)

Examples

- » Procedure for verification of student identity
- » Assignment of credit hours, program length requirements
- » Student complaint protocols
- » Publication of transfer policies
- » Public display of student outcome data, standing with all accreditors
- » Ethical recruitment & admission processes
- » Teach out procedures



Common Change Requests

Requiring Paperwork & Approval

- » New type of degree, new certificate programs, online programs
- » New location; closing of location
- » Outsourcing of academic programs or curriculum
- » Consortial arrangements
- » Significant change in mission
- » Teach-out



Upcoming Action Steps

2023-2024:

- » Audit for all accreditation criteria, and make corrections

2024-2025:

- » Draft Assurance Argument, vet and finalize with evidence
- » Complete Multi-Campus Report & Federal Compliance Materials
- » File August 1, 2025
- » September 2025: Comprehensive Evaluation, including visit on Oxford and Regionals





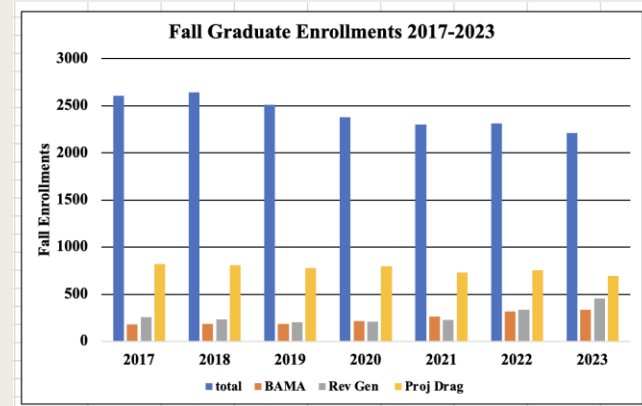
OFFICE OF THE PROVOST

February 2024

Graduate School Update

Graduate Education at a glance (Fall 2023 numbers)

- Total graduate students – 2,327 (311 doctoral students, 31 specialists, and 1,724 master’s students (599 – 100% online; 334 BA/MA students)) – certificates not included
- Largest program – Project Dragonfly – 685 students
- 70% female; 30% male
- Domestic students of color (IPEDS): 25.2%
- 12 doctoral programs (1 EdD; 11 PhD)
- One specialist and 66 Master’s programs
- *ca.* 650 Graduate Assistants (28%)
- 20 graduate certificates (13 are stand alone)
- 34 Bachelor’s/Master’s (BAMA) programs



OFFICE OF THE PROVOST

Graduate School Goals 2023-24

1. **Increase Revenue from Graduate Programs (NTR)**
2. Improve inclusive excellence in Graduate Education
Belonging - Grad student associations (4); online; DEP
3. Improve grad student support, development, morale
equitable workloads; benchmark compensation; professional development
4. Generate revenue from Miami Online Oxford (professional ed)
5. Increase graduate program support – FLC; forms; independent study

Professional Education (\$32K)

miniMBA (171)

DEI in Leadership (47)

Miami Writing Essentials

Analytics Essentials

Leadership Essentials

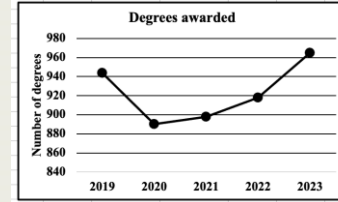
Digital Marketing



OFFICE OF THE PROVOST

Strategies to Increase Revenue from Graduate Programs

1. APEIP/DPIP of graduate programs
2. Maximize P/L if BC and revenue-generating programs
3. More strategic marketing of revenue-generating programs
4. Increase number of NSF predoctoral fellowship applications (6)
5. Develop and implement a graduate school development plan
6. Get all new programs/courses done and offered



| FY | Doc Set aside | Graduate | Total |
|------|---------------|--------------|--------------|
| 2018 | \$4,957,101 | \$10,727,348 | \$15,684,449 |
| 2019 | \$4,534,759 | \$11,059,354 | \$15,594,113 |
| 2020 | \$4,738,451 | \$11,069,339 | \$15,594,113 |
| 2021 | \$4,738,693 | \$13,007,783 | \$17,746,476 |
| 2022 | \$4,928,970 | \$12,516,893 | \$17,445,863 |
| 2023 | \$5,067,933 | \$9,296,920 | \$14,496,022 |
| 2024 | \$5,199,102 | \$11,878,920 | \$16,946,853 |

Continuing from 2022-23

1. Maximize SSI
2. New revenue-generating graduate programs
3. Online Professional Education programs
4. GA's on external grants



OFFICE OF THE PROVOST

Revenue Generating Graduate Programs (since F2020)

- Master of Science Business Analytics - Fall 2021
- Master of Science Management - Fall 2021 (suspended admissions)
- Master of Business Administration (online) - Fall 2021
- Master of Science Nursing (three tracks) – Fall 2022 (sun-setted 1 track)
- Doctor of Nursing Practice – **Summer 2024**
- Master of eSports Management (goal 10) – Fall 2022
- Masters in Athletic Training – Fall 2023
- Masters in Biomedical Sciences – Summer 2023
- Masters in Physician Associate – Summer 2023
- Masters in Entrepreneurship/Emerging Technology – Fall 2021
- Masters in Clinical Engineering – Fall 2023
- Masters in Sports Analytics – Fall 2022
- Master of Education in Curriculum and Instruction - Fall 2023
- Master in Computer Science (non-thesis) - Fall 2023
- Master of Chemical Engineering – **Fall 2024**
- Master of Biomedical Engineering – **Fall 2024**
- MEd Counselor Education – **Fall 2025 (if approved)**



| Major | Total enrollment |
|--------------------------------|------------------|
| Management | 14 |
| Business Analytics | 35 |
| Clinical Engineering | 7 |
| Business Administration | 94 |
| Athletic Training | 4 |
| Computer Science | 13 |
| Biomedical Science | 5 |
| Physician Associate Studies | 25 |
| Family Nurse Practitioner | 22 |
| Nurse Executive Leadership | 5 |
| Sport Analytics | 6 |
| Entrepreneurship&Emerging Tech | 23 |
| Curriculum&Instruction | 11 |
| Esports Management | 10 |
| Total | 274 |

Graduate Admissions Update

| | Total | | Fee Paying | | BA/MA | |
|--------------|-------|-------|------------|------|-------|------|
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Applications | 2,559 | 3,192 | 729 | 989 | 142 | 152 |
| Admits | 628 | 737 | 294 | 380 | 103 | 117 |
| Confirms | 328 | 400 | 178 | 256 | 86 | 105 |

Accountancy • MBA • Business Analytics
 Computer Science • Environmental Science •
 MEET • Esports Management • Nursing •
 Management • Social Work • Special Education •
 Sports Analytics • Athletic Training • Dragonfly •
 Biomedical Sciences • Physician Associate • Clinical
 Engineering • Curriculum & Instruction • Learning
 Science

