

Faculty Senate Ad Hoc Recruitment and Retention Committee (RRC)

Final Report, April 2023

Summary of RRC Responsibilities

- Review UToledo’s past and present recruitment and retention practices
- Benchmark other universities’ student recruitment and retention practices
- Identify opportunities to enhance UToledo faculty involvement in the student recruitment and retention process
- Define metrics for faculty involvement in student recruitment and retention
- Advise University Administrators on the resources needed to enhance collaboration with faculty on recruitment and retention

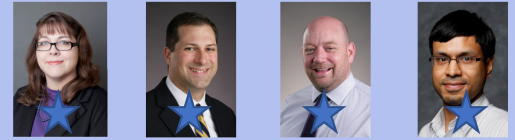
RRC Subcommittee Members

UToledo Recruitment Practices



Prof. D. McInnis Humanities Prof. L. Lewin Nursing T. Phares Bioengineering Prof. T. McLoughlin Exercise Sci. Prof. L. Mata Eng. Technology J. Schneiderman EMS Education

Peer University Recruitment Practices



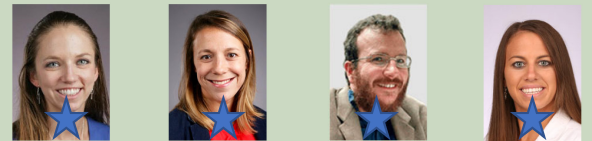
Prof. K. Green Accounting Dr. T. Rhodes Music Prof. B. Myers Communication Prof. A. Ray Physics

UToledo Retention Practices



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Peer University Retention Practices



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UToledo Value Proposition



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★ Served both in fall and spring semesters

Advisor on Recruitment Events



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Prof. T. Avidor-Reiss Biology Prof. Y. Lapitsky Chemical Engineering

Introduction

The RCC considers UToledo to be in an enrollment crisis because (1) its consistently high rates of enrollment loss put it in an unsustainable financial situation and (2) the continued budget/personnel cuts caused by these losses in enrollment impair our ability to fulfill every aspect of our university's mission (i.e., to provide high-quality, student-centered instruction, maintain competitive research programs, and serve our local and professional communities). According to the Executive Vice President for Finance and Administration, Matt Schroeder, these financial and enrollment realities will change UToledo's face dramatically over the next five years. He says that, with the current fiscal situation, "We are right now, probably 300 faculty too heavy" (see Faculty Senate minutes from November 1, 2022).

The RCC would like to provide an alternative path to these projected cuts: to stop enrollment reduction in the short term and increase UToledo's enrollment in the long term. Based on our findings, **we identified many actionable procedures to mitigate and ultimately overcome the enrollment crisis** and improve UToledo's financial outlook. These procedures can be classified into **three strategic areas** that need immediate attention:

1. Increasing yield by significantly improving engagement of prospective students after they have made first contact with UToledo, including by mail, face-to-face outreach, and during visits to UToledo.
2. Dramatic improvement in recruitment-related experience by coordinating across various UToledo units and improving communication between administration, faculty, and staff.
3. Reallocation of financial resources toward critical recruitment efforts, including college-based recruiters, campus tours/experience days, university website improvements, and advertisement.

These three strategic areas should be pursued while continuing to support policies that enhance retention.

To achieve these goals, the UToledo must break down silos and align responsibility with authority. To this end, the RRC recommends that:

1. UToledo must declare solving the enrollment crisis its top priority.
2. A high-level UToledo administrator (e.g., the Provost or the Executive Vice President for Enrollment) should be granted the authority to govern all aspects related to the enrollment crisis. This administrator will serve as a de facto "Chief Enrollment Officer" and direct all offices related to student recruitment and experience (outside of academics and athletics), including Enrollment Management, Marketing and Communication, Parking and Transportation Services, Dining Services, and others, which often work in silos. This administrator will also coordinate with academics and athletics at a high level.
3. Appoint a Faculty, Staff, and Student Recruitment and Retention Advisory Board to aid and advise the Chief Enrollment Officer in the continuous improvement of UToledo's recruitment and retention efforts.

Many faculty and staff members across the University recognize the recruitment crisis and are interested in collaborating with the administration to implement these recommendations.

Below we present summaries of the reports from the six RCC subcommittees, which provide more details on our findings and recommendations, followed by the full subcommittee reports. This RCC report is the product of 31 faculty and staff members representing 10 UToledo Colleges.

Report Summaries

1. UToledo Recruitment Practices

Analysis of UToledo's institutional data revealed that between the years of 2011 and 2022, there has been a roughly 40% decline in newly enrolled students arriving on campus each fall. This decline occurred despite the numbers of applications and admitted students between the two years being quite similar and reflects a drastic downturn in the yield of admitted students, which has dropped from roughly 37% to 22% over the same period. **The reduction in the number of new students arriving on campus has caused the total student headcount to decline from 22,610 to 15,603, despite the UToledo retention rates simultaneously increasing from 62% to 75%. Notably, this drop in enrollment vastly outpaces the oft-quoted decline in the number Ohio's high school graduates — while between 2011 and 2022 UToledo's enrollment plummeted by 33%, the number of Ohio's high school graduates (based on Western Interstate Commission of Higher Education findings) declined**

by around 5%. Thus, the enrollment crisis facing UToledo likely stems from shortcomings in its recruitment practices. In this regard, an accelerated rate in enrollment declines correlates with UToledo's (ca. 2018) shift from college-level recruiters/recruiting to centralized recruiting. Additional observations — emerging from discussions with numerous faculty and staff members — that may account for this decline in enrolling students include lacking communication between UToledo's recruitment office and academic programs (which results in weaker sales pitches from recruiters and poorly planned on-campus recruiting events), inadequate MarComm support, and insufficient communication with students in the enrollment funnel. The subcommittee's main recommendations include: (i) increase faculty/academic unit communication with recruiters to provide them with accurate, up-to-date information on UToledo's programs; (ii) broaden the communication channels between Enrollment Management and academic programs in the planning of recruitment activities (i.e., replace the overreliance on a single "key communicator" for each College with reoccurring meetings with academic departments); (iii) enhance Enrollment Management and MarComm's responsiveness to inquiries/requests from UToledo's academic programs and faculty members; (iv) provide each College with dedicated recruiters with detailed, program-specific knowledge; (v) increase personal engagement by recruiters, interested faculty, and members of student organizations, with high school students in UToledo's recruitment funnel; (vi) schedule tours/recruiting events at times that increase UToledo student and faculty availability; (vii) increase incentives for UToledo tour guides and student recruitment event volunteers; (viii) enhance engagement with adult learners through blended in-person/remote instruction, professional license renewal-focused continued education, and micro-course development; (ix) develop additional community college affiliations; and (x) appoint an administrator from current administrative personnel who will have responsibility and authority to integrate all UToledo units related to recruitment and will be supported by a faculty, staff, and student advisory committee.

2. Peer University Recruitment Practices

By analyzing UToledo and peer-university websites, surveying UToledo faculty with household members looking at colleges, requesting information from both UToledo and peer universities, and reaching out to contacts at other universities, the subcommittee found that, while UToledo is using many of the same recruiting tactics as peer institutions, it is uncompetitive in their execution. Low quality of campus tours and inconsistent, slow, and impersonal communication with students in the enrollment funnel, as well as relatively few campuses visit opportunities and a lackluster website relative to nearby competing institutions (e.g., BGSU and EMU), were identified as areas of concern. The main recommendations are to: (i) strengthen the branding/advertising of individual UToledo programs; (ii) add short videos to UToledo's website with up-to-date information on and highlights of campus life; (iii) improve quantity, quality, and consistency of communication with students in the enrollment funnel; (iv) increase recruitment at high schools within the Northwest Ohio/Southeast Michigan region, including the recruitment of college credit plus (CCP) students; (v) modernize UToledo's digital marketing modalities to include texting and personalized videos for prospective students (e.g., videos from faculty members thanking prospective students for visiting); (vi) ensure that campus tours are staffed with excited personnel who are knowledgeable about dorms, financial aid, etc., and eliminate the screening of UToledo commercials from our campus tours; (vii) to keep up with competitors (such as BGSU), strategically offer application fee waivers (e.g., to students who express interest in UToledo during high school visits); (viii) regularly update marketing materials/stop distributing outdated handouts during campus tours; (ix) provide free parking to prospective students; and (x) enhance advertisement of student activities and the overall college experience in the City and University of Toledo (especially within 200 miles of Toledo — the origin of 95% of our undergraduate enrollees).

3. UToledo Retention Practices

By analyzing the data from UToledo's Office of Institutional Research on first-year undergraduate retention, the subcommittee found that our first-year retention in the last five years is 73-78%. Feedback from multiple Deans' Offices suggests there are opportunities to increase retention by offering more help to students who are underprepared for college and improving their experience (parking, dorms, dining, and sense of belonging). The subcommittee identified four primary and three secondary challenges and made 12 recommendations. The primary challenges are: (i) underprepared students in STEM gateway classes; (ii) inadequate writing proficiency; (iii) lack of students' sense of belonging; and (iv) financial challenges. The secondary challenges are: (i) inadequate parking and excessive ticketing of students; (ii) inadequate dorm conditions; and (iii) limited dining options. Recommendations to overcome the identified issues include: (i) enhancing remediation programs by modifying placement exams, pay attention to placing students in challenging classes when they underperform in introductory courses, and updating our existing remediation classes; (ii) increasing the availability of tutoring

services for selected STEM classes; (iii) using college composition to identify students struggling with grammar issues; (iv) increasing numbers of success coaches and advisors; (iv) offering more on-campus weekend programs; (v) providing more support for college/major student groups; (vi) expanding student mentor/ambassador programs; (vii) providing more/better parking information to students; (viii) developing alternatives to towing students' cars; (ix) increasing oversight over dorm operations; (x) providing financial assistance; (xi) informing faculty/staff about retention issues; and (xii) viewing retention as the responsibility of all university stakeholders and not only faculty.

4. Peer University Retention Practices

Data from the Ohio Department of Higher Education (ODHE) indicates that UToledo's retention rate is similar to institutions with similar acceptance rates. However, there is an opportunity to improve compared to other four-year Ohio institutions. Data from a College Factual article indicates that retention through graduation has gradually increased for students persisting at UToledo from 2010 to 2020. A survey sent to peer and aspiring peer institutions inquiring about best practices for improving retention and ways to increase the faculty role and interest in this area got six responses from faculty across five institutions. This survey suggests eight strategies for UToledo: (i) raising the debt threshold that prevents students from enrolling; (ii) increasing faculty responsiveness and personal attention to students; (iii) creating more opportunities for students and faculty to learn from each other; (iv) providing pathways for undergraduates to transition to graduate school; (v) creating a portal to match students to research lab openings; (vi) creating short-term research experiences of "graduate-like" research; (vii) adding incentives for students to use the tutoring center; and (viii) success coaches; providing opportunities to drop down to a lower class to improve foundational skills early in the semester. The committee also identified that a significant issue is that strategies to improve retention are seldom discussed with faculty. To this end, the subcommittee proposes implementing seven recommendations: (i) promote faculty engagement in retention efforts and design specific, intentional activities and practices for faculty to contribute to retention; (ii) compensate faculty and staff for retention efforts and achievements; (iii) discuss retention efforts and apply them across Colleges; (iv) provide Colleges with retention specialists to work with Departments and faculty; (v) enable Colleges to flag and connect with students that have dropped most or all courses within a semester; (vi) encourage faculty to give personal attention to students; and (vii) create more opportunities for students and faculty to engage both in and outside of the classroom.

5. Faculty Engagement

Despite the importance of faculty engagement to UToledo's student recruitment and retention efforts, faculty are underutilized in this capacity — a missed opportunity. To understand UToledo faculty perceptions, the subcommittee surveyed all faculty and staff. One hundred fifty-nine faculty members and five staff members responded to the survey. Results suggested that many faculty are willing to engage but are neither well-informed nor feel invited to participate. Further, they revealed that UToledo has no uniform system for encouraging or rewarding faculty and staff engagement in the recruitment and retention of UToledo students. Following this survey, 63 individuals indicated their willingness to participate in focus groups. These discussions reinforced the above conclusions and led to the following recommendations: (1) each College should employ a full-time College-level recruiter; and (2) to strengthen UToledo's enrollment, interested faculty members can be redeployed in Recruitment & Retention Coordinator roles. These faculty members' primary responsibilities will be coordinating with administrators and College faculty and providing other faculty with resources. To this end, these faculty members should be given course release or service credit for their work. The Recruitment & Retention Coordinators and College Recruiters will work together to coordinate recruitment events. Moreover, the Recruitment & Retention Coordinators will disseminate recruitment and retention best practices to their faculty colleagues, direct faculty to resources, and improve recruitment and retention-related resource availability for faculty by curating a single virtual location where all such resources (both general and discipline-specific) are found.

6. UToledo Value Proposition

Approximately five years ago, the University's recruitment efforts were restructured to be centralized under the Division of Enrollment Management, with the Colleges (which used to be more active in these efforts) having only a minimal role. This change correlated with a steep decline in recruitment. To reverse this trend, the subcommittee proposes implementing a hybrid recruitment effort: centralized, University-level, and College-specific. The central, University-level recruitment should emphasize the advantages of UToledo as a whole and

the sheer diversity of its programs. At the same time, College-based recruiting should: (i) follow up on initial contacts made by University-level recruiters, (ii) host College-based recruiting events, (iii) build a close connection between the prospective students and faculty/staff, (iv) establish pipelines to targeted high schools.

