

# **Assurance Argument**

# University of Northwestern Ohio

**Review date: 11-17-2025**

## **Welcome Message for Review Team**

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On behalf of the University of Northwestern Ohio, we extend a warm welcome to our Higher Learning Commission reaffirmation team. Established in 1920 and located in Lima, Ohio, UNOH is a private, not-for-profit institution recognized nationally for its career-focused programs in applied technologies, business, health, and occupational studies. With a diverse student body representing nearly every state and many countries, the University blends hands-on learning with strong industry partnerships to prepare graduates for success in a rapidly changing workforce. We appreciate the time, expertise, and dedication you bring to this important process. Your review provides us the opportunity to reflect on our mission, showcase our commitment to student success, and demonstrate our ongoing pursuit of excellence in teaching and learning. We look forward to engaging in open dialogue, sharing our progress, and gaining valuable insights from your perspectives. Welcome to UNOH!

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

### Argument

*Please note that for the ease of the reader a [listing of abbreviations](#) is attached to this document. A [campus map](#) is also included.*

The University of Northwestern Ohio (UNOH) operates under a clearly articulated mission statement that serves as the foundational framework for institutional decision-making and strategic direction. The mission reads: "The University of Northwestern Ohio is a private, not-for-profit institution, driven by an entrepreneurial spirit known for a diversified curriculum of quality programs valued by employers. The University embraces a student-centered, community-engaged culture that respects the values of its students, faculty, staff, and alumni."

The development of the current Mission Statement exemplifies the University's commitment to inclusive and evidence-based planning. The President established a Strategic Planning Committee comprising representatives from Administration, Assessment and Institutional Effectiveness, University Services, Finance, Marketing, Admissions, Information Technology, Athletics, and Financial Aid. The committee initiated its work on [May 11, 2023](#), assessing the existing mission statement's relevance and effectiveness.

To enhance the committee's expertise in strategic planning methodologies, several members participated in the [Higher Learning Commission Strategic Planning Workshop](#) held in Tempe, Arizona, on May 24-25, 2023. This professional development opportunity spurred subsequent planning activities, including an [off-campus retreat](#) and additional meetings focused on drafting the updated Mission Statement.

The University's Mission Statement, Vision Statement, and Value Statements underwent review and received formal [approval from the Board of Trustees](#) in November 2023. This systematic approach to mission review ensures that alignment considerations are integral to the evaluation process for new initiatives, encompassing both curricular and co-curricular developments.

Following Board of Trustees approval, the University communicated the revised mission to all employees during a [University-wide in-service meeting](#) in April 2024. The Strategic Planning Committee has since expanded its efforts through focus group activities and the formation of the

following sub-committees: Communications, Employee Investment, Policy and Procedures, and Institutional Effectiveness.

The Mission Statement's emphasis on "a diversified curriculum of quality programs valued by employers" is demonstrated through the University's responsive curriculum development and workforce alignment initiatives. The University's programs address workforce demands, as evidenced by the introduction of new two-year programs including Logistics & Supply Chain Management (Fall 2024) and Construction Equipment Technology (August 2025). This enables effective resource allocation toward initiatives that advance the institutional mission while ensuring operational effectiveness.

The University maintains engagement with regional stakeholders through [advisory board meetings](#), where industry representatives provide feedback regarding program relevance and workforce needs. This stakeholder engagement led to the development of programs such as Robotics and Automation, Hybrid Electric Vehicle Technology, Health Information Technology, and Construction Equipment Technology. The University's collaborative approach to program development includes strategic partnerships with industry partners to address specific workforce requirements, demonstrating alignment with the mission's emphasis on community engagement and employer value.

The institutional [Vision Statement](#) provides complementary support for mission implementation, offering clarity regarding the University's strategic direction and priorities. The University's Six Guiding Principles, articulated in the Values Statement below, provide an [operational framework](#) for mission fulfillment. The refined value statement articulates six guiding principles that underpin the educational experience: Responsibility, Acceptance, Collaboration, Excellence, Respect, and Sustainability (RACERS).

*Responsibility* - The University of Northwestern Ohio is responsible for providing a quality education to its students through the classroom and labs while fostering real-world connections to the workforce. The University will encourage integrity and accountability through its educational programs which are offered in response to community, constituent, and industry needs.

*Acceptance* - The University offers an education free from barriers where everyone is encouraged to achieve their full potential. Students from diverse social, economic, and cultural backgrounds are given the opportunity to succeed and thrive both academically and personally.