Through 2/14/24



OFFICE OF THE PROVOST

Questions



OFFICE OF THE PROVOST



Approved by the Board of Trustees

February 23, 2024



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

February 23, 2024
 Academic and Student Affairs

RESOLUTION R2024-27

BE IT RESOLVED that the Board of Trustees hereby approves the following faculty for promotion and tenure, and librarians for promotion and continuing contract, effective July 1, 2024:

| First Name | Last Name | Division | Campus | Department | Promotion Recommendation |
|----------------|-------------|----------|----------|--|--------------------------------|
| Jie | Cheng | CLAAS | Hamilton | Computer and Information Technology | Tenure |
| Gerald (Trace) | Poll | CAS | Oxford | Speech Pathology and Audiology | Tenure |
| Hakam | Alomari | CEC | Oxford | Computer Science & Software Engineering | Associate Professor and Tenure |
| Veronica | Barrios | EHS | Oxford | Family Science and Social Work | Associate Professor and Tenure |
| Jonathan | Bauer | CAS | Oxford | Biology | Associate Professor and Tenure |
| Khodakhast | Bibak | CEC | Oxford | Computer Science & Software Engineering | Associate Professor and Tenure |
| Saruna | Ghimire | CAS | Oxford | Sociology and Gerontology | Associate Professor and Tenure |
| Andrea | Kravats | CAS | Oxford | Chemistry and Biochemistry | Associate Professor and Tenure |
| Bo | Li | EHS | Oxford | Sport Leadership and Management | Associate Professor and Tenure |
| Andrew | Peck | CAS | Oxford | Media, Journalism and Film | Associate Professor and Tenure |
| Kevin | Reuning | CAS | Oxford | Political Science | Associate Professor and Tenure |
| David (Andy) | Rice | CAS | Oxford | Media, Journalism and Film | Associate Professor and Tenure |
| Sonseeahray | Ross | CLAAS | Hamilton | Commerce | Associate Professor and Tenure |
| Adam | Rottinghaus | CAS | Oxford | Media, Journalism and Film | Associate Professor and Tenure |
| Matthew | Saxton | CLAAS | Hamilton | Biological Sciences | Associate Professor and Tenure |
| Damon | Scott | CAS | Oxford | Geography | Associate Professor and Tenure |
| Mark | Sidebottom | CEC | Oxford | Mechanical and Manufacturing Engineering | Associate Professor and Tenure |
| Christopher | Vendome | CEC | Oxford | Computer Science & Software Engineering | Associate Professor and Tenure |
| Feifei | Wang | FSB | Oxford | Finance | Associate Professor and Tenure |
| Xian | Wu | EHS | Oxford | Kinesiology Nutrition and Health | Associate Professor and Tenure |
| Sirui (David) | Yin | FSB | Oxford | Finance | Associate Professor and Tenure |
| Erica | Fernandez | EHS | Oxford | Educational Leadership | Full Professor and Tenure |
| James | Bromley | CAS | Oxford | English | Full Professor |
| Ryan | Gunderson | CAS | Oxford | Sociology and Gerontology | Full Professor |
| Seonjin | Kim | CAS | Oxford | Statistics | Full Professor |
| Margaret | Luongo | CAS | Oxford | English | Full Professor |

| | | | | | |
|-------------|------------|-----------|-------------------|---------------------------------------|---------------------|
| Deborah | Lyons | CAS | Oxford | French, Italian and Classical Studies | Full Professor |
| Fadel | Megahed | FSB | Oxford | Information Systems and Analytics | Full Professor |
| Eyad | Musallam | CLAAS | Hamilton & Oxford | Nursing | Full Professor |
| Jennifer | Rode | CLAAS | Hamilton | Nursing | Full Professor |
| Paul | Schaeffer | CAS | Oxford | Biology | Full Professor |
| Byran | Smucker | CAS | Oxford | Statistics | Full Professor |
| Susan | Spellman | CAS | Oxford | History | Full Professor |
| H. Cecilia | Suhr | CLAAS | Hamilton | Humanities and Creative Arts | Full Professor |
| Christopher | Sutter | FSB | Oxford | Entrepreneurship | Full Professor |
| Jing | Zhang | CAS | Oxford | Statistics | Full Professor |
| Katie | Gibson | Libraries | Oxford | Advise & Instruct | Principal Librarian |
| Mark | Dahlquist | Libraries | Oxford | Advise & Instruct | Associate Librarian |
| Nathaniel | Floyd | Libraries | Oxford | Learning and Engagement | Associate Librarian |
| Stefanie | Hilles | Libraries | Oxford | Advise & Instruct | Associate Librarian |
| Rachel | Makarowski | Libraries | Oxford | Steward & Sustain | Associate Librarian |
| Abigail | Morgan | Libraries | Oxford | Advise & Instruct | Associate Librarian |
| Alia | Wegner | Libraries | Oxford | Steward & Sustain | Associate Librarian |
| Jerry | Yarnetsky | Libraries | Oxford | Web Services | Associate Librarian |

Student Retention Initiatives

Board of Trustees Report

Academic Affairs | Student Life | Enrollment Management and Student Success

February 2024

Miami's Oxford campus has boasted impressive retention rates for years compared to many of our public and private peers. We attract an accomplished student body that is engaged, connected, and motivated. We offer strong academics, a caring faculty and staff, a vibrant student experience, and a beautiful campus on which to live and learn. However, those factors alone cannot sustain or improve our retention, persistence, and graduation rates. Students' lives are complicated, and while we are confident in their abilities, many other factors can derail a student's academic journey. Finances, mental health, family challenges, a lack of academic fit in a major, physical health issues, homesickness, a lack of connection and belonging, and many more factors may drive a student to question their future at Miami. Retaining students requires more effort than in the past, and that is likely to be even more true in the future.

In recent years, we developed a deeper understanding that in order to maintain, let alone increase, our retention and graduation rates, we needed a coordinated, comprehensive, and intentional plan that spans every area of the university. Teams of staff and faculty across divisions worked together to create a multi-tiered system of support for students.

Population Level Support

The first layer of student success infrastructure focuses on proactive support for students before they encounter academic challenges. This population-level approach employs data analysis to predict who may face challenges in the future, casting a wide net to identify high-risk groups. We use prior years' data to identify demographic groups with historically lower retention rates, such as first-generation, Pell-eligible, and international students, as well as more unexpected groups such as male students and those from out of state.

These efforts to provide support begin even before first-year students move on to campus. We offer a variety of "Miami Bound" programs, which are two to three day programs that allow students to move in a few days in advance of the official first-year move in date. These programs, which are open to any new student but which are more heavily marketed to students from groups that historically retain at a lower rate, allow students to build confidence and skills related to academic success, form connections with peers, staff, and faculty, and help them start to acclimate to Miami.

After students enroll, we collect quantitative and qualitative data through the transition survey, residence life one-on-ones, academic advising intake surveys, and other sources, identifying students who are showing signs that they may not be adjusting to campus easily. These data allow us to craft communications and interventions targeting identified students for support, encouragement, and resources.

Campus services also serve as a source of support that bolster our retention efforts. Counseling services, tutoring and supplemental instruction, support for students with disabilities, and the Student Success Center collectively contribute to helping students navigate individual challenges. These resources are all intended to help students keep on track and thrive so that they can focus on their academics, and ultimately persist and graduate from Miami.