The subcommittee also proposes University-wide and College-specific value propositions, called the PPP Plans, based on three values: Practical, Partnership, and Place. These value propositions provide guidelines for effective and consistent messaging on UToledo's advantages, and the subcommittee's report provides draft plans for UToledo and four of its Colleges (Engineering, Business and Innovation, Arts and Letters, and Pharmacy). The plans should be distributed to faculty and recruiters for use and continued improvement.

Subcommittees Reports

1. UToledo's Recruitment Practices Subcommittee

Committee Members: Linda Lewin, Luis Mata, Jeffrey Schneiderman, Tamara Phares, Daniel McInnis, and Tomas McLoughlin.

Main Conclusion: UToledo must abandon the narrative of the declines in enrollment being caused by shifts in the demographics and focus on making its recruitment strategies more competitive.

1.1. Background

A cursory analysis of the number of new students each year provided by Ohio Department of Higher Education (ODHE) preliminary headcount data (Figure 1) suggests that, over the last 5 years, UToledo's enrollment has declined more rapidly than that of most other public universities in Ohio. To better understand the causes of this enrollment crisis, we have investigated UToledo's institutional data and enrollment practices.

1.2. Findings

1.2.1 Yield rates

Main Finding: Yield rates (percentages of admitted students matriculating into UToledo) and numbers of new undergraduates enrolling each fall have dropped nearly 1.7-fold over the past 11 years.

Method: Census operational data store (ODS) enrollment funnel data from UToledo's Office of Enrollment Management (which includes all applicants except for College Credit Plus students) and historical undergraduate headcount data from the University's Office of Institutional Research from the fall semesters of 2011 – 2022 were used to determine trends in the numbers of undergraduate applications, admission offers, and newly enrolled (matriculating) students.

UToledo is facing an enrollment crisis

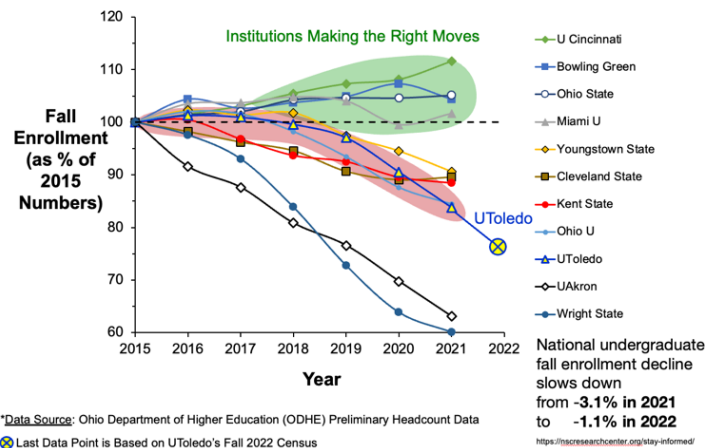


Figure 1. Changes in Ohio public university enrollment according to the ODHE preliminary headcount data.

Numbers of New Students Joining UToledo Each Fall Have Sharply Declined

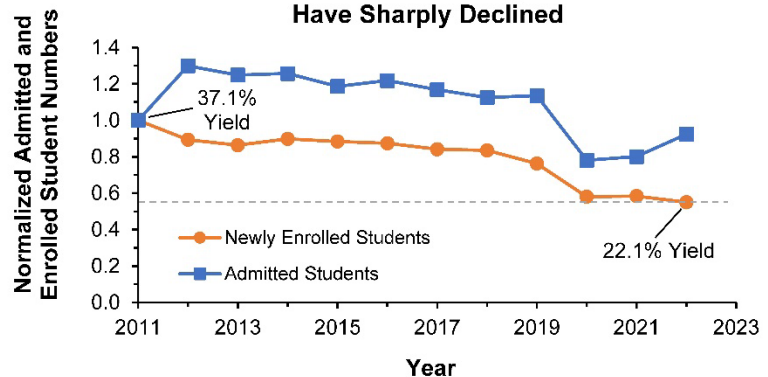


Figure 2. Enrollment funnel data demonstrating the admittance, and enrollment trends. Data has been normalized to 2011. Yield rates (the percentage of admitted students who enroll in) dropped from 37.1% to 22.1% — a nearly 1.7-fold loss over 11 years. This has produced a roughly 45% reduction in matriculating (i.e., newly enrolled) undergraduates.

Findings: The 2011 – 2022 admission and new enrollee numbers show a large gulf between acceptance and enrollment rates that has widened over the years. UToledo’s acceptance rates (percentage of applicants accepted into UToledo) have remained consistently high (fluctuating between roughly 91 and 97%) and only very slightly decreased (by around 2%) between 2011 and 2022. Indeed, between 2012 and 2019, there was a 13 – 30% increase in the numbers of admitted students relative to 2011 (blue squares in Figure 2). This increase was followed by a drop in the number of admitted students to 78 – 80% of the 2011 values in 2020 and 2021 (likely due to the COVID-19 pandemic), and a post-pandemic rebound to roughly 92% of the 2011 numbers in 2022 (with the total numbers of admitted undergraduates dropping from 13,674 to 12,634 over this time). Despite these numbers of admitted students being, on average (pandemic years notwithstanding), higher than the 2011 benchmark, the numbers of matriculating students declined most years, producing a 45% (i.e., nearly twofold; orange circles in Figure 2) decrease in the number of new students being successfully recruited each fall (from 5,071 newly enrolled students in 2011 to 2,790 new students in 2022). Alarming, this decline has continued in 2022, where — despite a sharp increase in the extended admission offers (which increased from 10,954 in 2021 to 12,634 in 2022) — the number of new students enrolling in the fall of 2022 fell by another 5.7%. These trends reflect a sharp downturn in the yield of admitted students, which fell from 37.1% to 22.1% by 2022. The resulting reduction in new students has decreased the total student headcount from 22,610 to 15,603 (despite the retention rates increasing from 62% to 75%).

Recommendations: The current rate of UToledo enrollment decline is unsustainable. Strengthening our recruitment efforts to improve yields and reverse this trend must be declared our institution’s top priority.

1.2.2 Enrollment decreases

Main Finding: Decreases in enrollment are not correlated to decreases in Ohio’s high school graduation rate.

Method: UToledo’s Institutional Research historical enrollment, retention, and graduation rate reports were used to obtain headcounts of first-time, full-time (FT/FT), bachelor-degree-seeking students (who were largely new high school graduates), as well as total undergraduate headcounts (both for the fall terms of 2011 – 2022). The numbers of Ohio Public High School graduates over the same timespan were obtained from the 2020 Western Interstate Commission for Higher Education report, entitled *Knocking at the College Door: Projections of High School Graduates* (www.knocking.wiche.edu), which includes actual graduation numbers through the 2019 academic year and projections thereafter.

Findings: Despite the often-mentioned decline in the numbers of students graduating from Ohio’s high schools, the drop in UToledo’s enrollment far outpaces that in the public high school graduates. This disparity between Ohio’s high school graduation and UToledo enrollment numbers is shown in Figure 3. Between 2011 and 2022, the total undergraduate enrollment declined by 33%, began to decrease at an accelerated rate in 2017/18, and continued its sharp decline through 2022. In stark contrast to this trend, the numbers of Ohio Public School graduates have been fairly steady, with only a ~5% reduction since 2011 (cf. green diamonds and blue squares). Notably, the reduction in FT/FT students (i.e., recent high school graduates matriculating into UToledo) since 2011 has been even sharper (~45% over 11 years; see orange circles in Figure 3) and incomparably higher than the subtle reduction in Ohio’s high school graduates. These disparities suggest that UToledo’s enrollment troubles may reflect uncompetitive recruitment practices.

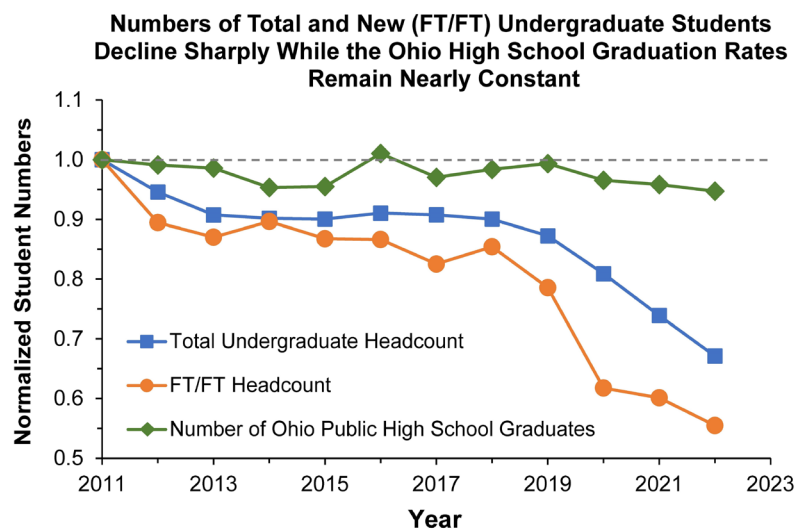


Figure 3. UToledo undergraduate enrollment is uncorrelated to Ohio’s high school graduation rate.

Recommendations: UToledo must abandon the narrative of the declines in enrollment being caused by shifts in the in demographics and focus on making its recruitment strategies more competitive.

1.2.3 Recruitment practices-enrollment correlation

Main Finding: UToledo's enrollment decline correlates with a recruitment strategy change from College-dedicated recruiters to centralized recruiters.

Method: We discussed this with various college members, including representatives from the Colleges of Engineering and Business and Innovation.

Findings: We found that UToledo changed its recruitment strategy in 2018 from College-dedicated recruiters, who were familiar with each program they represented, to centralized recruiters who might not understand the value of the programs they are promoting. The effect on enrollment (total headcount) from the loss of College-dedicated recruiters is shown in Figure 4 with an increase in the rate of loss beginning around 2017/18. The trend in the undergraduate headcount during the same timeframe (not shown) nearly perfectly overlaps the curve in Figure 4.

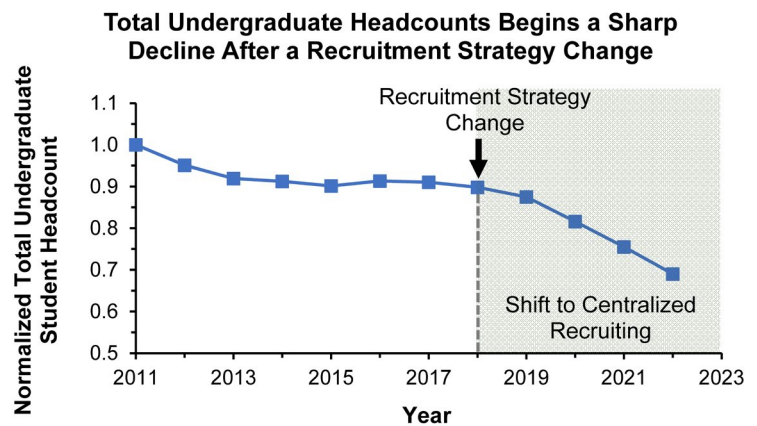


Figure 4. Changes in UToledo's total headcount normalized to 2011. Significant losses begin occurring following the shift from College-based recruiters to a centralized Recruitment office.

Recommendations: College-dedicated and centralized recruiters have distinct advantages and disadvantages, and we propose a hybrid approach with both College-dedicated and centralized recruiters. A hybrid approach can address the initial recruiting for the University in general, guiding potential students to recruiters embedded within the Colleges. The College-based recruiters can provide more compelling sales pitches for specific UToledo programs, degree-specific responses to questions, form a more personal bonds with students, and increase communication with the prospective students in the time between admittance and enrollment. College-based recruiting can also promote a personal bond between potential students and current students, as they can provide more opportunities for potential students to interact with current students as well as faculty and staff. These personal bonds increase the likelihood of potential students' enrollment.

2.2.4 Recruitment of high school students

Main Finding: Direct from high school (DHS) students represent a significant portion of both applicants and matriculating students, and their decline in UToledo's recruitment pipeline is driving the enrollment decrease.

Method: Non-enrolled student data for the fall 2021 academic semester was obtained from National Student Clearinghouse (NSC) and Banner. This data was used to determine characteristics and trends in enrollment, focusing on the admitted but not enrolled cohort. Further, UToledo's Institutional Research historical enrollment, retention and graduation rate reports were used to obtain headcounts of first-time students who are full-time students (FT/FT) as well as total undergraduate headcounts for the fall terms of 2011 – 2022.

Findings: A breakdown of applicant sources clearly establishes DHS students as the dominant source of applications. Applicants from the fall of 2021 who were DHS were two thirds of the total applicants, 3 times higher than the second dominant source (international students; Figure 5a). Further, as shown in Figure 5b, which compares the normalized headcounts of total, undergraduate, and FT/FT cohorts, beginning in 2017/18 (i.e., the time of the recruitment strategy change; see Figure 4), the gulf between the total headcount (as well as undergraduate headcount) and FT/FT student decline began widening. This is unsurprising, as FT/FT students are prospective students targeted by the recruiters in high schools.