*Collaboration* - The University of Northwestern Ohio is committed to engaging with internal and external constituents, its network of professionals, and the local, regional, and national community through communication and partnerships.

*Excellence* - The University strives to pursue excellence in all educational program offerings through a continuous commitment to curriculum, critical thinking, and academic growth.

*Respect* - UNOH promotes a culture of respect by promoting a supportive and inclusive learning and social environment for all students, employees, and stakeholders.

*Sustainability* - The University focuses on fiscal responsibility while supporting the success of students and graduates through vibrant programs, and at the same time continuously responding to evolving societal changes.

The University exhibits this RACERS vision by supporting the enrollment profile through the scope of the daily operations by meeting students where they are in their need. The use of different delivery modalities allows flexible learning whether it be in-person, online or a hybrid of both delivery systems. Students are also required to participate with hands-on learning labs that immerse them in the educational process. The curriculum is industry-aligned ensuring that graduates are prepared for immediate workforce entry.

The University also focuses on preparing students for the college experience by requiring all first-year students to be enrolled in a First-Year Experience course that is taken in the students' first quarter. Students are exposed to different learning styles, introduced to campus and community life connected or local to the University, and expose the student to the different departments and resources that are available on campus for their success. This helps ensure that all students are prepared in the first quarter and supports the University's mission of being student-centered and community engaged.

## **Sources**

- ADVBRD - Auto and CET Minutes
- BRDofTRUSTEES - Minutes 2023 11 30 Mission Approval
- STRATPLAN - Committee Minutes 2023 05 11
- STRATPLAN - Committee Retreat Minutes 2023 06 13
- STRATPLAN - HLC Adv Strat Workshop 2023 05 Tempe AZ
- STRATPLAN - Strategic Planning & IE In-Service 2024 04
- UNOH - Website & Catalog 2024-2025 - Mission-Vision-Values-Goals
- HLC - UNOH QI Report and Approval 2025
- RESOURCE DOC - Abbreviations Included in Report
- MKT - 2025 Campus Map 8.5 x 14

## 1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

### Argument

The University's mission calls for an entrepreneurial, student-centered, and community-engaged culture. This commitment extends beyond the University to the broader society that is served through accessible education, workforce development, community partnerships, and service to the public good.

Since its establishment in 1920, the University has maintained a sustained commitment to serving the broader Lima/Allen County community. This foundational principle continues to guide institutional operations through the updated [Mission, Vision, and Value Statements](#) articulated in the 2024-2025 Catalog, which emphasize a community-engaged culture dedicated to creating positive regional impact. The Six Guiding Principles referenced in section 1.A demonstrate this commitment through explicit emphasis on collaboration with external constituents via communication and partnerships, while acknowledging the institutional responsibility to address community needs. The following evidence illustrates the University's commitment to the public good across multiple operational areas.

The University demonstrates commitment to serving the public good by removing financial barriers to higher education through the Spring Preview Day scholarship initiative. During this annual event, prospective students have the opportunity to take an assessment that directly connects academic potential with financial support, with scholarships up to \$40,000 available to apply toward their baccalaureate degree. This program exemplifies the University's dedication to expanding access to quality higher education by ensuring that talented students, regardless of their economic circumstances, can pursue their academic goals and contribute meaningfully to society. By investing in these students through substantial scholarship support, the University actively fulfills the mission to serve the broader community, creating pathways for the next generation of leaders and professionals who will strengthen the communities and economies that the University serves.

The University also demonstrates commitment to regional workforce development through its participation in [MakerFest](#) ([makerfestevent.com](http://makerfestevent.com)), a collaborative career exploration initiative that connects multiple industry sectors with high school freshmen and sophomores. This regional event engages students through hands-on demonstrations designed to illuminate local career opportunities and requisite training pathways. Participating students rotate through 15-minute demonstration stations that provide experiential exposure to various career fields. UNOH faculty have contributed demonstrations related to institutional degree programs including Marketing, Information Technology, Business, Medical Assistant, Agriculture, and Automotive since the event's inception in 2015. These interactions enhance students' understanding of career pathways while demonstrating the practical application of hands-on training methodologies. The

University's engagement includes staff participation on the MakerFest planning committee, reinforcing institutional integration with regional community initiatives.