Two cross-divisional committees focus on steering this forward-looking, broad level of support. The Student Success Committee (SSC) is co-chaired by the Vice President for Enrollment and Student Success, the Senior Vice President for Student Life, and the Dean of Undergraduate Education, and includes faculty and staff representatives from each academic division, Finance and Business Services, and a student representative. The SSC reviews data and establishes strategic priorities for success efforts at Miami. On a more detailed level, the University Retention and Persistence Committee (URPC), which also has representatives from each division, builds on the priorities set by the SSC. URPC drills deeper into the data and crafts specific initiatives to address the identified issues and concerns.

Individual Interventions

Even with robust population-level support, some students will encounter a challenge that requires intervention to help get them back on track. Therefore the next layer of retention support is a series of targeted initiatives that allow us to identify and reach out to individual students who are experiencing difficulties. These might be students who didn't register for classes or are under enrolled, who are missing classes or failing first exams, who experienced a mental health crisis, who are facing food or housing insecurity, or who have a low GPA after their first semester.

Once we have identified a concern point for a student, two other committees, the Coordinated Action Team (CAT) and the Care Team, both made up of directors and front-line staff across the university, take the lead on developing action plans to best serve each student. They leverage a network of initiatives and offices that follow up with each student. The Student Success Center, residence life staff, academic advisors, and others send emails and text messages, make phone calls, and even sometimes knock on room doors to be sure that students have the information they need and understand their resources and options.

Formal programs like Winter Thrive and Spring Launch are also in place to assist students who have failed courses and have a low GPA, helping them with skill building and reflection to improve their opportunity for a successful subsequent semester. We offer these programs at no cost to students to ensure that all students have access to them.

Most of the initiatives we've listed here are voluntary programs, so students share responsibility in this effort. We can offer the support resources and assistance, but a student must choose to engage and take advantage of those resources. In some cases, they may need time away from college to address their challenges or reassess their goals, so we understand that we will never achieve a 100% retention or graduation rate. However, we believe that it is our responsibility to continually improve our efforts so that every student has their best chance for success. The

figures below illustrate the impact of this work on Miami's retention rate over the past several years:

Figure 1: Fall to Fall Retention Past Three Years

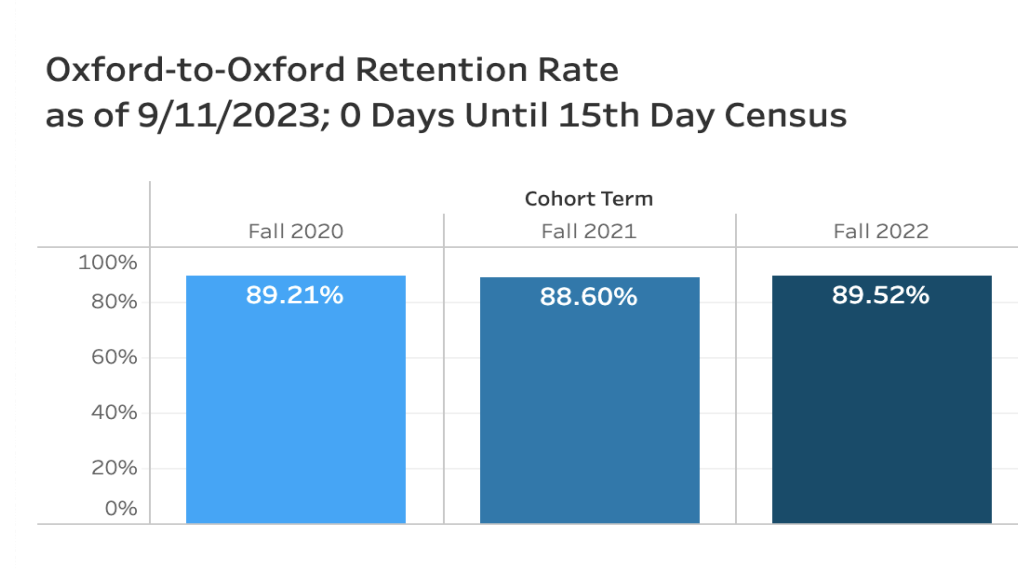
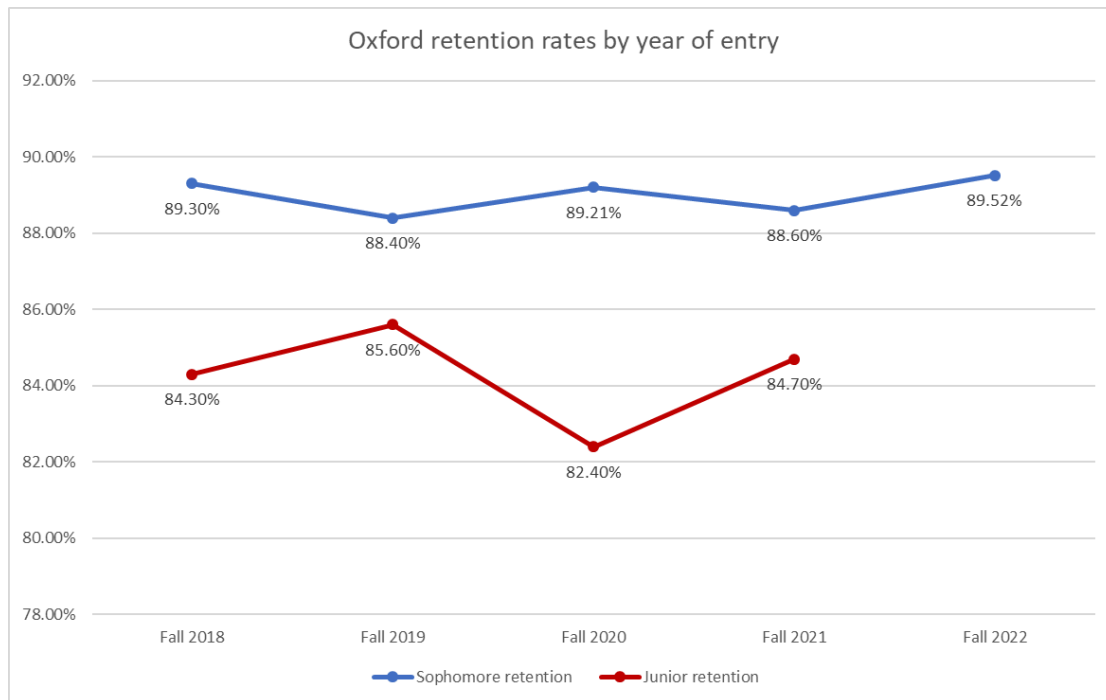


Figure 2: Retention rates by year of entry



Retention and graduation rates do not happen by accident. They take a lot of planning and effort from a team of people who understand the many pieces that contribute to student success, and are committed to the importance and worth of each and every student.