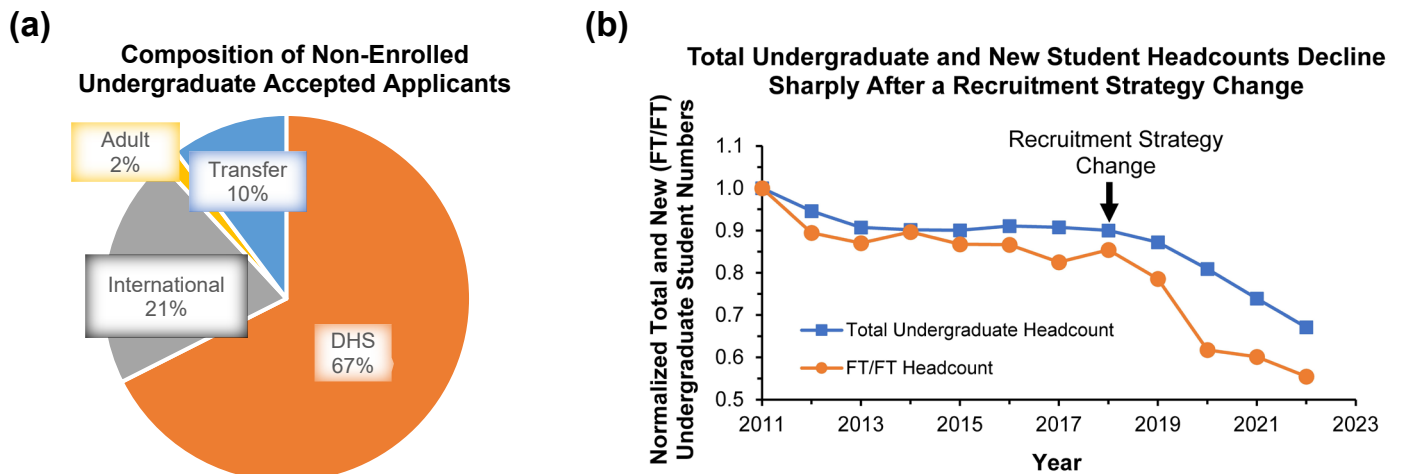


Figure 5. (a) Breakdown of admitted/non-enrolled applicant status from fall 2021 NSC and Banner data and (b) and normalized (to 2011 numbers) longitudinal enrollment trends for all undergraduate and first-time, full-time (FT/FT) bachelor's degree-seeking students.

Recommendations: DHS applicants constituted over 67% of the admitted/non-enrolled students. As a significant cohort in the potential student population, DHS students represent a large pool that can potentially significantly affect enrollment rates. Consequently, we recommend more thorough personal engagement by recruiters (which may, besides full-time recruiters, include faculty members and members of student organizations) with high school students in UToledo's recruitment funnel. Simultaneously, UToledo must increase enrollment of transfer and adult students by expanding its community college affiliations and engagement with adult learners through blended in-person/remote instruction, professional license renewal-focused continued education, and micro-course development.

2.2.5 Recruitment efforts communication

Main Finding: Communication about/planning of recruitment efforts is not robust and inclusive enough.

Method: Discussions on recruitment efforts and recent recruitment (e.g., Experience Day) events with dozens of faculty and staff members from diverse UToledo academic units over the course of the 2022-2023 academic year.

Findings: The consensus from these discussions has been that (1) UToledo's recruitment is detached from the programs they promote, (2) communication between the programs/departments is inadequate, and recruitment events are being planned without enough program involvement or communication (resulting in recruitment events that are either disorganized or suffer from limited UToledo student/faculty availability), (3) some departments and programs are unaware of who handles recruiting efforts and responsibilities, or the specific scope of the individuals who are recruiting, (4) MarComm priorities are not always synchronized with the priorities for recruitment for Departments & Colleges, and (5) while highly effective recruitment approaches are being practiced by some Departments and Colleges, there is insufficient communication on how these best practices could be extended to other academic units.

Recommendations: To address these communication- and planning-related challenges, it is critical to increase communication between Enrollment Management and Faculty/Academic Programs. The current system with "Key Communicators" within each College is not robust or inclusive enough. To this end, the subcommittee advises appointment of dedicated personnel (faculty or staff members) within individual academic programs to coordinate with Enrollment Management, and establishment of regular/reoccurring meetings between Enrollment Management and individual academic departments to plan recruitment activities. The goal here will be to employ "overcommunication" and "critical redundancies" to strengthen communications between Enrollment Management and programs. Some additional, more specific recommendations on improving communication are:

- Identify whose responsibility it is to make sure everyone knows about on-campus events, and as early as possible. If this is happening already, identify what needs to be improved. Recruiting events must be planned well in advance in coordination with the programs and recruiters collectively. Collective planning is critical.
- Establish standardized, collaborated methods for communication regarding individual visitation days and when group tours can be accommodated.
- Increase faculty communication with recruiters to advise them about the individual programs. Create a mechanism for faculty to communicate accurate information about their program to recruiters and coordinate efforts for tours or campus visits.
- Bolster efforts on behalf of both Enrollment and MarComm to answer e-mails from faculty regarding collaborative efforts to recruit new students.
- Provide monthly or bimonthly communications to faculty regarding applicant/enrollee tracking through SLATE to improve the transparency of enrollment trends and their financial impacts.

Besides communication-related items, other (miscellaneous) recommendations emerging from these discussions included:

- Finding times for tours that do not compete with 10:00-2:00 timeframe (i.e., the time when UToledo's faculty and students are least available).
- Exploring ways to attract more students to be tour guides. Consider increasing incentives.
- Encouraging greater faculty involvement with parent/student tours balanced with other faculty responsibilities.
- Working with Enrollment Management and Mar/Comm to build on existing video tours that can be utilized for recruitment efforts.
- Budgeting for free parking for all admissions-related visits.
- Increase marketing to Direct from High School (DHS) populations, which make up the largest part of our undergraduate enrollment.

2.3 Overall Recommendations

The overall picture from the above data and observations shared by UToledo faculty and staff is that there is an urgent need to change our recruitment strategy. The subcommittee's main recommendations for achieving these improved outcomes are:

- a. Improve coordination between the leadership of Enrollment Management and individual programs (both for general recruitment and planning of recruitment/campus visit events).
- b. Create a mechanism for faculty to communicate accurate information about their program to recruiters.
- c. Provide each College with dedicated College-level recruiters.
- d. Enhance Enrollment Management and MarComm's responsiveness to inquiries/requests from UToledo's academic programs and faculty members.
- e. Schedule tours/recruiting events at times that increase UToledo student and faculty availability.
- f. To increase the competitiveness of UToledo's recruitment events, increase incentives for its tour guides and student recruitment event volunteers.
- g. Enhance engagement with adult learners through blended in-person/remote instruction, professional license renewal-focused continued education.
- h. Expand UToledo's affiliations with nearby community colleges.
- i. Designate a recruitment manager from current administrative personnel whose sole focus is the coordination of all recruiting efforts (replacing current "silos"). The manager will have responsibility and authority to integrate all UToledo units related to recruitment and will communicate regularly with the Academic Enrollment Committee. The Academic Enrollment Committee will report to Deans, Staff, and Faculty. The focus will be on regular updates, timely decision making, and implementation of action plans throughout the year.

2. Peer University Recruitment Subcommittee

Subcommittee Members: Aniruddha Ray, Tiger Rhodes, Karen Green, and Ben Myers

Main Conclusion: UToledo should increase engagement and communication consistency with high school students and improve its campus visit programs and website.

2.1. Background

The committee found the assignment of investigating other universities' recruitment efforts rather difficult. Without being privy to closed door planning conversations and data on success, much of the information was incomplete. Much of the committee's discussions were based on the difficulty of accessing useful information. We decided to (1) analyze / compare our peers' / competitor's websites, (2) reach out to personal connections at other universities, (3) be a secret shopper and request information at peers / competitors', along with UT for comparison, (4) survey our faculty who have (had) household members considering college options within the last five years.

2.2. Findings

2.2.1 Website comparison

Introduction: A university's website is the front door of the university to many potential students. It is where many interested students go to learn about a university and to schedule a visit. One committee member sat with four current high school students (sophomores and juniors) in high school to evaluate the UToledo website in relationship to peer and competitor universities. The committee member asked the high school students to schedule a visit on the website. The committee member counted the number of clicks the student took to schedule a visit. After the visit was scheduled, the committee member asked for a short explanation of the impression of the website. At the end, the high school students ranked the website experiences (Table 1).

Conclusion: While the UToledo web experience was better than our peer universities, it was worse than our direct competitors.

Table 1

School	Overall Ranking	# of Clicks Made to Schedule Visit	Website impression
Bowling Green State University	#1	4	Easy, welcoming, liked the video overlay, big "VISIT" button in middle of home screen
Eastern Michigan University	#2	3	Welcoming, Good layout, Fun, Video overlay was nice
University of Toledo	#3	6	Too much blank white, too few pics, easy to navigate, makes university seem accomplished
University of Texas at Dallas	#4	13	Confusing, like the colors, hard to navigate
Florida Atlantic	#5	16	Overwhelming, inviting, too small print

Recommendations: (1) Replicate this study using a larger and diverse sample of high school students to find other deficiencies; (2) Give departments some autonomy of their webpages to post current and relevant items for their majors. UToledo is missing marketing opportunities by centralizing the control of departments' webpages.

2.2.3 Personal connections

Introduction: Some committee members spoke to current UToledo students and colleagues whose children have gone through this process. All of them mentioned that the primary mode of communication with the students was via high school email and/or postcards. This process is pretty standard, and most universities do the same thing. However, it did come up that some universities are more persistent with their approach, i.e., several postcards and goodies at regular intervals (compared to just one or two or none from UToledo in the past years). The local universities also meet the students on Career Days and then during campus visits, another standard practice. In addition, some committee members attempted to survey those in our professional networks. These efforts to gain useful information was largely unsuccessful. The response rate was very poor. We are unsurprised that people at other universities are not forthcoming in sharing the recruiting efforts of their institutions.

Recommendation: UToledo needs to increase communication consistency with High School students

2.2.4 Secret shopper

Introduction: A committee member requested information from our peer institutions and closet competitors, and compared with UToledo. Here are the results:

- University of Nevada – Reno: Easy to find admissions link and to request additional information. Have various visit options. Received an immediate text message after I submitted a request. The text message provided a link to provide additional information. No other communication.
- Florida Atlantic University: Admission application was immediate. However, I had to spend time looking for a link to request additional information. Once submitted, I received an immediate email providing contact information and thanking me for my interest in FAU. They sent a follow-up email after one week. FAU is the only schools that has been consistent with follow-up communication – with different information in the emails.
- University of Memphis: links to admissions, campus visit, and more information was on the main webpage. Quick follow-up email. Consistent.
- University of Texas – Dallas: Application was on the first page; however, to look for a request for. Once I found it, they requested a lot of information and would not let me submit until all questions were answered – including the intended major. I did receive an immediate email once submitted providing contact information. They followed up and sent multiple emails and called. They sent postcards – about one per month.
- BGSU: Admissions and campus visit on the first page. However, I could not find a link to request additional general information. They were more specific for email sign-ups. admissions and campus visit on the first page. Signed up for more information. They sent a link with information to communicate with advisors. In multiple emails, BGSU sent waivers for application fees with easy to fill out application.
- Eastern Michigan University: Admission link on first page. It was fairly easy to find the link to request more information. Did not receive an immediate email or text message. After two months, received two emails. Then no communication.
- UT: Admissions / visit was easy to find – NOTE: campus visit opportunities are scarce, in comparison to BGSU – they had daily in person / virtual meetings to register for. I could find the link to request more information fairly easily. I did receive an immediate email response that was geared towards a transfer student (that was the one that I selected). At two weeks, there were no follow-ups, and then suddenly, I received an email for three consecutive days. No phone call at this time. UToledo's system seemed random. There was no communication for a while, then multiple emails in the same week – same emails.

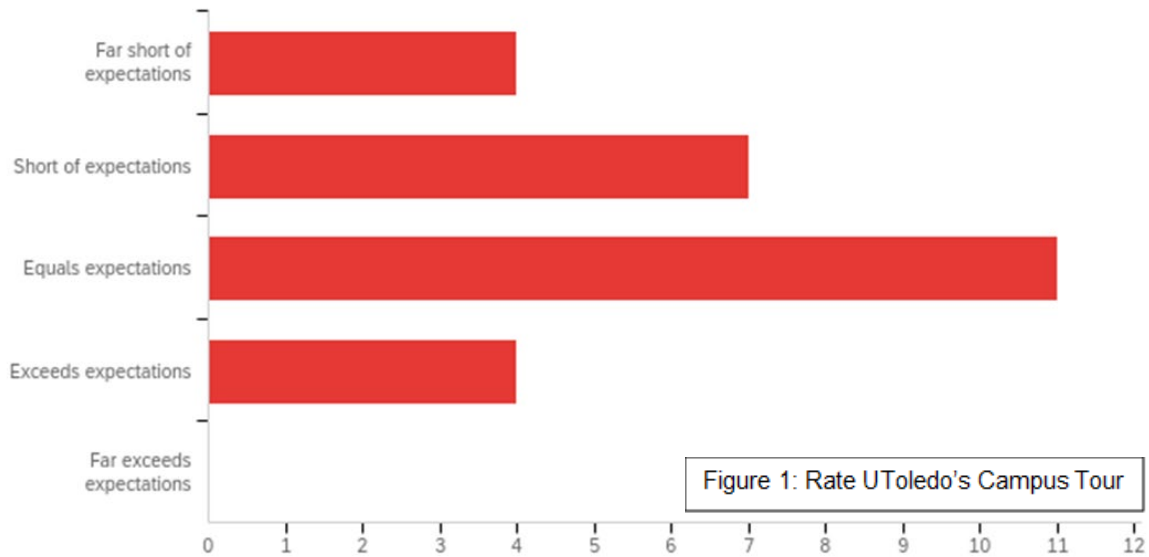
Conclusion: University of Toledo is about middle of the pack when it comes to communication.

Recommendation: Similar finding as part 2, increase consistency of communications. Consider using other forms, such as text messages and post cards. Also, to compete with our closest competitor, need to provide application fee waiver codes to apply for UToledo.

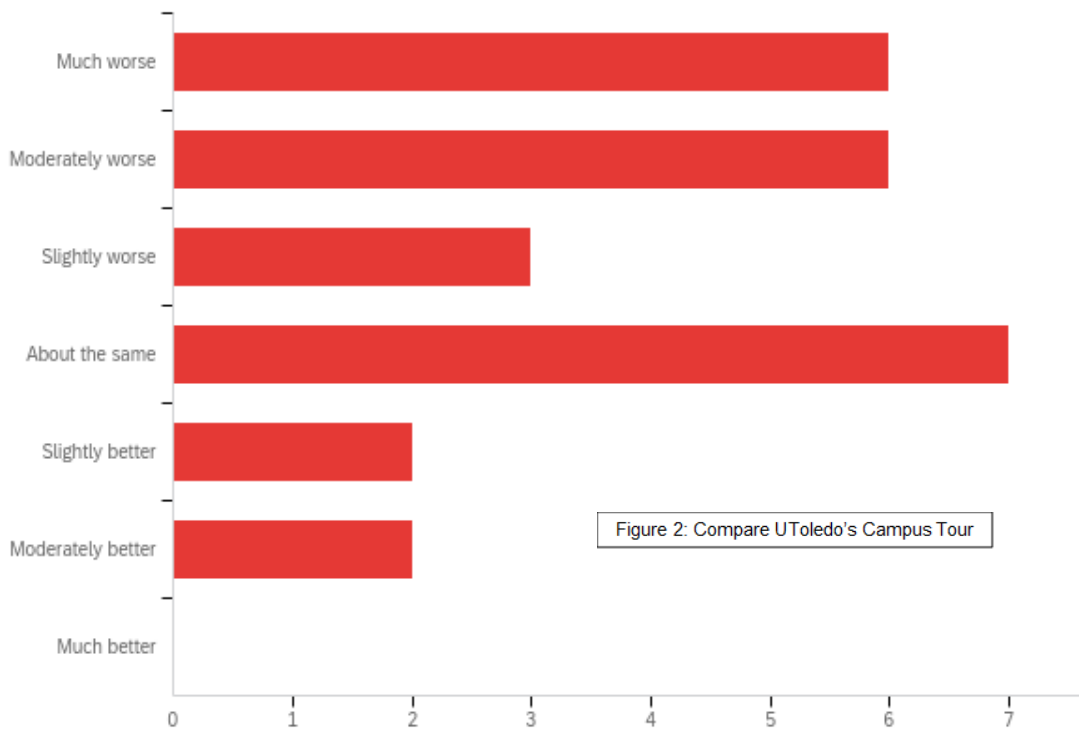
2.2.5 Survey results

Introduction: We administered a survey to faculty with household members looking at colleges within the last five years. There were 59 faculty who responded, of those 59 faculties, a total of 28 household members attended UToledo, and 37 household members did not attend UToledo. Responses were not required to advance through the survey, leaving some questions with fewer than 59 responses.

NOTE: Most students have over 10 universities contacting them – UToledo needs to stand out more.

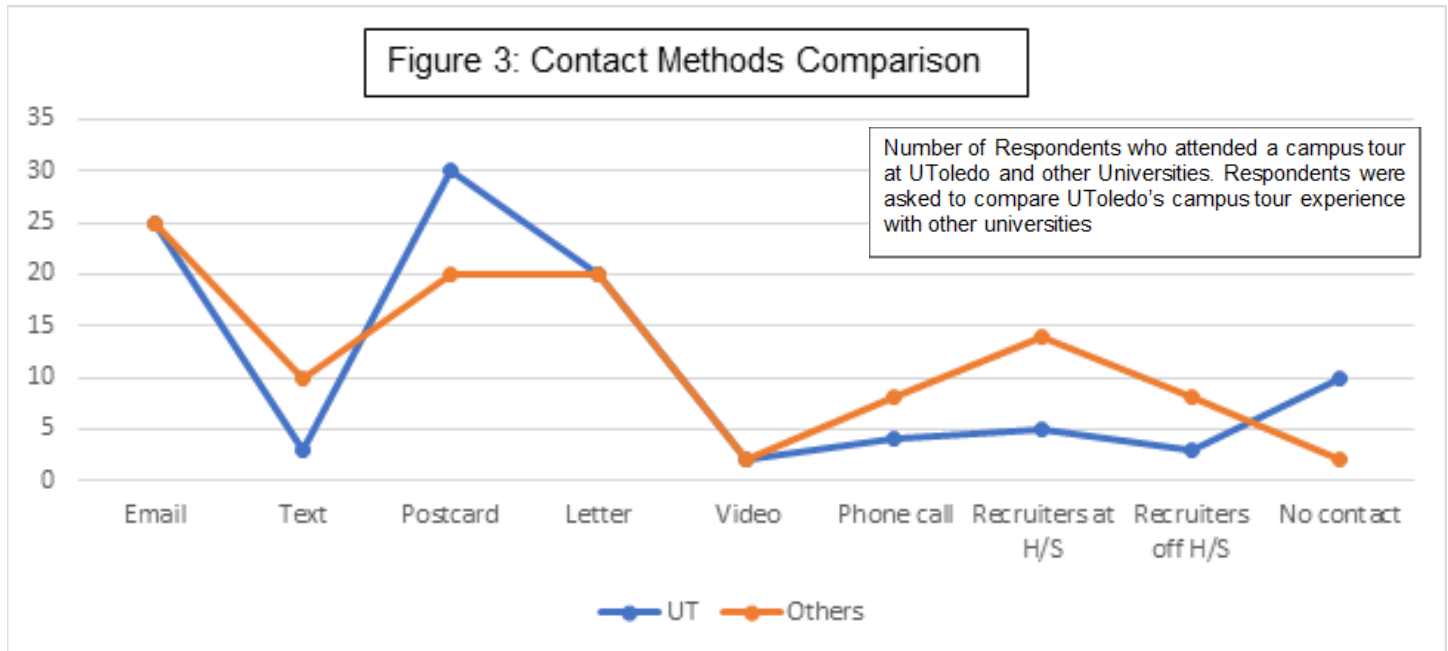


Findings - Campus tours: 26 out of 54 responses indicated that they attended a campus tour at UToledo, and 42 percent indicated that their experience was below expectations, 42 percent indicated that their experience equals their expectations, and 15 percent indicated that their experience was above expectations (Figure 1).



Furthermore, 37 out of 56 responses (66.66%) indicated that they attended campus tours at other universities (Figure 2). They were asked to compare UT's tour with the other institutions (see figure below). Of those who had a negative experience, five (38%) indicated that they did not select UToledo, while eight (62%) did select UToledo.

Many of the students (65%) in the sample had over ten universities contact them. This indicates that we need to stand out. Our recruiting efforts are very mixed. Sixty-six percent indicate that UT contacted them regarding enrollment, while 33.3 percent indicate that UT did not contact them. In addition, some potential recruits receive the entire gamut of phone calls, text, emails, letters, postcards, and meeting with recruiters at high school events, while others have had some interaction, or no contact at all (see figure 3 below). In comparison, those who did not select UT, indicated the following recruiting efforts from other universities:



Participants were asked to indicate which recruiting practices were impactful. The below are the common practices that were identified:

- Branding / Ranking
- Campus life / community: student can see themselves there
- Tour: Meaningful. Do not play commercials. Passionate tour guide. Personalized tour
- Staying connected
- Communication: personalized, not an automated system

- Communication with energetic counselor / advisor
- Talking with faculty / involvement at events to answer questions
- Financial aid / scholarship information at the beginning of the process
- High School visits
- Personalized meetings / campus tours / communication with recruiters

- Summer camp to get to know the university
- Presence at High Schools
- Costs
- Sports
- Bad tours / recruiting: Embarrassed of UToledo

- Decided early
- Talking to current students
- Website providing information on programs
- Emails - personalized

2.3. Recommendations – Work on negative reputation

- In comparison to other universities – we should add short videos to our website with students sharing their stories or providing information on how to sign up for dorms, etc. We are missing the mark on short videos, which is what students prefer.
- “I feel UT has a hard time with telling why Toledo is a great city to be in.- I hear from my daughter's friends who go to UT that there is no push to be positive about the city of Toledo, therefore UT gets a negative view. They complain that they cannot walk to coffee shops, restaurants, or bars at night because they feel afraid and Ubers are expensive especially since they have to go downtown for bars and even there they don't feel safe. They also state there is no push for the students to attend campus activities. Communication is lacking in many of the activities. I know at two of our daughters colleges to encourage students and college affiliated groups to attend activities they are assigned spirit points for attending. All of the members want their affiliation to win this honor because they get special recognition for the most social, most philanthropic, most sports oriented, etc. It seems to be a big deal to the students and the clubs, sororities, fraternities, and many other groups all participate.” This feedback suggests that:
- UToledo needs to sell the whole experience better. This can be done with short student videos on our website.
- Could work with Digital Marketing majors to create content that students find meaningful.
- Personalization: Some schools have a recruiting person calling, while UToledo does not call if someone indicates interest. Secret Shopper data and Survey data suggest that the personal contact could help increase enrollment.
- Personalization of tours / meetings.
- Other universities even have specific tours (such as programs) to sign up for on their enrollment website. Along with allowing the person to select options that they want to discuss (such as dorms, financial aid, counseling, etc.).
- Survey data indicate that UToledo is not going after high school students in the area. If we are, those efforts are not seen by students who are considering which college to attend. Were told that other colleges have greater presence. Need to increase ours. Comments stated that our recruitment efforts in general, are not aggressive enough.
- Comments indicated their High School students were never contacted by UToledo
- BGSU is winning most students in the CCP (College Credit Plus) effort. They make it easy to sign up and therefore capture these students when HS is complete.
- Non-DHS and all Toledo Public School
- Others indicated that they did not see UT at Toledo Public Schools Communication with UToledo enrollment is inconsistent. Some individuals were emailed, called, met in person at their high school, etc.; others indicate that they only had an email; and then some indicate that they had zero contact from UToledo.
- Faculty involvement at events – perhaps the Faculty Engagement subcommittee could build on this.
- Branding is weak – need to work on branding the university and innovative programs
- Sell non-STEM programs
- Sell strong programs – get students excited
- Lack of advertising – students do not know that UToledo exists
- Outdated marketing materials are distributed during tours. Need to update handouts.
- Tours lacked individuals who could answer questions about dorms, financial aid, etc. Perhaps include an optional stop with a financial aid / dorm rep?

- They also indicated that the commercial showed during the tour is not helpful.
- Need excited / passionate people on tours / recruiting efforts
- Perhaps enlist Blue Key National Honor Society students to help with tours as they are likely to be more positive about the UToledo experience.
- Lack of response from recruiting, admissions, athletic coaches, etc. This has left a feeling that UToledo does not want students.
- “Offer students a clear idea of what merit scholarships will look like relative to their GPA and test scores. Provide students with a net cost calculator that will factor in all tuition, fees, room & board , books, and scholarships. Make it easy to compare costs with other schools. Offer honors college incentives such as financial awards.”
- Numerous comments that UToledo is not as welcoming as other universities. Perhaps greater personalization would help.
- “From start to finish they do not engage students, follow up, or make them feel welcome.”
- Some comments based on diversity and religious context that they did not feel welcome.
- UToledo cancels classes too soon, which impacts reputation.
- Parking has created a negative reputation. People do not feel welcome to visit here. We have guests pay for parking and then we give them a coffee voucher is found to be insulting. Can we validate parking for guests?
- Expand dorm living milage. This will give students options to come to UT if they do not like the dorms, which have a negative reputation along with the lack of dining options on campus.

3. UToledo's Retention Practices Subcommittee

Subcommittee Chair: Steven Wallace

Members: Bryan Bosch, Julie Desantis, Lisa Kovach, and Alex Spivak

Main Conclusion: UToledo student retention can be improved by providing students with (1) better preparation for STEM gateway classes and college-level writing, (2) an increased sense of belonging, and (3) more help with overcoming financial barriers.

3.1. Background

By analyzing the data from UToledo's Office of Institutional Research on First Year Undergraduate Retention, our first-year retention rate has been less than 80% in the last 5 years with our 2019 undergraduate cohort having the highest at 78.1%. The last report has the 2021 cohort with a first-year retention of 74.7% (**Figure 1**). If you compare this with the other public universities, we have neither the lowest nor highest rates. Unfortunately, if you combine this rate with our trending low enrollment rates, we have an unsustainable revenue stream. Through our initial data collection, we argue that UT change its retention strategies.