MIAMI UNIVERSITY
Campus Services Center
2023-2024 Occupancy Report Spring Semester
2/9/2024

| Building Name | Standard Capacity | Residents | Occupancy % | Vacancies or (Beyond Standard) | Doubles Sold as Singles |
|---|-------------------|-------------|--------------|--------------------------------|-------------------------|
| Anderson | 217 | 208 | 95.9% | 8 | 1 |
| Bishop | 94 | 80 | 85.1% | 11 | 3 |
| Brandon | 144 | 135 | 93.8% | 9 | 0 |
| Clawson | 120 | 118 | 98.3% | 1 | 1 |
| Collins | 145 | 125 | 86.2% | 15 | 5 |
| Dennison | 271 | 248 | 91.5% | 21 | 2 |
| Dodds | 196 | 188 | 95.9% | 6 | 2 |
| Dorsey | 212 | 167 | 78.8% | 32 | 13 |
| Elliott | 35 | 33 | 94.3% | 2 | 0 |
| Emerson | 337 | 274 | 81.3% | 49 | 14 |
| Etheridge | 237 | 212 | 89.5% | 18 | 7 |
| Flower | 266 | 237 | 89.1% | 24 | 5 |
| Hahne | 366 | 323 | 88.3% | 34 | 9 |
| Hamilton | 180 | 167 | 92.8% | 7 | 6 |
| Havighurst | 332 | 307 | 92.5% | 24 | 1 |
| Hepburn | 267 | 243 | 91.0% | 15 | 9 |
| Heritage Commons | | | | | |
| Blanchard House | 72 | 63 | 87.5% | 9 | 0 |
| Fisher | 72 | 67 | 93.1% | 5 | 0 |
| Logan | 70 | 66 | 94.3% | 4 | 0 |
| Pines Lodge | 72 | 68 | 94.4% | 4 | 0 |
| Reid | 72 | 64 | 88.9% | 8 | 0 |
| Tallawanda | 72 | 66 | 91.7% | 6 | 0 |
| Hillcrest | 268 | 217 | 81.0% | 46 | 5 |
| Hodge (Stonebridge) | 262 | 208 | 79.4% | 41 | 13 |
| MacCracken | 176 | 161 | 91.5% | 12 | 3 |
| Maplestreet Station | 90 | 82 | 91.1% | 6 | 2 |
| Marcum (Presidents) | 348 | 307 | 88.2% | 32 | 9 |
| McBride | 138 | 130 | 94.2% | 8 | 0 |
| McFarland | 143 | 126 | 88.1% | 8 | 9 |
| Miami Inn | 99 | 86 | 86.9% | 5 | 2 |
| Minnich | 255 | 224 | 87.8% | 25 | 6 |
| Morris | 363 | 299 | 82.4% | 57 | 7 |
| Ogden (<i>Offline for Renovation</i>) | 0 | 0 | 0.0% | 0 | 0 |
| Peabody | 153 | 96 | 62.7% | 49 | 8 |
| Porter | 181 | 173 | 95.6% | 6 | 2 |
| Richard | 212 | 194 | 91.5% | 16 | 2 |
| Scott | 253 | 229 | 90.5% | 19 | 5 |
| Stanton | 203 | 165 | 81.3% | 27 | 11 |
| Stoddard | 45 | 38 | 84.4% | 7 | 0 |
| Symmes | 197 | 180 | 91.4% | 16 | 1 |
| Tappan | 293 | 245 | 83.6% | 36 | 12 |
| Thomson | 204 | 152 | 74.5% | 36 | 16 |
| Withrow | 281 | 249 | 88.6% | 25 | 7 |
| Young (Beechwoods) | 266 | 233 | 87.6% | 24 | 9 |
| | 8279 | 7253 | 87.6% | 813 | 207 |

| | | | | | |
|---------------------|-------------|-------------|--------------|------------|------------|
| Grand Totals | 8279 | 7253 | 87.6% | 813 | 207 |
| <i>One Year Ago</i> | <i>8380</i> | <i>7619</i> | <i>90.9%</i> | <i>618</i> | <i>140</i> |

| | SP23 | SP24 |
|---|------------|------------|
| New Students Spring | | |
| First Year | 20 | 23 |
| Transfer & Exchange | 57 | 72 |
| Regional Relocation | 10 | 4 |
| Returning Upper-class | 52 | 53 |
| | 139 | 152 |
| Students Who Left Housing | | |
| First Year* | 146 | 171 |
| Upper-class* | 307 | 314 |
| | 453 | 485 |
| <small>*Graduates, Withdrawals, Suspensions, Study Abroad, Student Teaching, Job Co-op, Contract Releases</small> | | |

| | New | Left Us |
|-----------|-----|---------|
| 2008-2009 | 243 | 410 |
| 2009-2010 | 243 | 454 |
| 2010-2011 | 249 | 470 |
| 2011-2012 | 221 | 469 |
| 2012-2013 | 248 | 452 |
| 2013-2014 | 254 | 387 |
| 2014-2015 | 274 | 399 |
| 2015-2016 | 299 | 388 |
| 2016-2017 | 248 | 337 |
| 2017-2018 | 200 | 390 |
| 2018-2019 | 168 | 426 |
| 2019-2020 | 170 | 478 |
| 2020-2021 | - | - |
| 2021-2022 | 195 | 439 |
| 2022-2023 | 139 | 453 |
| 2023-2024 | 152 | 485 |

Division of Student Life

NEWS AND UPDATES | February 2024

Community and belonging • **Diversity and inclusion** • Student transitions • Academic support • Health and wellness • Engagement and leadership

The Division of Student Life is committed to fostering a welcoming and inclusive environment for all students at Miami. Through training and education, programs, spaces, and intentional structure, we continue to advance initiatives that promote inclusion and improve the student experience for all members of our community. This report reflects our dedication to creating an environment that not only values diversity but actively empowers and celebrates the unique contributions of every member of our Miami community.

Let's Talk! Podcast

The **Center for Student Diversity and Inclusion** (CSDI) launched the Let's Talk! Podcast in fall 2023. The purpose of the podcast is to give diverse student voices a platform to discuss any topic of their choosing. In the first eight episodes, topics have centered around conversations with professional and student staff of the center, men's mental health, and meeting Miami's new Dean of Students BaShaun Smith. Topics requested for the future include race and culture, dating and navigating relationships, and life at a predominantly white institution. Each episode is student-driven and accompanied by a CSDI staff member as co-host.

Support for Students During the Israel-Hamas War

The impact of the ongoing war in the Middle East has reverberated through the campus community over the past several months. The Division of Student Life has actively supported students during this challenging time. The division provided support services and facilitated listening sessions with Jewish and Palestinian student groups to address their experiences and concerns. Student organizations have hosted a number of vigils, educational events, demonstrations, and protests. Staff from Student Life, in partnership with MUPD, have been present for every related event to support student safety. These events have avoided any escalation to violence. Despite the peaceful expression of views, heightened emotions have led to fear and anxiety among students, prompting hundreds of inquiries from concerned parents and alumni. The university has responded by disseminating messages to the community, condemning hate in all forms and affirming its commitment to supporting students within the bounds of the law, particularly regarding free expression. Challenges persist, but the Division of Student Life remains dedicated to the education, support, and safety of the student body.

Expanding Culturally-based Fraternities and Sororities

Both the Multicultural Greek Council (MGC) and National Pan-Hellenic Council (NPHC) are adding new nationally recognized chapters this spring. Delta Kappa Delta Sorority, Inc. is a South Asian interest, non-profit service sorority that chartered and welcomed four founding members to the MGC community. The **Center for Student Engagement, Activities, and Leadership** anticipates Sigma Gamma Rho Sorority, Inc. to join the NPHC community by the end of the semester. This will bring the total of recognized culturally-based fraternities and sororities up to 13.



Inclusive Spaces

The Division of Student Life works to create both physical and virtual space that is welcoming, accepting, and supportive of all students.