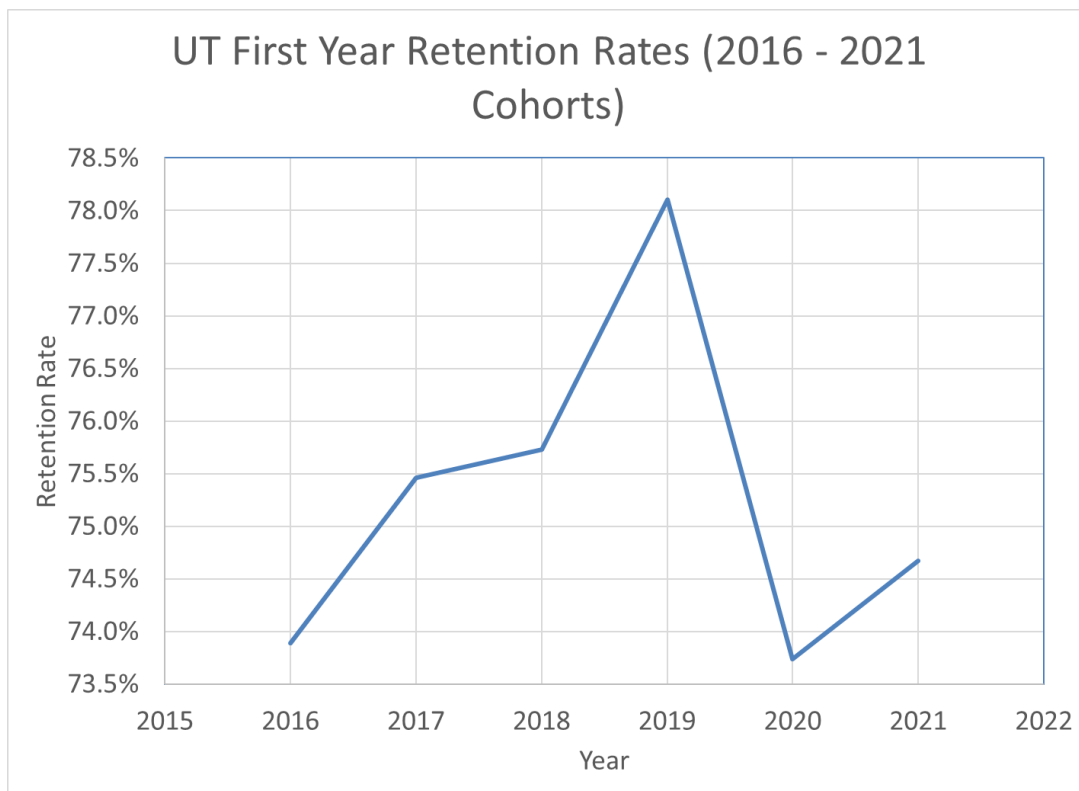


Figure 1: UToledo First Year Retention Rates (2016 - 2021 Cohorts)

3.2. Primary Issues

STEM gateway classes: Many of our students are not properly prepared for our various science, math, and engineering classes. This is an issue for retaining our STEM students if they fail to earn the required grades for advancing in their preferred majors and there is no backstop or instructional buttressing done to intervene prior to that fail/withdraw.

Writing Proficiency: Many of our students are not demonstrating college level writing skills. This undermines retention of students in our more communication-heavy programs, as programs get more writing intensive as students' progress into higher-level coursework.

Lack of students' sense of belonging: Students feel like part of a community when treated well. There is a significant mental health crisis among college students across the United States. Students are struggling with depression and anxiety at greater rates, especially college freshmen who are navigating the college experience. When cumulative stress builds, often due to academic struggles, lack of true student engagement by faculty and staff, lack of general “fun” events for students to take part in, as well as parking issues (lack of transparency about lot closures and limited parking options during the week) and limited on-campus food options, this exacerbates the issue.

Financial challenges: Outside of academics and social factors, if our students are unable to pay for tuition, fees, room, and board, they will leave. While some of these students may go to other schools that will offer them assistance, we are needlessly losing them. It is also our belief that the 2-year on-campus living requirement for students living outside a 25-mile radius of UToledo has significantly impacted our recruitment in areas where our direct regional competitor is well-situated to benefit from students' lack of desire to pay the housing fees at our institution.

3.3 Secondary Issues

Parking issues: There is a lack of parking options for students during the day. This becomes worse when there is an event on campus that attracts non-students to campus, which further limits the parking options for our students, and (when they are unable to find an open space to park) discourages our students from attending classes. Moreover, this shortage of parking forced students to park illegally and collect prohibitive parking fines just to attend their classes. Indeed, it has been determined that even those with parking permits are being towed from university parking lots.

Statements that circulate on social media from our students shows their frustration with parking disruptions and costs. These statements include, but are not limited to:

- Imagine being a student (free game tickets) as well as paying for parking, then getting towed for being in game day parking.
- Kinda sad every year seeing the freshmen come to UToledo and slowly lose their enthusiasm. By the time second semester rolls around they have become like the rest of us.
- For all of you with parking problems today, it's going to be the same next week.
- 25 minutes of trying to find a parking spot later...looks like I'm skipping today.
- Is it even possible for me to come to class today? Like is there anywhere to park on campus?

Inadequate dorm conditions: Faculty Senate reports found that the conditions within the dorms are less than ideal. Specifically, our dorms condition has a poor reputation with our students which does not help when we require students to live on campus if they live less than 25 miles away. Combined with the requirement that students from outside the 25-mile ranges must live in those dorms for the first two years.

Limited dining options: For those students that live on campus, there are very few options to eat on campus. Not all students on campus have access to a vehicle, so this impacts them more. This cannot be good for student morale, especially if students have an option to transfer to other universities. The Student Union dining hall closes at 6 PM Monday through Thursday, 3 PM Friday, and ALL of Saturday and Sunday (except for Chick-Fil-A, Frog Town and True Burger, which are open for a while Saturdays and Sundays). When the Student Union budling is closed, students living in McKinnon and other residence halls near University Hall, are required to make a trip to Ottawa East. Moreover, a recent incident led to the Ottawa East (OE) dining hall being closed November 10th. Because the OE dining hall is the only available evening dining option (due to the early closing of the Student Union dining hall), this closing left students without food. These limited hours and dining options frustrate students who pay a very high amount for a university meal plan.

3.4 Feedback from Deans' Office

Below is a feedback summary from six Colleges: Business, Engineering, Health & Human Services, Nursing, Natural Science & Mathematics, and Engineering.

Business:

- Need more staff to expand on the initiatives below:
- Focused on academic intervention and sense of belonging
- Rely on advisors to keep students informed of course offerings and welcoming new Freshmen
- Use College of Business and Innovation (COBI) Student Services newsletter to inform students about registration and other COBI events
- Freshman orientation taught by advisors to cultivate a relationship with the advising office
- Hosts social engagements opportunities with potential employers
- Student organizations are open to all COBI students that create a sense of belonging
- Created a Neff Student Ambassador program to welcome incoming students

Engineering

- Primary retention issues come from student performance in non-engineering coursework, so there is a general sense of lack of control for our own numbers
- Enacted test-optional admission which uses more course-specific performance than test scores to determine a student's ability to retain (retention numbers are near mirroring pre-Covid numbers, so no significant negative impact despite "lower qualified" students being admitted to programs)
- GEARSET (Greater Equity, Access, and Readiness for Success in Engineering and Technology) Pre-Engineering Program has significantly increased matriculation of non-admitted students and their retention and persistence rates
- Looking more at DFW grade rates in individual courses and for individual instructors to develop remediation and teacher training
- Will be starting a "Modern Pedagogy" series of seminars for faculty in the coming year to attempt to modernize teaching strategies
- Major issue is lack of advising touch points and ability to enact early-intervention programs for students due to high advising loads (~600 students per advisor) along with other responsibilities being placed on advisors
- Have worked to include more FYE (First Year Experience) components into major-specific intro courses to ensure students are introduced to all campus academic resources
- Four pipeline courses identified by SEP (Student Experience Project) will have Supplemental Instructors imbedded in courses this fall
- Need to develop a better way to place students into math course so gaps in preparation aren't causing DFW grades in those courses.
- Have incorporated two courses into curriculum for underprepared students to incorporate more end-goal relevance into non-engineering coursework (Engineering Applications of Mathematics)

Health and Human Services:

- Acknowledges faculty and staff that take ownership of student retention and retainment
- Believes student retention challenges are caused by:
 - Financial limitations
 - Mental health complications
 - Lack of support and connectedness
- In the process of recruiting a retention/recruitment staff member

- SEP program has been helpful
- Worried about faculty and staff burnout with extra demand on time

Natural Sciences and Mathematics:

- Believes DFW grade rates are biggest impact on retention
- Argued that faculty need more information about at-risk students to intervene
- Need more buy-in by faculty (again, more information needs to be available to faculty)
- Believes the Equity Champions program has had an impact on retention
- Need more faculty participation in program
- Need to focus on sense of belonging
- Believes the policy of deregistration of students for late payments is impacting student retention
- Some students need some version of remediation for introductory STEM courses

Nursing:

- Some concerns with graduate student progression due to academic performance
- Coordinates with other Colleges to help their students
- Currently have a college retention task force
- Believes we need more data collection to identify at-risk students
- Believes we need programs to help those at-risk students
- DFW grad rates may not be enough for gateway classes that require at least a C to move forward
- Need students to be more comfortable with reaching out to faculty (appear more approachable)
- Believes the policy of living on campus for first two years if students live outside of 25 miles away from campus is impacting our recruitment and retention

Pharmacy:

- Reports that engagement by students in programs meant for their benefit has significantly declined over recent years
- Only way to guarantee any engagement has been to make things “mandatory”
- Due to the size of the College, most initiatives are College-wide, not individually within departments/programs
- Believes University must involve SSDs (Student Services Director) in general decision making at a much higher rate as they are the “boots on the ground” who truly know the issues in implementing big ideas
- As a university, we must provide better professional development resources for advisors to ensure best practices are used rather than “same old” UToledo advising
- They feel a big issue with sense of belonging due to many courses their first two years being physically located far from College offices and facilities used to recruit students
- Questioned if placement tests are truly effective and stated that students have reported many faculty in pre-College courses (math, chemistry, and biology) as being unhelpful or unwilling to do more to help students with varying levels of preparation.

3.4. Recommendations for overcoming the identified problems/issues

- a. Update our remediation programs.
- b. Modify our placement exams to better reflect the students' current skills.
- c. Instead of using placement exams to evaluate student academic proficiencies, place students in remedial classes based on performance in introduction classes.
- d. Review our existing remediation classes and update where needed.
- e. Provide more help and tutoring for select STEM classes. Students that have been identified as struggling students should receive additional help.
- f. College Composition 1 should serve as an identifier for students struggling with grammar and basic writing skills. If identified as such, the student should be provided additional help.
- g. Provide more resources for success coaches and advisors. We have too few staff to handle the number of at-risk students. Success coaches are an incredible asset. They provide the sense of belonging some of our students need but cannot contact students enough due to high student load.
- h. Provide more programming for our students on campus to increase their sense of belonging. This should include activities during the weekend to combat isolation.
- i. Provide more support for college/major student groups to help create much-needed student communities.
- j. Expand student mentor/ambassador programs to help acclimate students to our campus culture. Expand those programs beyond the first year.
- k. Provide more information to the students about parking issues and forewarn our students consistently when events artificially limit the number of parking options.
- l. Think of a better alternative than towing our own students and making them pay \$150 to get their vehicle out of the tow lot.
- m. Have more oversight on the dorms. Easier and cheaper to fix dorm issues before our students leave due to poor conditions.
- n. Provide more dining options for our students. More hours and more places to eat. If we are requiring our students to live in the dorms, and requiring them to purchase a meal plan, we must feed them regularly and have more dining options closer to their dorms.
- o. Have better assessments for identifying students with financial needs so we can provide financial assistance.
- p. Inform faculty/staff about retention issues. If employees are unaware of our lagging retention, we cannot be part of the solution.
- q. Retention issue should be viewed as the responsibility of all stakeholders at the university. While faculty are willing to do their part, it is key that stress-inducing policies and procedures are given the attention needed. Nobody can afford to be dismissive. Transparency and systemic change are warranted.

4. Peer University Retention Practices Subcommittee

Subcommittee Chair: Sandra Robinson

Members: Jennifer Reynolds, Sandra Robinson, Michelle Seegert

Main Conclusion: With a more open cross-campus dialogue and a collective sense of urgency, UToledo's administration, faculty, and staff can significantly improve student retention.

4.1. Background describing what we know and how we got this information

Using [data](#) provided by the Ohio Department of Higher Education (ODHE), we can see that UToledo's retention rate is similar to those institutions with similar acceptance rates (**Figure 1**). However, there is still much improvement needed when compared to all 4-year Ohio institutions.

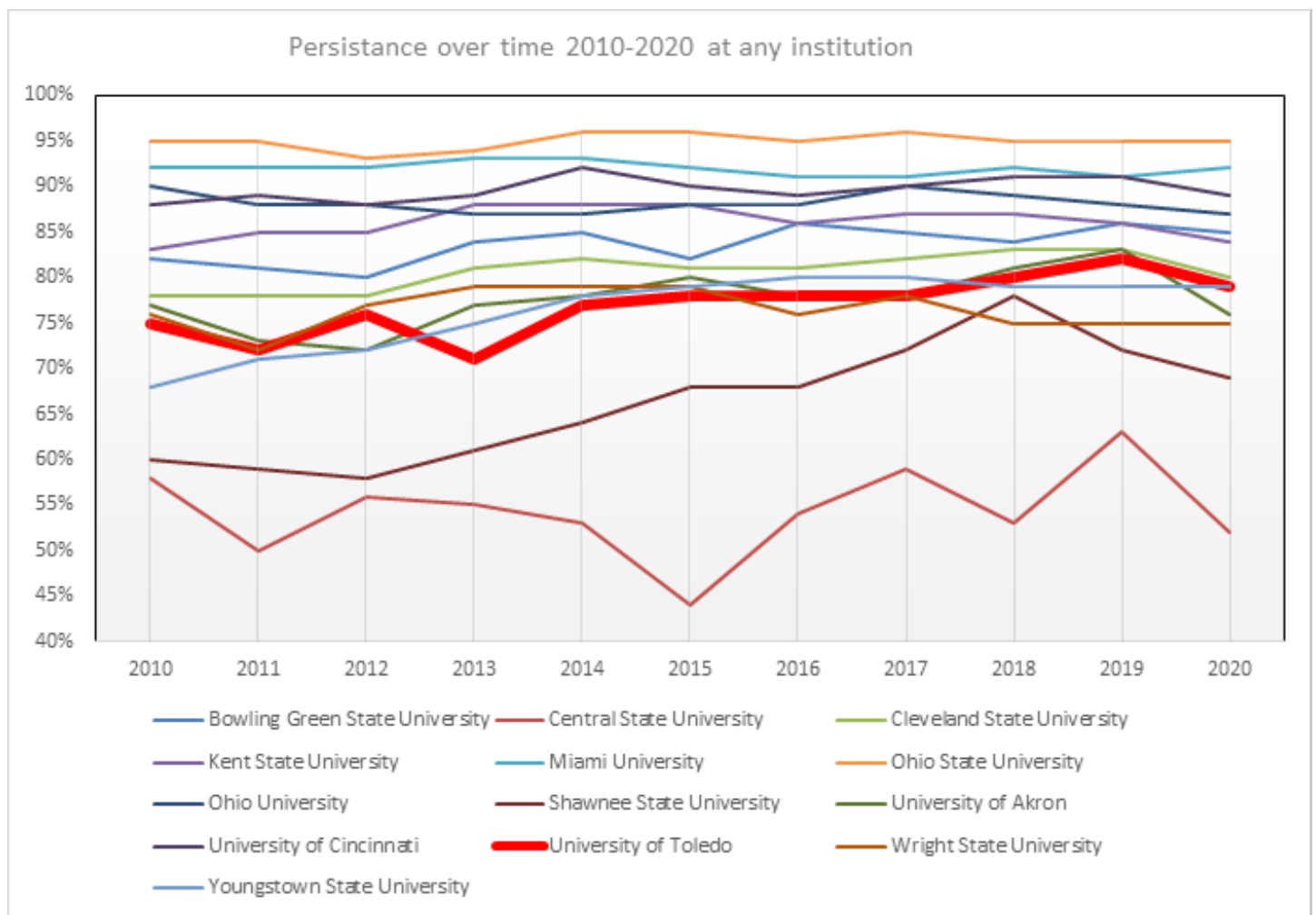


Figure 1: UToledo's retention rate is similar to those institutions with similar acceptance rates.

From the [College Factual article](#), UToledo's retention rates for first to second year (76%) are higher than the national average (69%) (**Figure 2**). Using the ODHE data, we also have found that retention through graduation has gradually increased for students persisting at UToledo from 2010 to 2020. And when comparing it to [UToledo's Institutional Research report](#), the 2021 retention rates are now at 75.2%, showing an increase from 2020.

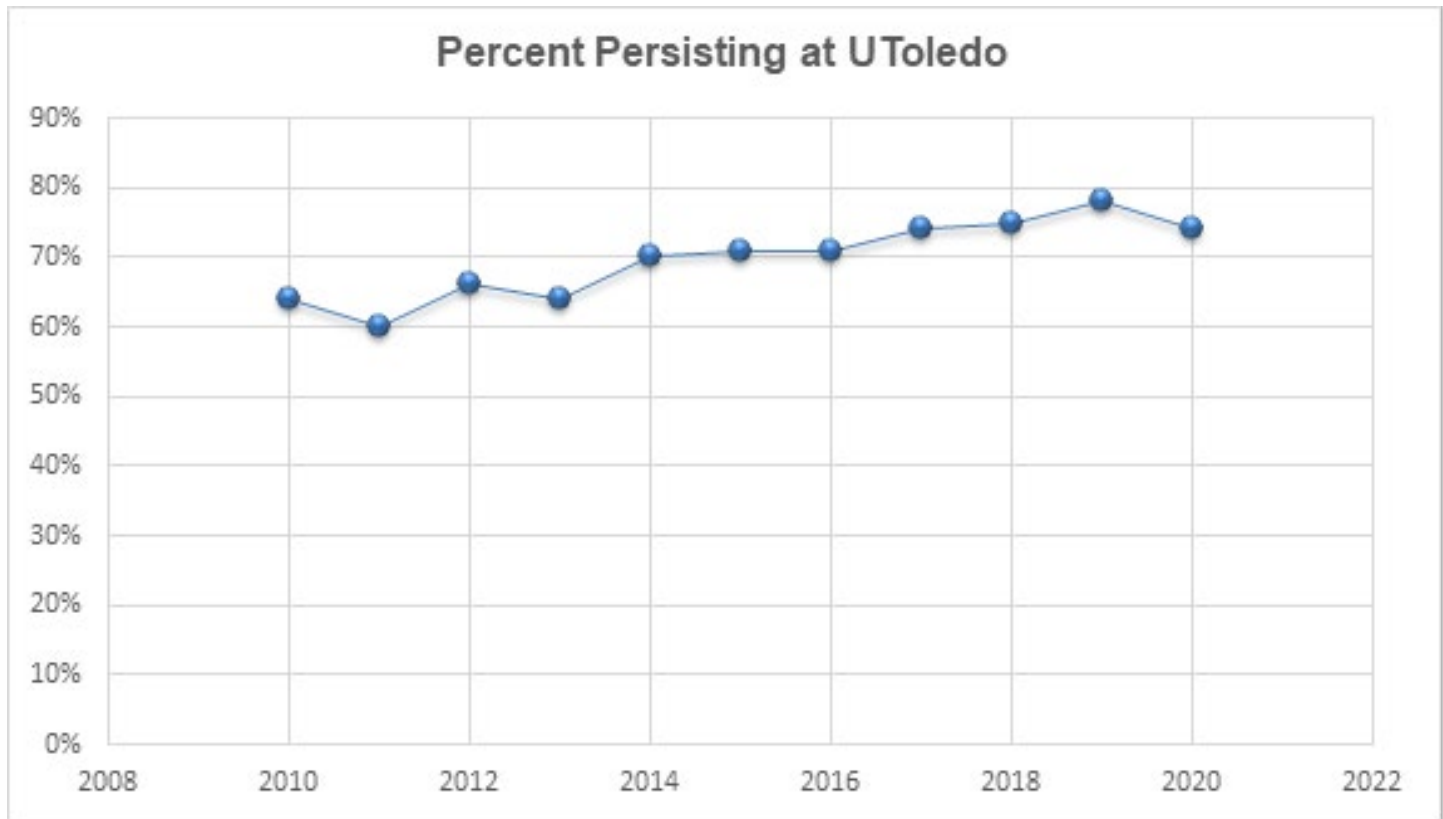


Figure 2: The first-year retention rate has gradually increased.

Our subcommittee worked with the UToledo Faculty Senate to send peer and aspiring [peer institutions](#)' a [survey](#) to inquire about best practices for improving retention as well as ways to increase the faculty role and interest in this area. Faculty Senate President, Gary Insch, sent our explanatory email and survey link to 23 institution Faculty Senate Leaders requesting the survey be disseminated to the faculty at their institutions. In total, we received six responses from faculty across five institutions. Below is the summary of the recommendations and ideas collected from the survey.

Strategies suggested that UToledo already has in place:

- Early Alert Systems, UToledo has Starfish Reports Success Coaches
- Midterm Grades
- Teaching Centers, UToledo Center for Excellence in Teaching and Learning (CETL)
- Co-Requisites, UToledo has co-requisites in English and Mathematics
- Belonging strategies, UToledo has Equity Champions Community of Practice (ending September 2023)

Strategies suggested or mentioned that UToledo may consider adding or improving:

- Raise the debt threshold that prevent students from enrolling
- Increase faculty responsiveness and personal attention to students
- Create more opportunities for students and faculty to learn from each other
- Undergraduate to Graduate research opportunities
- Creating a portal to match students to lab openings.
- Creating short term research opportunities to increase “graduate-like” research

- Incentives for students to use the tutoring center
- Incentives for students to use their success coaches
- Opportunities to drop down to a lower class to improve foundational skills early in the semester

4.2. Current problems/issues that need to be repaired/addressed

While UToledo has services and employees in place to focus on retention, UToledo's retention is not often discussed as an issue for **faculty** to contribute to outside of teaching their own courses well. For example, there is no retention training or workshops for faculty to discuss best practices other than the Equity Champions program. Faculty can often feel disconnected from issues that administration is working on which includes issues in enrollment and retention. Administration can often feel that faculty do not want to engage in the issues.

Working to determine and communicate current retention efforts across all UToledo, determining current faculty efforts for retention, and establishing best practices for faculty to aid in this endeavor are of key importance.

4.3. Recommendations for overcoming the identified problems/issues

Overall, there is a recognized need for faculty and administration to collaborate more on retention issues that are affecting our institution and success of our students. Collaboration can start with an increase in awareness of the strategies that UToledo already has in place, has recently added, or plans to add and improved communication across the institution on best practices being used.

Below are more specific recommendations based on the findings from this subcommittee:

- UToledo should discuss retention efforts being applied across colleges/campuses and provide both general and specific examples of where and how individual college faculty and staff can best contribute to augment these efforts.
- College administration should work to promote retention efforts from their faculty and design specific, intentional activities and practices for faculty to apply and participate in to contribute to retention.
- Faculty and staff contributing to these efforts should be compensated and/or their efforts outlined in workload to demonstrate the value of their time and work and encourage more participation.
- Provide each college with retention specialists to work with departments and faculty.
- Create the ability for colleges to flag and connect with students that have dropped most or all courses within a semester.
- Raise the debt threshold that prevent students from enrolling.
- Increase faculty responsiveness and personal attention to students.
- Create more opportunities for students and faculty to learn from each other and engage with one another inside and outside of the classroom.
- Provide Undergraduate to Graduate research opportunities.
- Creating a portal to match students to lab openings.
- Creating short-term research opportunities to increase "graduate-like" research.
- Create incentives and promotion for students to utilize the tutoring center.
- Create incentives and promotion for students to utilize success coaches.
- Create opportunities to drop down to a preceding foundational course to improve skills when difficulty within coursework is identified early in the semester

Our committee feels that with a more open dialogue and a sense of collective urgency to address these issues, *together* UToledo can improve retention along with the many other issues faculty, staff, students, and higher education are facing.

5. Faculty Engagement Subcommittee

Subcommittee Members: Jon-Jama Scott, Julia Martin, David Bazett-Jones

Main Conclusion: Most faculty/staff members are willing to and interested in participating in recruitment and retention activities, but many feel uninformed and/or do not feel invited to partake in these efforts; interested faculty members may be redeployed toward recruitment and retention initiatives.

5.1 Background

Recruitment and Retention impacts the functions of the UToledo, its faculty, and staff. As experts within academic disciplines, faculty are important to attracting students and helping them matriculate. Faculty can serve as institutional ambassadors and communicate the value of an institution and its resources. Staff can also serve a vital role in ensuring that the University functions to execute its missions. It was important for the Recruitment and Retention Committee to study how willing faculty were to participate in opportunities to recruit and retain students. It was unknown whether faculty felt informed about opportunities, or whether they felt encouraged to contribute to R&R. To better understand faculty perceptions at The UToledo, the Faculty & Staff Engagement subcommittee conducted a survey of all faculty and staff. Results suggested that certain faculty were (a) willing to engage, (b) not well-informed or (c) invited to participate, and that (d) that there is no uniform system for encouraging or rewarding faculty and staff engagement in the recruitment and retention of UToledo students.

5.2 Survey Methods

To learn about recruitment, we asked the following three questions with faculty being asked to respond with Likert scale choices.

I am willing to participate/assist with **new student recruitment** efforts being put on by the program, department, college, and/or university.

I am informed about the efforts/opportunities to **recruit new students** by the program, department, college, and/or university.

My program, department, college, and/or university encourages/invites me to participate in its efforts to **recruit new students**.

Strongly Agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

To learn about retention, we asked the following three questions with faculty being asked to respond with Likert scale choices.

I am willing to participate/assist with efforts by the program, department, college, and/or university to **retain currently enrolled students**.

I am informed about the efforts/opportunities by the program, department, college, and/or university to **retain currently enrolled students**.

My program, department, college, and/or university encourages/invites me to participate in its efforts to **retain currently enrolled students**.