Neurodiverse Sensory Space

To better meet the needs of students, especially our neurodiverse student population, the **Miller Center for Student Disability Services** continues to create opportunities for students to find community and environments where they can destress and take care of their mental health. The Miller Center collaborated with the **Armstrong Student Center** to create a sensory space during final exams week in spring 2022 and fall 2023. The space allowed students to get away from the stress of testing with relaxation techniques and sensory-friendly devices. The inaugural sensory space attracted 35 students and received excellent feedback. The space will return this spring with increased publicity, collaboration, and sensory options.

“

I really appreciated having the sensory room during finals week. It really helped with stress management and managing the week. [...] I am not the only one who could benefit from a space like this during the day/week when a small decompress and recharge is needed but making it back to off campus (or on campus) housing is not feasible. -Grace Bihun

Ford Meditation and Reflection Room

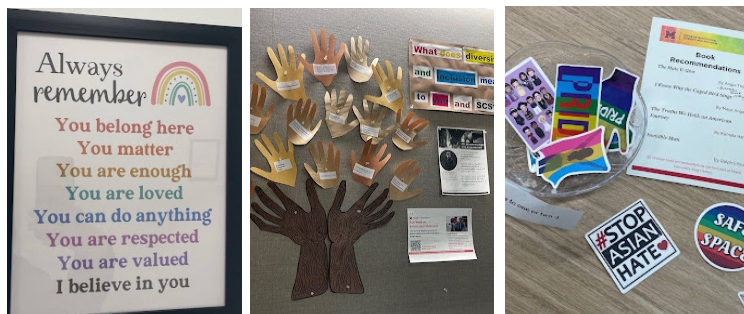
The Ford Meditation and Reflection Room in the **Armstrong Student Center** has been updated to include new furnishings and ritual items for a wide variety of spiritual practices. The space is also being equipped this spring with religious texts, art, poetry, and meditative books to increase the utility of the space for all students.



▲ The space will be relaunched in March 2024.

Intentionally Inclusive

The **Student Counseling Service (SCS)** spent time during the fall semester making their new office space feel inclusive and safe for all populations. They installed new artwork in the waiting room and hallways, displayed accepting messaging on their bulletin boards, and now offer inclusive stickers and book recommendations to students waiting for their appointments. The intention behind these updates is to ensure students feel seen and valued, while sending the message that the SCS is a safe and welcoming space for students of all backgrounds.



▲ Moving into the new Clincial Health Sciences and Wellness facility provided an opportunity for staff to refresh their space with inclusive and supportive messaging.

DEI Reps in the Residence Halls

The Diversity, Equity, and Inclusion (DEI) Reps in the **Office of Residence Life** have played a pivotal role in fostering a culture of inclusivity and awareness on campus. Over the fall 2023 semester, 25 DEI Reps representing 21 communities created and emailed 14 “DEI Moments of the Week” to educate their fellow residents about a variety of topics and issues, including suicide prevention, Hispanic Heritage Month, the history of the blue “handicap” symbol, how to have conversations across different perspectives, the experience of first-generation college students, and beyond. The impact of their efforts was profound, as evidenced by an impressive 575 student responses, nearly doubling the previous year’s total. The feedback received reflects the meaningful impact of these initiatives, with students expressing new understanding, appreciation, and a commitment to fostering an inclusive community.

“

I thought this was very useful as I have found myself in these situations before and it allows me to have certain strategies to help myself and others become less ignorant of racism.

“

I wasn't sure about what a first-gen student was, so I learned a lot from it. It was very informative and interesting to me!

“

I think that Native American history/culture is something that is not talked about enough so it was very important!

Programming

The Division of Student Life hosts hundreds of programs related to diversity and inclusion each year. Here is a small sample of events from the past year.



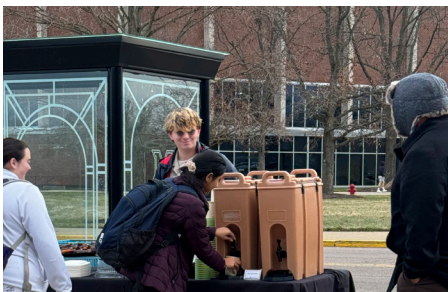
▲ Students gathered for several events during Disability, Identity and Culture month in October with the Miller Center for Student Disability Services. DisBingo was a favorite among students.



▲ The annual “GeekCon” (formerly ReCon) is a convention highlighting geek culture and student organizations. The event is held over a weekend in the spring, with hundreds in attendance.



▲ The Office of the Dean of Students and Center for Student Diversity and Inclusion worked with the Student Success Center to host a First Gen Celebration in November.



▲ Cocoa with Commuters: The Dean of Students team handed out cocoa and donuts to 46 students at the Millett parking lot as an intentional effort to connect with commuters.



▲ The Center for Student Engagement, Activities and Leadership, through the Ford Family Initiative on Spirituality, Meaning, and Purpose, supported Chabad with the Grand Hanukkah Celebration at the seal in 2023.



▲ The Center for Student Diversity and Inclusion held an “AAA Takeover” with the Asian American Association in November. The event aimed to invite new students to use the space and to facilitate conversation and learning between groups.



▲ The Center for Student Diversity and Inclusion hosts the annual National Coming Out Day celebration on academic quad each October. Hundreds of students participate each year.



▲ The Center for Student Diversity and Inclusion partnered with Global Initiatives to host a discussion event celebrating International Women's Day in March 2023.



▲ The Office of Student Wellness partnered with the Office of Transformational and Inclusive Excellence to host a “Legs, Hips, Body, and Poetry” workshop, focused on wellness through a cultural lens.

In-hall Programming

In fall 2023, the Office of Residence Life hosted 40 in-hall programs and created 54 bulletin boards across campus sharing information about promoting diverse and inclusive communities. A few program examples include:



▲ MapleStreet Hall “Explore Your Identity” workshop with guest facilitator D. Ellis Rates.



▲ Withrow Hall Hispanic Heritage Month Kickoff, featuring family recipes and playing the game Loteria.



▲ Brandon Hall discussion on the realities of medical school, the application process, and aspects of being a woman of color in these spaces.

Training and Development

The Division of Student Life offers our own staff professional development around diversity and inclusion, and we also provide training to students who want to help create a campus where every student feels a sense of belonging. This page includes just a few examples of this work.

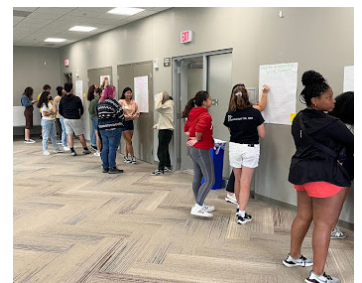
Student Training

Fostering Inclusive Environments

The Division of Student Life recently developed an online training program for student assistants working in the division. The training was built in Canvas to be module-based and easily accessible. The curriculum is designed to help student assistants, who are often the frontline of many offices across the division, understand and contribute to fostering inclusive and welcoming environments.