Strongly Agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

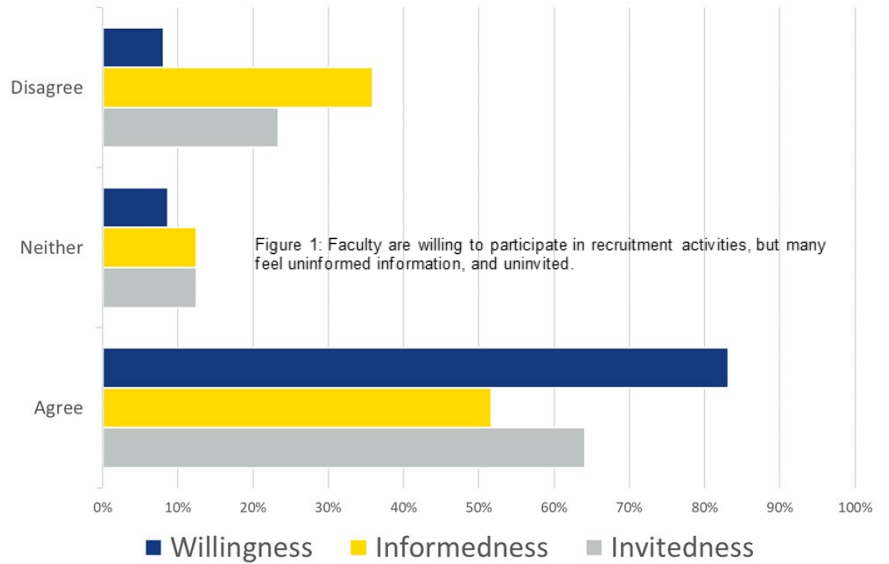
Strongly disagree

Note: In our analysis, the categories of strongly agree and somewhat agree, as well as the strongly disagree and somewhat disagree were collapsed into just agree and disagree for analysis.

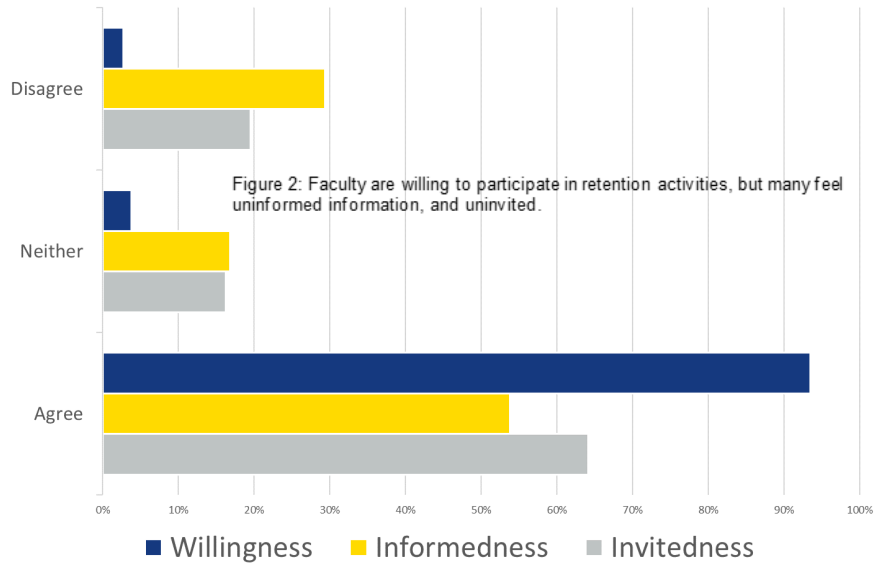
5.3 Engagement Survey Results

A total of 159 faculty members and 5 staff members responded to the survey.

Over 80% of faculty indicate that they are willing to participate in recruitment activities (**Figure 1, blue**). Only 52% of faculty agree that they are informed about recruitment activities and almost 40% disagree (**Figure 1, yellow**). Approximately 65% of faculty agree that they have been invited or encouraged to participate in recruitment with slightly over 20% indicating that they have not (**Figure 1, gray**).



Over 90% of faculty indicate that they are willing to participate in retention activities (**Figure 2, blue**). Only 54% of faculty agree that they are informed about retention activities and almost 30% disagree (**Figure 2, yellow**). Approximately 65% of faculty agree that they have been invited or encouraged to participate in retention with slightly under 20% indicating that they have not (**Figure 2, gray**).



5.4 Engagement Survey Focus Groups

Following this survey, 63 individuals indicated their willingness to participate in focus groups. These volunteers were from the Colleges indicated in **Figure 3**. We invited all 63 individuals to participate in one of 3 focus groups. A total of 7 faculty over 3 focus groups sessions volunteered for the focus groups. We can summarize the findings of these focus groups with the following points:

Faculty are willing to participate:

- Faculty are clearly willing and interested in participating in both recruitment and retention activities.
- At the very least, faculty understand that they play a role in these endeavors.
- Faculty willingness to participate could depend on several factors:
- Perception of their role (or lack of a role) in the process.
- Lack of informedness regarding opportunities (see below).
- Perception that these activities are done by people in certain roles.
- Recruitment – admissions office, etc.
- Retention – success coaches, etc.
- Feeling that these activities, especially recruitment, is under-resourced at the College and Department level and over-outsourced.

Faculty feel like they could be better informed:

- Lack of communication and low informedness is the primary reason for what seems like low faculty involvement in recruitment and retention activities.
- Faculty do not know whom to ask or where to obtain information about these opportunities.
- Some faculty are uninformed whether recruitment and retention are part of their role and if they are an important contributor to these endeavors.
- Many feel that information from the upper administration offices is communicated to the Dean's offices but that this information is not communicated to faculty.
- Communication often happens last minute; providing ample time for faculty to plan is important to their participation.
- High turnover rate of recruiters on campus (in Colleges) and recruiters that target underrepresented groups negatively impacts communication and influences low informedness.
- Besides a recruiter, a College- or Department-level coordinator (a faculty member point person) of recruitment and retention should be created (with release time or service credit) to facilitate communications from the administration to the Deans and faculty.
- Some faculty feel we do a poor job of recruiting from the local Toledo area and that we should put more effort towards bringing in students from TPS and other area schools.

Focus Group Volunteer College Affiliations

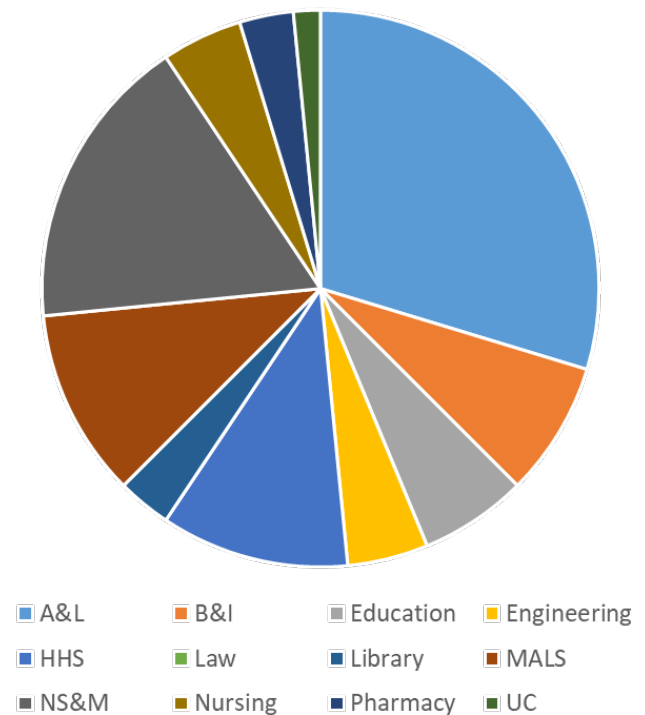


Figure 3: Sixty-three faculty from various colleges indicated their willingness to participate in focus groups on engagement.

- Faculty are even less aware of retention activities! Faculty hear retention talked about but do not know what to do about it.
 - No centralized space to gather information regarding university efforts on retention, so every faculty gave a different answer about what retention looks like at UToledo.
 - A faculty repository of best practices for retention may help to share efforts across the university community.

Many faculty have not been invited or encouraged to participate:

- Many faculty indicate that they have never been asked to participate or told that they were important in these activities' success.
- Those who have participated have been invited by an administrator (Dean, Chair, Program Director).
- Some feel that emails are effective for inviting and some feel that this should be done on a more personal level. It is likely most effective to use both approaches.
- Emails should come from the Dean or Chair to demonstrate a greater level of importance to faculty involvement in recruitment and retention.

Other factors influencing recruitment and retention:

- The disjointed and siloed nature of Departments, Colleges, and Administrative Offices at The University of Toledo strongly inhibits the success of the recruitment and retention processes.
- While more resources (College-level recruiters) would be beneficial, improved collaboration and use of currently available resources would assist the current structure to be more effective.
- Parking costs negatively impact parents and prospective students' experiences on campus when a recruiting event takes place on a Department or College level. Parking was highly cited as a reason for poor retention.

5.5 Recommendations

- a. The Faculty Engagement Subcommittee strongly recommends the following action items:
- b. Each College should fill their open College Recruiter positions to ensure that there is a full-time person dedicated to this important role.
- c. Each College should create a Recruitment & Retention Coordinator, or similar, by appointing a faculty member that has the primary responsibility of communicating with administrators about opportunities and then communicates these with faculty. This person should be given course release or service credit for their work.
- d. This faculty member can work with the College Recruiter to coordinate events and the number of faculty needed for such events.
- e. This faculty member can give talks to the Departments in their College about retention best practices and where they can find retention resources.
- f. Improve availability of resources for faculty on retention by:
- g. Creating a single virtual location (i.e., web site) where The UToledo's efforts toward retention can be described with links to resources.
- h. This location could also store faculty submissions of best practices to improve sense of belonging and other relevant aspects of retention.

6. UToledo Value Proposition Subcommittee

Subcommittee Chair: Arun Nadarajah

Members: Mohammad Elahinia, Barbara Miner, Ashley Pryor, and Suliman Rajab

Main Conclusion: UToledo should adopt university- and college-wide *PPP value proposition plans* and implement a hybrid recruitment strategy (blending centralized/university-level and college-level approaches).

6.1 Background describing what we know and how we got this information

The University of Toledo's recruitment practices have changed many times over the years. Not too long ago, the recruitment efforts were centered in the individual colleges with dedicated college recruiters and recruitment events primarily organized by the colleges. Approximately five years ago the university's recruitment efforts were centralized under the Division of Enrollment Management, with the colleges having only a minimal role. While the university's enrollment declines began earlier, this change has not altered that trajectory and has arguably made it worse.

“
An individual college cannot as effectively project an entire university's
brand and the diversity of programs offered.
”

The main problem is that both approaches have advantages and disadvantages. A purely college-based approach to recruiting will lack the scale of a broad university overview and may have less impact, particularly with students who are undecided about their majors. An individual college cannot effectively project an entire university's brand and the diversity of programs offered. However, the colleges are at their most effective at recruiting students interested in the specific programs housed in the college, and are more likely to attract such students to UToledo. Colleges have the advantage of directly connecting prospective students with college faculty and in arranging tours of facilities.

Another benefit of the college-based approach is that college-specific recruiters could establish and maintain student pipelines from targeted high schools. Indeed, the centralizing of the recruitment efforts away from the colleges has led to a withering of established relationships with pipeline high schools. The targeted approach especially benefits the “professional” colleges, such as Engineering, Pharmacy, Education, and Business & Innovation. However, this approach is resource-heavy, requiring dedicated recruiters for each college.

The university's centralized approach to recruiting has advantages and disadvantages. With a centralized recruiting approach, the university can place recruiters in major cities in Ohio and neighboring states. Recruiters can deliver the UToledo brand, effectively advertising the diversity of programs available at the university as a whole. This strategy is better suited for the significant number of students who are unsure of what major to pursue or are interested in non-professional degrees. However, the centralized approach is woefully inadequate in making connections between the recruited students and the faculty and staff in specific programs. This broad approach does not prepare recruiters with deep, detailed knowledge about the strengths of individual programs within colleges.

In summary, the challenge that UToledo faces is that simply going back to the old recruitment approach to recover from enrollment declines will likely not work. The diminished resources currently available for recruiting students means that smarter, targeted approaches for reaching potential students are needed for this time at UToledo. It is also critical that the new strategy focuses on increasing enrollment in *all* the colleges rather than prioritizing some over others.

6.2 Current problems/issues that need to be repaired/addressed

The disadvantages of the current centralized approach to recruiting new students have been discussed above. However, the answer to this issue is not to return to the previous purely college-based recruitment efforts. As described above, that approach has its own share of disadvantages. The best solution is a hybrid approach one that can connect with a wide range of students, providing them with an overview about the core advantages of UToledo, and the sheer diversity of programs available. This message can then be followed up by the individual colleges with more program-specific details and the all-important direct connection with the faculty and staff housed in the programs. The centralized approach can also be supplemented by college-based recruiting establishing and targeting student pipelines. The hybrid approach would also serve to optimize the costs to benefits ratio given the current diminished resources that are available for recruitment efforts.

The above discussions should make clear that the objectives of college-based recruiting are to:

- (1) follow up initial contacts made by centralized recruiters
- (2) host college-based recruiting events
- (3) build a close connection between prospective students and faculty/staff
- (4) build pipelines to targeted high schools

The primary challenge of centralized recruiting is the limited ability of recruiters to articulate the core advantages of a degree from the University of Toledo, making it distinctly unique from all other state universities in Ohio. While each college can present in detail the advantages of their different programs, it is too detailed for an effective centralized recruitment pitch to prospective students. This overview should promote the unique advantages of the University of Toledo in general and serve as the bridge to help connect future students to the detailed information available as those students connect with specific colleges of interest. Another benefit of developing a concise, core set of principles for the university recruiters to use is in connecting with undecided students, or those interested in a diverse curriculum. The variety of colleges and programs at UToledo can be overwhelming for undecided students. The core set of unifying principles underlying all university programs will make the university far more attractive to such students. As mentioned earlier, this also makes it easier for UT recruiters in other cities to understand and better articulate the strengths of UToledo and its various programs as a whole.

The central challenge for the subcommittee was to come up with a set of core principles. The subcommittee had wide-ranging discussions with faculty from all the UToledo colleges about our core advantages. A preliminary set of principles was devised, followed by extensive discussions with the deans of all eight colleges offering undergraduate programs. Based on these discussions, we came up with the **PPP Plan** which reflects what makes the University of Toledo unique:

Practical: We are a university that emphasizes the practical side of education, with a strong emphasis on hands-on learning in every major, but also emphasizing the need for creativity.

Partnership: We believe education is a partnership between the faculty, staff and students, providing strong mentorship to students, but also having high expectations of the students. Every major program structures this partnership in unique and productive ways.

Place: We are an urban institution that is strongly engaged with the community, the Greater Toledo Area and Northwest Ohio & Southeast Michigan, but also open to, and interacting with the rest of Ohio, the country, and the world. This is reflected in the majors we offer, our emphasis on internships, and our commitment to diversity.

This plan can also be viewed as a promise that the university makes to recruited students. While this plan will serve as a basic structure, the implementation details must be continually updated with discussions at the college and program levels.

6.3 Recommendations for overcoming the identified problems/issues

- a. *Implement a hybrid recruitment effort:* This should combine a centralized message and recruitment plan emphasizing the core advantages of UToledo and the sheer diversity of programs available, with college-based efforts to follow up on initial interest in programs and the establishment of dedicated recruitment pipelines.
- b. *Implement a university-wide PPP Plan:* This is already underway with the deans of all colleges offering Bachelor's degree programs committing to producing a one-page description of their programs adhering to the PPP Plan. The plans for four colleges (Engineering, Business & Innovation, Pharmacy, and Arts & Letters) are attached. Those for the remaining four (NSM, Education, HHS and Nursing) have been promised. These should be treated as dynamic documents that are continually updated and improved.
- c. *Ensure faculty support of the hybrid plan:* Engagement of the faculty in recruiting efforts is critical in making the all-important connections with potential students. The PPP Plan provides a mechanism to keep the faculty engaged. Additionally, the college-based recruiting of the hybrid recruitment effort will provide opportunities for the faculty to meet with potential students.
- d. *Ensure that recruiters understand the programs:* Recruiters must be provided with a deliverable message that highlights the uniqueness of UToledo and all its many programs. Given the sheer variety of programs at UToledo, this is a tall order. However, the PPP Plan provides a way to organize this detailed information and to present it in an attractive way.

6.4 Attachments: Individual College PPP Plans

- a. College of Engineering
- b. Neff College of Business and Innovation
- c. College of Arts and Letters
- d. College of Pharmacy

6.4.1 College of Engineering

College of Engineering

The College offers 8 BS degree program in engineering science (Bioengineering, Chemical Engineering, Civil Engineering, Computer Science, Computer Science & Engineering, Electrical Engineering, Environmental Engineering and Mechanical Engineering) and 5 in engineering technology (Computer Science & Engineering Technology, Construction Engineering Technology, Electrical Engineering Technology, Information Technology and Mechanical Engineering Technology). The college has extensive research programs and numerous opportunities for undergraduate student research. All programs are fully accredited by ABET.

Practical

The College is strongly committed to experiential learning and is one of the few with **mandatory** co-op education programs, with students required to complete **3** co-ops to earn their degrees. To ensure that students obtain industrial co-op positions, the programs are tailored for relevance and this is reinforced by the Industrial Advisory Board of each program made up of the primary employers.

The College is also committed to cultivating a strong sense of engineering design beginning in the freshman year of our students and continuing throughout their program. Workshops with tools ranging from traditional to modern ones, such as CNC machines and 3D printers, are available for all students. The College has also partnered with the Department of Art in initiatives such as the BioDesign Competition at MoMA in NYC, and to encourage students to complete UToledo's Foundations of Art Studio Technology (FAST) course if they lack familiarity with workshop tools.

Partnership

The mandatory co-op programs means that we have to partner with the students to prepare them for their successful industrial placement and its completion. This partnership begins in the freshman year itself for the first co-op placement in their sophomore year. Every program has a dedicated advisor, a co-op placement director and faculty mentors working closely with the students to ensure they are well prepared with the necessary training and professional demeanor and are successfully placed. The programs also require students to complete many projects in teams with faculty mentors in order to become very comfortable with partnering with others.

The College is also committed to partnering with students to improve faculty teaching. Most programs have a student advisory committee that meets regularly to provide direct feedback on faculty teaching and to make suggestions for improvement. These suggestions are usually implemented to continuously improve teaching. This extensive degree of partnership has been instrumental in ensuring extremely high retention rates in the College programs, despite the difficult engineering content and the high standards maintained by the faculty.

Place

The mandatory co-op program has required the College to work closely with area employers with the majority of the students being placed in companies within a 300-mile radius of Toledo. Following graduation many students receive full time positions in the same companies resulting in an alumni network that often returns to the College to recruit a new generation of students. While regionally focused, we do have co-op placements in almost all 50 states and many in other countries. Additionally, Toledo's history of industrial design and manufacturing allows us to take advantage of local expertise to train our students in the practical aspects of engineering, including the design and operation of tools, making them uniquely qualified to pursue their careers in the field.

6.4.2 Neff College of Business and Innovation

John B. and Lillian E. Neff College of Business and Innovation

The College offers 11 Bachelor of Business Administration (BBA) degree programs, 7 Associate degree programs, 15 business minors, and 7 business minors for non-business students. The College is also one of only 5% of business colleges globally to receive accreditation from The Association to Advance Collegiate Schools of Business (AACSB). Additionally, the College is one of roughly 2% of institutions to hold an additional, specialized AACSB Accreditation for its accounting program.

Practical

The College is committed to providing hands-on learning experiences, which are integrated into our curriculum through two (2) mandatory career development courses. These courses provide students with the developmental skills necessary to be successful business professionals. Students also gain these practical experiences by utilizing our five (5) action learning labs – Accounting, Finance, Information Systems, Marketing, and Professional Sales.

Our Alan Barry Accounting Lab is distinctive in the nation for having licenses for both CPA and CMA review materials available free for students; it also houses tutors and software to help students improve their accounting and writing skills. The Edward H. Schmidt School of Professional Sales (ESSPS) is one of the top university sales programs in the world, with a world-class curriculum, a high-tech sales lab featuring various role-play rooms where students put what they've learned in the classroom to practice. This is done through sales role-plays in conjunction with students in purchasing and leadership classes. Through our Finance department's Neff Trading Room, students are given the opportunity to manage a 3+ million-dollar portfolio in the Student Managed Portfolio course. Students use real and delayed-time information from the NYSE, NASDAQ, and Chicago Board and Trade, and are responsible for making all investment decisions. At the conclusion of the course, students present their portfolio information to the UToledo Foundation Board, who fund the course.

Partnership

Each academic department within the College has an advisory council comprised of local business professionals all working within their respective discipline. These councils meet quarterly to provide insight and feedback to the department on what industry trends are – this information is taken back so faculty can ensure they are providing the best learning experiences for their students that will prepare them for a career in the industry and make improvements if needed. ESSPS boasts multiple corporate, university and international partnerships; these partners aid in the student learning experience acting as corporate coaches to provide valuable feedback to students.

Our Business Career Programs Office (BCP) connects students with local, nationwide, and global companies to complete internships to obtain real-world work experience while earning course credit. More than 85% of our students participate in at least one internship during their undergraduate education. The College strives to provide the necessary resources to students so that they may conduct their own tailored job searches that fit their individual needs.

Place

Our qualified faculty and staff are here to provide the very best well-rounded college experience for our students, both in and out of the classroom. Faculty bring relevance to the classroom and continuously advance the state-of-the-art knowledge about various topics/issues by translating their cutting-edge research contributions into classroom applications. Additionally, Toledo's rich mix of Fortune 500 Companies allows us to take advantage of local expertise to train our students in the practical aspects of business, making them uniquely qualified to pursue their careers in the field.

6.4.3 College of Arts and Letters

College of Arts and Letters

The College of Arts and Letters (CAL) offers more than 35 undergraduate majors and 45 undergraduate minors in the humanities, the social sciences, visual, and performing arts. The programs of study available in CAL include Africana Studies, Anthropology, Sociology, Studio Art, Art History, Asian Studies, Media Communication, Disability Studies, Economics, English Language & Literature, Film/Video, World Languages & Cultures, Geography & Planning, History, Law & Social Thought, Philosophy, Political Science, Public Administration, Psychology, Religious Studies, Theatre, Urban Studies, and Women's & Gender Studies. In addition, CAL offers minors in virtually all of its programs. Minors can be completed by CAL and non-CAL students making for an even richer college experience.

Practical

The college is exceptional in offering hands-on training to students beginning in their freshman year, ranging from archeology field school to live sports broadcasts, from typography labs and remote sensing, to art studio laboratories. There are also numerous service learning programs enabling students to make a direct community impact, such as beautifying areas with art installations and the highly successful Inside-Out Prison Exchange Project.

Faculty assist students in obtaining professional internships, artist residencies, regional summer jobs, study abroad and research opportunities in faculty labs. The departments of Music, and Theatre and Film, offer all UToledo students—regardless of their majors—the opportunity to participate in programs such as the UToledo Marching Band, choir, and theatrical productions. The college is known for producing graduates who are highly engaged with their programs of study and have the necessary training to make an impact in their workplaces.

Partnership

The wide diversity of programs offered in the college reflects of our commitment to partner with our students in their areas of interest. In order to remain current and relevant, programs are reviewed and continually updated. The college also offers many interdisciplinary options between its departments (such as between Philosophy and Religious Studies) and with other colleges (such as between Data Analytics and Mathematics) and the Study Abroad options.

Students can connect with their instructors as both academic advisors and mentors who are deeply invested in student progress. The college provides an intimate learning environment reminiscent of small liberal arts colleges, while also providing the range of programs of large public universities.

Place

The University of Toledo offers a campus of unique geographies. Located in an urban neighborhood area (the City of Toledo), the campus is also close to richly diverse natural environments such as Lake Erie and the many Metroparks. These environs are reflected in the programs we offer such as Urban Studies and Geography & Planning. Our campus provides a learning laboratory for students to conduct their research and gather unique experiences. Close collaborations exist with numerous area organizations such as Toledo Museum of Art, Ability Center of Greater Toledo, MLK Kitchen for the Poor, and Toledo Repertoire Theatre, which enrich the various programs of study and provide internships for students. The college also has national collaborations, such as with ESPN and the Communication Studies program and between the Washington Center and the Law & Social Thought program. The college actively encourages students to participate in Study Abroad programs to gain an international perspective. Graduates of our programs retain a strong connection to Northwest Ohio and have the training and global outlook that makes them successful anywhere.

6.4.4 College of Pharmacy

College of Pharmacy

As a part of a comprehensive, R2 university, healthcare sciences are critical to the advancement of the UToledo mission and vision in advancing research, clinical practice and creating diverse leaders for our community. The College of Pharmacy and Pharmaceutical Sciences (CPPS) Doctor of Pharmacy (PharmD) program produces graduates that are practice-ready to enter the healthcare workforce to provide the necessary research, patient care and skills needed to improve population health. Additionally, CPPS has five undergraduate programs in pharmaceutical sciences (BSPS) with degrees in Cosmetic Science, Pharmacy Administration, Pharmacology/Toxicology, Pharmaceutics and Medicinal & Biological Sciences. Moreover, the college offers multiple doctoral degree programs in Pharmacology/Toxicology and Medicinal & Biological Sciences.

Practical

Experiential learning is a key component of our educational program. Students in the PharmD program are required to complete 300 hours of Introductory Pharmacy Practice Experience during the first three years of their program. In the final year students are required to complete nine one-month long clinical rotations in diverse areas of practice such as ambulatory care, hospital practice or specialty practice. Rotations occur throughout northern Ohio and southern Michigan.

Our college's BSPS program requires students to complete one 400-hour (10 week) internship within the pharmaceutical sciences industry to graduate. Students intern with industry partners throughout the region. The Toledo and northwestern Ohio regions are fortunate to occupy a robust portion of bioscience industry, which includes, NAMSA, a leading medical research organization, and Charles River Laboratories. To ensure that Ohio can meet this growing demand, it is essential that we expose our students to bioscience opportunities and educational programs.

Partnership

The success of our students is a high priority for the college. Every student is assigned an advisor. Additionally, for the PharmD students, all students are assigned a faculty mentor who guides them throughout their journey at the college. For our BSPS students, our college employs one internship coordinator who guides students through the job and internship search process. Advising consists of 1) facilitating career readiness workshops, 2) executing job fairs and industry networking events, 3) conducting one-on-one career coaching appointments, 4) developing recruitment pipelines with employers, and 5) collecting data on students' post-college career outcomes. Additionally, through student organizations, there are several peer-led mentoring programs.

Place

Pharmacists continue to be in demand. There are 4,026 job postings for pharmacists in the Midwest alone and 18,867 nationwide demonstrating a clear need for graduates in this area and the need for UToledo CPPS to continue to focus on increased education of pharmacists. PharmD graduates serve the needs of our community and population by providing outstanding healthcare to all.

There are many job opportunities for our BSPS graduates. According to the 2022 Ohio Bioscience Report, the bioscience industry has yielded \$2.2 billion in proposed investment and 7,350 projected new jobs since 2020. Furthermore, 83 of 88 Ohio counties contain bioscience-related companies, which contribute to the employment of 83,693 Ohioans across the industry (i.e., Pharmaceutics & Therapeutics, Agricultural Biotechnology, Research & Development, Medical & Testing Laboratories, and the like). CPPS students make a difference every day in the life of Toledo area residents.