Multicultural Leadership Training

The Multicultural Leadership Training (MLT) for student organizations was implemented in fall 2022 as a collaboration between the **Center for Student Engagement, Activities, and Leadership** and the **Center for Student Diversity and Inclusion**. The training equips culturally-based student organization leaders with the tools needed to be successful in their positions. It includes interactive discussion and reflection on programming, collaboration, accountability, resources, and more. Fall 2023 was the second year for the program; 46 student organization leaders participated. The students gained insight on the expectations and requirements of their positions and the resources for them to use in reaching their goals as student leaders.



Staff Training

Neurodivergence Training

In 2023, the division developed a systems-focused plan to educate Student Life staff on how to work with neurodivergent students. A team of staff developed and delivered a training curriculum for all departments in the division. The training included common language for staff to use, the evolution of this work, and tips for creating inclusive experiences. As more neurodivergent students attend Miami, it is critical staff know how to best serve and support these students through their Miami experience.

Student Life Summit

Student Life held its inaugural Student Life Summit on January 11, 2024. The conference-style event aimed to bring together divisional staff to learn from each other and share insights, experiences, and ideas. Breakout session topics in particular, submitted and presented by staff members, reflected the division's commitment to creating an inclusive and supportive environment at Miami. More than 60 staff members participated. Some of the topics included included:

- Making space for people of all sizes in higher education.
- 10 ways to support underrepresented students.
- Understanding the current and future generation of college students.
- Ableism and microaggressions related to disability.
- Student success and retention initiatives at Miami.
- Understanding diverse parent perspectives on parenting college students.

Fair Play

The **Office of the Dean of Students** recently purchased 100 copies of the book *Fair Play: How Sports Shape the Gender Debates*, written by alum Katie Barnes '15. The book will be read by interested staff in Student Life, Athletics, and other partners for a professional development book club series. The book explores the evolution of women's sports, delving into the historical significance of Title IX in promoting gender equality in sports, while also addressing the contemporary challenges arising from debates over sex and gender identity. Participants will attend a virtual book club and facilitated discussion with the author in March.



Support and Culture

As we strive to cultivate an environment where every student feels valued and included, the division has developed innovative programs and initiatives designed to empower student leaders, encourage meaningful conversations, and provide comprehensive mentorship.

Inclusive Programming Guide

Nearly every unit in the Division of Student Life offers some type of programming to students. The inclusive programming guide was launched in fall 2023 to ensure that programming offered by the division is founded on inclusive practice. The guide equips student organizations and other groups with resources and tools to facilitate planning programs that are both engaging and considerate of the diverse backgrounds and experiences of attendees. “The guide seeks to empower student leaders to contribute to a more welcoming campus atmosphere,” said Ryan Kwapniowski, associate director of student activities. “We want to remove barriers that make students feel unwelcome or forgotten. This guide is designed to do that.”

The guide encompasses a range of considerations. Some of the key topics covered in the guide include event security, religious holidays, dining accommodations, inclusive branding, how to report concerns, gender inclusivity, disability access, and more.



▲ The inclusive Programming Guide is available on the Student Activities website.

Community Circle

An initiative through the **Office of Community Standards** allows students to engage in meaningful and reflective group conversations following low level alcohol violations for students without prior disciplinary history, rather than going through a formal disciplinary process. The community circle program focuses on building a stronger, more inclusive Miami community through student accountability, recognizing and repairing harm caused by violations of the Code of Student Conduct, and restoring trust. Fifty-four students participated in the program in the fall 2023 semester.

100%
are more likely to consider the impact of their decisions on other community members after participating in community circle.



Such a great program! Very effective! I love that Miami has such a unique and helpful program. It shows genuine care about the students. -Community Circle participant

Electric Root Festival

The Electric Root Festival, held uptown over the past two years in April, features a diverse array of on-stage performances celebrating Black art and music. The **Center for Student Engagement, Activities, and Leadership** was recognized with the Silver NASPA excellence award for this event, which is highly collaborative and interdisciplinary across divisions. Nearly 120 students in six different College of Creative Arts classes worked on various aspects of the festival as part of their final projects. Projects ranged from developing stage plans to creating space for dialogue, to designing festival graphics. These projects provided students with valuable real-world experience, allowing them to apply their skills and knowledge. With MAP, the Performing Arts Series, and the City of Oxford as additional partners, the festival has served as a unifying force for the entire campus community. After highly successful festivals in 2022 and 2023, each with more than 1,000 attendees, the division looks forward to building on the success of Electric Root with the third iteration on May 4, 2024.



NEWS AND UPDATES

Board of Trustees Report | February 2024

CAREER CONVERSATIONS BEGIN DURING ADMISSION PROCESS AT MIAMI UNIVERSITY

The Center of Career Exploration and Success and the Office of Admission continue to build a synergistic relationship that allows Miami University to promote its positive career outcomes throughout the recruitment process.



The Center for Career Exploration and Success had a staff member attend each of the Office of Admission's Red Brick Roadshows that took place in nine different Ohio cities throughout January 2024. This program gave members of the Class of 2028 the opportunity to build connections with their peers, chat with Miami faculty and staff, and discover opportunities available to them not only in the Miami classroom, but throughout the world.

The Center for Career Exploration and Success will also host a webinar for students who were admitted into the Class of 2028 but were not placed in their first-choice major. The webinar will cover Miami's many strong academic programs that can serve as parallel pathways to students' desired careers.

OHIO INTERNSHIP PREVIEW PROGRAM CONNECTS STUDENTS TO EMPLOYERS

The Center for Career Exploration and Success launched the Ohio Internship Preview Program in the 2024 Winter Term.

This innovative pilot program included job-shadow and micro-internship opportunities. A total of 21 students participated in a job-shadow experience while one student completed a micro-internship.

Abilities First, Andelyn Biosciences, Kent Displays, Reese Pyle Meyer PLL, and Q Labs were the inaugural employer partners. The Center for Career Exploration and Success plans to expand the Ohio Internship Preview Program next year by adopting a Miami University micro-internship job board.



EMSS STAFF MEMBERS EARN AWARDS

The following Enrollment Management and Student Success staff members were honored by President Gregory P. Crawford with Creativity and Innovation Awards on February 1, 2024:

- Becki Bleikamp, Student Success Center
- Valarie Jacobsen, Center for Career Exploration and Success
- Stephanie Lukezic, Office of Admission
- Lindsay Marnell, Office of Admission
- Michael Turner, Center for Career Exploration and Success



The Center for Career Exploration and Success offered professional name badges to Miami University students who preregistered for a 2024 Spring Career and Internship Fair. Featuring Miami's logo, the name badges list the student's name, college, major, and class year.

Students who signed up by January 31, 2024 received their name badges in time for the career fairs. At the time of this published deadline, 1,210 students had preregistered for at least one career fair, up from the 631 students who preregistered for a 2023 spring offering.



MIAMI STUDENTS TAKE TRIP INTO THE CAPITAL CITY

President Gregory P. Crawford and the **Center for Career Exploration and Success** are proud to support Ohio communities by spotlighting career opportunities in Miami University’s home state as part of the Presidential Career and Leadership Series (PCLS).

One of the fastest growing cities in the Midwest, Columbus boasts employment opportunities in a variety of sectors. Five Fortune 500 and 16 Fortune 1,000 companies have a presence in the region, with Intel the latest to announce plans to invest in a Columbus suburb. During Into the Capital City, 33 Miami students representing 35 different majors visited Columbus from January 24 to 26, 2024.

Students met with representatives from the Columbus Chamber of Commerce, the Columbus Crew, Nationwide, and the Ohio Credit Union. They also toured the Ohio Statehouse, took in *The Color Purple* at the Garden Theater, and networked with Miami alumni.

Into the Capital City was the second of three 2023-24 PCLS programs. During Into the Queen City, the series’s first initiative, 26 students traveled to Cincinnati from October 12 to 14, 2023. The series will conclude on April 16, 2024 with a keynote speech by Adam Savage, best known as the *Myth-Busters* television show’s co-host.

PCLS EMPLOYER PARTNERS

INTO THE QUEEN CITY

- 84-51°
- Cincinnati Regional Chamber
- Kroger
- P&G

INTO THE CAPITAL CITY

- Columbus Chamber of Commerce
- Columbus Crew
- Nationwide
- Ohio Credit Union

PCLS TARGETED CAREER CLUSTERS

INTO THE QUEEN CITY

- Engineering and Technology
- Economics and Data Analytics

INTO THE CAPITAL CITY

- Law and Government
- Management, Sales, and Consulting



2024 SPRING SEMESTER NETWORKING EVENTS

All-Majors Career and Internship Fair
 Tuesday, February 20 | 1 – 5 p.m. | Millett Hall

Careers for the Common Good Fair
 Wednesday, February 21 | 1 – 5 p.m. | Millett Hall

Architecture and Design Career and Internship Fair (Virtual)
 Tuesday, February 27 | 3 – 5 p.m. | Handshake

Architecture and Design Career and Internship Fair (In-Person)
 Wednesday, February 28 | 1 – 5 p.m. | Shriver Center

Teacher Job Fair
 Friday, March 1 | 8:30 a.m. - 5 p.m. | Millett Hall

ELEVATE: The Diversity and Inclusion Career Institute
 Thursday, March 7 | 10 a.m. - 1:30 p.m. | Armstrong Student Pavilion



SEMESTER START UP: AN INTEGRATED APPROACH TO STUDENT RETENTION

During the Spring Semester’s first weeks, the **Bursar, Office of Student Financial Assistance, Office of the University Registrar, One Stop, and Student Success Center** collaborated with campus partners to launch an outreach campaign to assist students with remaining balances owed.

Student Financial Assistance issued microgrants to assist students with paying their balance. Bursar, Student Financial Assistance, and One Stop staff members called students who were at risk of being canceled. The Student Success Center and One Stop also collaborated with the Office of the Provost and the Office of International Student and Scholar Services to create an email/text campaign, which included targeted emails from the Undergraduate and Graduate Deans and the Director of International Student and Scholar Services. The Office of Residence Life also assisted during this integrated approach to student retention.

MIAMI UNIVERSITY FOOD PANTRY SUPPORTS STUDENTS IN NEED

The **Student Success Center** offers a food pantry to students during University business hours in 112 Nellie Craig Walker Hall. The food pantry offers nonperishable food items and personal hygiene products.

In November 2023, the Student Success Center ran a food drive and care item collection. The following campus and community groups supported this initiative:

- Business Student Advisory Council, Farmer School of Business
- **Division of Enrollment Management and Student Success**
- Department of English, College of Arts and Science
- Empty Bowls
- Mummies for Mouths
- University Communications and Marketing

EMSS STAFF MEMBERS RECOGNIZED FOR YEARS OF SERVICE

The following Enrollment Management and Student Success staff members were recognized for their years of service to Miami University on February 13, 2024:

- Kriss Cassano, Office of the Bursar, 25 years
- Crissy Jessie, Center for Career Exploration and Success, 25 years
- Susan Gibson, Office of Student Financial Assistance, 15 years



BY THE NUMBERS

December 2023

- 688** Bachelor’s degrees awarded
- 263** Master’s degrees awarded
- 14** Doctoral degrees awarded
- 53** Associate’s degrees awarded
- 25** Certificate degrees awarded

January 2024

- 78** Bachelor’s degrees awarded
- 13** Master’s degrees awarded
- 4** Doctoral degrees awarded
- 8** Associate’s degrees awarded
- 3** Certificate degrees awarded



Through Miami Cares, the **Student Success Center** administers a meal swipe donation program. Students may be eligible to receive dining hall meal swipes donated by students with unused swipes.

The Associated Student Government’s annual meal swipe drive allows students to donate their unused meal swipes to assist their peers. A record 9,221 meal swipes were donated in November 2023.

During the 2023 Fall Semester, 3,069 meal swipes were distributed by the Student Success Center. In addition, 14 refurbished laptops once used by Miami faculty/staff were awarded to students in need through the F5 Laptop Replacement Program.

University Communications and Marketing

ONGOING PROJECTS



D.J. Henry
Farmer School of Business



UCM PREMIERES NEW ADMISSION FILM

UCM and the Office of Admission partnered to create a short film that plays during every Admission visit experience for prospective students and their families. The new film replaces a video that was produced in 2013. UCM chose students and faculty members — representing every academic division — to star in the production. Shot in stunning, 4K high-resolution video, the film depicts aerial and panoramic views of campus and presents firsthand accounts about what makes Miami special. While the previous film was produced by an external film company, the new version was filmed and edited entirely by Miami staff and student workers.

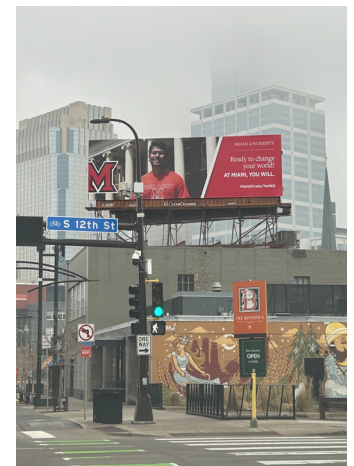
NEW CREATIVE ENERGIZES YIELD

Staff across UCM contributed ideas and expertise to reinvent undergraduate yield communication in support of fall 2024 undergraduate enrollment. Among the new or reimagined projects: an admit packet with Miami decals and seed-packet confetti; a “Your Miami People” video project to introduce students and families

to some of the people they will interact with as Miamians; major-specific emails; student voices videos; and a custom student portal with information about their major, on- and off-campus events, student success stories, and more. As of late January, undergraduate yield was up about 15% over the same time last year.

BRAND CAMPAIGN DRIVES 158 MILLION IMPRESSIONS

Miami University’s brand campaign is increasing brand visibility, and people have taken notice of the “At Miami, You Will” messaging across their cities and digital platforms. Traditional advertising and digital ads have served 158 million impressions to key target audiences of prospective students and their families since the campaign’s refresh this September, and more than 238 million impressions have been served over the campaign’s two-year run. Traditional advertising includes airport ads, bus shelters, malls, and billboards served in high-traffic areas in key markets including Chicago, New Haven-Hartford,



Minneapolis-St. Paul Area

Pittsburgh, Minneapolis-St. Paul, Detroit, Nashville, Columbus, Cleveland, and Cincinnati.

UCM HOSTS TWO CROSS-CAMPUS EVENTS

Brand Camp 2, held Nov. 8 at Shriver Center, was an all-day, conference-style event that helped educate more than 100 stakeholders across the university on brand strategy topics affecting the university. This event featured sessions led by UCM, Finance and Business Services, Advancement, and our partners at Carnegie.



Creative Summit, held Jan. 16 at Voice of America, engaged storytellers across the university as we returned from winter break. The forum helped spark curiosity, foster collaboration, and inspire creativity outside normal work constraints with activities that encouraged teamwork, communication, and imagination.

UCM'S GOAL To establish and grow Miami University's influence, reputation, and ranking as a leading public university that prepares students for lifelong success in a vibrant campus community that values academic rigor, character, intellect, and serving the public good. Miami University's success depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.

Marketing by the numbers

November 18, 2023 – January 15, 2024

SOCIAL MEDIA

9.46M

Total social media impressions on the university's primary accounts

- X 268K
- IG 3M
- f 5.4M
- in 839K

420K

Total social media engagements

- X 6.3K
- IG 103K
- f 248K
- in 62K

501K

Total social media followers

- X 60K
- IG 92K
- f 120K
- in 222K

WEBSITE

1.3M

New website users

11M

Website pageviews

771K **33M**

Clicks Impressions
Organic (Google) search

CONVERSION TRACKING

To date for fall 2024 entry term:

37K

Applications

161K

Requests for information

Social media top highlights

November 18, 2023 – January 15, 2024

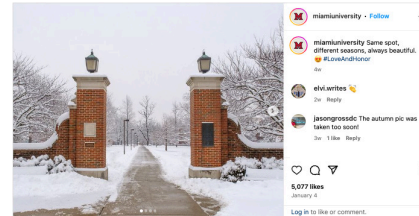
f 8,989 Total engagements



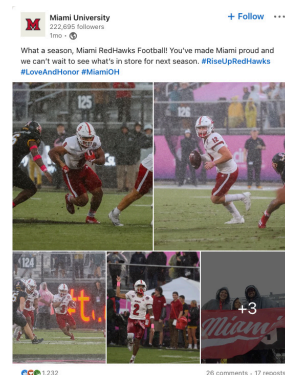
X 484 Total engagements



IG 5,159 Total engagements



in 9,943 Total engagements



News by the numbers

November 18, 2023 – January 15, 2024

131

News media pitches

465M

News reach

18.5K

News mentions

\$16.1M

PR value

224

National news media mentions

364K The Conversation reads

54 Republishers including CBS News and NPR. Randal Claytor's article was translated into Portuguese and Spanish.

Merit

33.2K

Personalized student stories

13.3K

Student achievement press releases sent via Merit

15K

Merit generated impressions on social

Board of Trustees – Academic & Student Affairs Committee
MUDEC and Study Abroad Update – February 2024

Cheryl D. Young, PhD
Associate Vice President, Global Initiatives

MUDEC Highlights – 2023-24

The Miami University Dolibois European Center (MUDEC) is having a banner year. The academic year began with a record number of student enrollments at MUDEC. With the opening of the additional 50 studio apartments in the co-living facility near the Chateau, we have increased capacity and students were eager to enroll.

Miami University celebrated the 55th anniversary of the European Center in October, with almost 200 attendees including alumni, faculty, and staff. Not only were there energetic and entertaining events, but there were also engaging discovery tours, an open house at the Chateau, tours of the Gravity apartments, but also Luxembourg themed cuisine, local resources and publications, and Luxembourg celebrities. The highlight of the week of events was the Convocation where honorary doctorates were awarded to Ambassador Emeritus Carlo Krieger, esteemed businessman and alumni Georges Lentz, Ambassador Shefali Razdan Duggal, and keynote speaker Philip Crowther, an international correspondent. The keynote was one of which no one in attendance will ever forget. Mr. Crowther wove together his personal experiences in international journalism, growing up in Luxembourg, and his personal grief in the recent loss of his father into an address that students, alumni, faculty, and staff found moving and insightful.

In addition to the celebrations, academic deans and other administrators visiting Luxembourg were able to engage in making connections in Luxembourg on behalf of Miami. A tour of the Luxembourg Institute of Science & Technology (LIST) allowed for connections for global research opportunities; discussions with the University of Luxembourg took place and a revitalized MOU is now ready to final approval; the first agreement with the Luxembourg Ministry of Higher Education was finalized and signed by Provost Mullenix; connections with local museum officials for potential projects; meetings with local business representatives introduced the new Luxembourg Foundation; and, meetings were held with the local international primary and secondary school toward enhancing the student teaching experience for Miami students.

Looking forward to spring 2024, MUDEC will again welcome a record number of students for the semester experience. The administrators and staff are working together to build a stronger base winter term program with a targeted enrollment of 80 students; and, reimagining the summer session program toward an enrollment target of 100 students.

Over the upcoming year, we are working with two organizations to explore the potential of hosting international academic conferences at MUDEC. Due to its

prime European location, the network of connections, and outstanding reputation of the MUDEC program, facilities, and staff, we hope to promote Miami in Luxembourg as a destination for academic meetings, small conferences, and professional development opportunities

2023-24 MUDEC Enrollment

- Enrollments
 - Fall 2023 = 153 students enrolled (a record high number for MUDEC)
 - MUDEC Base Program = 82
 - Resident Assistants = 2
 - Kinesiology & Health Cohort = 18
 - Architecture Cohort = 27
 - Luxembourg Digital Innovation Cohort = 10
 - Student Teaching in Europe Program = 14
 - Spring 2024 = 166 students (record number of students at MUDEC)
 - MUDEC Base Program = 138
 - Resident Assistants = 2
 - Sports Leadership and Management Cohort = 11
 - Luxembourg Digital Innovation = 11
 - Student Teaching in Europe Program = 4
 - Winter term = 12 Honor's Students in Sara Arter's Honors Nursing workshop, *Servant Leadership in Crisis*, featuring a study tour to Geneva, Switzerland with presentations to the U.S. Department of State and a three-day workshop with UNITAR at the UN.
 - Summer Session = Approximately 70 students expected in the base program and two workshops.

Study Abroad

Study abroad at Miami University continues to grow and thrive after lower enrollments during the pandemic. In November 2023, Miami once again learned that we are in the top five public doctoral universities in the US for the percentage of undergraduates who study abroad by the time of graduation (about 48%), and Miami ranks in the top 20 of all doctoral universities for the total number of students who studied abroad in 2021-22. In addition, for the first time ever, Miami University study abroad ranked in the U.S. News & World Report national rankings. Coming in at #34, Miami is recognized for semester or year academic intensive programming with considerable interaction between the student and the culture. The ranking is a result of administrators at more than 1,500 colleges and universities nominating up to 15 institutions with stellar examples of study abroad programs, and only universities with 10 or more nominations were ranked.

A preliminary review of 2023-24 reveals that 380 students studied abroad in the fall of 2023; over 900 during the winter session; and, 391 confirmed for spring 2024. It is too early to project the summer enrollments.

Education Abroad staff find that more students are seeking a “study abroad and” program – that is, they want to study abroad **and** have an internship, or study abroad **and** do global research. Students are increasingly looking for programs that focus on the United Nations global goals and how they can contribute, in their study abroad experience, to engage in the call to action outlined by the Sustainable Development Goals. A strategic review of faculty led programs, co-sponsored programs, and the offerings at MUDEC is underway to make sure our offerings are what students are looking for in their university experience.