The University actively participates in numerous regional and national events that demonstrate commitment to the public good and professional development. During 2024, faculty and staff facilitated industry competitions including The Ohio Truckers Association technician competition in Sandusky, Ohio; the US Auto Tech competition in Tampa Bay, Florida; and regional and state Skills USA competitions held in Van Wert, Ohio, and New York state, respectively. Student participation from the College of Applied Technologies (CoAT) in these competitions, provides industry professionals with exposure to the depth and quality of institutional training programs. The University's annual participation in the Performance Racing Industry show in Indianapolis, Indiana—recognized as the world's largest gathering of motorsports professionals—exemplifies institutional commitment to industry engagement while creating goodwill with corporate partners and facilitating graduate recruitment opportunities.

The University serves as host for educational competitions that benefit regional stakeholders. In winter 2024, UNOH hosted the annual [FFA AG Power Diagnostics Career Development Event](#), a hands-on state finals competition that brings regional high school students to campus for educational activities designed to enhance knowledge and skills in diesel mechanics. The competition includes scholarship awards for the top ten finishers, with instructional support provided by faculty from the diesel and agriculture departments alongside student volunteers.

During summer 2024, the Robotics Department established a partnership with the local YMCA to provide classroom access supporting the [YMCA Robotics Club](#). Robotics faculty provided guidance to club participants in preparation for year-round robotics competitions, demonstrating institutional commitment to community-based educational programming.

The athletic programs extend the University's student-centered and community-engaged culture beyond the playing field, creating meaningful opportunities for outreach and community service. The Athletics Department facilitates multiple partnerships with community organizations and local athletes to advance regional athletic development initiatives. The University annually hosts regional high school softball and tennis tournaments while providing facility sharing arrangements with local high schools and The Lima Locos, a regional summer collegiate baseball team, during adverse weather conditions. Campus facilities serve as the home for the Rotary Field of Dreams, a specialized baseball field hosting the [Allen County Disabilities Baseball League](#), located on the west side of campus adjacent to existing baseball and soccer facilities.

Also, the University's coaching staff led youth development programs to foster skills, leadership, and pathways into higher education. Off-season coaching staff organize [youth development programming](#) including soccer and volleyball camps, baseball pitching and hitting clinics, softball pitching and hitting clinics, and basketball shooting and skills clinics, demonstrating sustained commitment to community athletic development.

The University's commitment to regional workforce development is exemplified through its partnership with [Vantage Career Center](#), established in Fall 2023 through the state of Ohio's Super RAPIDS grant program. This initiative supports collaborative projects among qualifying

institutions to strengthen education and training opportunities that maximize workforce development efforts within defined geographic regions. The partnership required letters of support from local and regional businesses to ensure grant awards addressed specific skill or credential needs within the local and regional community.

The Vantage partnership establishes direct pathways for continuing education, specifically serving robotics and automation students transitioning from vocational/career centers to higher education institutions. Grant funding supported the acquisition of a HAAS CNC machine, vertical mill, twelve laptop computers, and miscellaneous tooling. This represents the University's inaugural opportunity to partner with another educational institution in this capacity. Additional collaborative grant proposals have been developed with Bowling Green State University, Apollo Career Center, Rhodes State College, and the University of Toledo, among others.

Each July, the University hosts an [Instructors Update Seminar](#) that serves more than 200 high school instructors, providing ASE Educational Foundation hours and additional educational experiences. This two-day event connects high school instructors with postsecondary educators and industry professionals for continuing education opportunities. Participants engage with new procedures and technologies driving industry advancement, enabling knowledge transfer to their respective high school programs. Educational sessions encompass Automotive, Diesel, Agriculture, Robotics and Automation, HVAC, Hybrid/Electric, and High Performance Motorsports disciplines.

Through collaboration with Mercy Health St. Rita's Neuroscience and Inpatient Rehabilitation Unit, the University's Motorsports Team executed a specialized vehicle conversion project during summer 2023. The team converted a fully functioning Ford Fusion into a [physical therapy aid](#) for patients within St. Rita's newly-renovated Occupational Rehabilitation Center. Mercy Health provided the vehicle while the Motorsports Team, under faculty guidance, completed refurbishment to create realistic rehabilitation scenarios for patient care. The project required extensive modification including chassis reduction and vehicle disassembly to accommodate 8th-floor installation, followed by complete reassembly at the final destination. All services were provided without charge while addressing a specific community partner need and providing exceptional experiential learning opportunities for participating students.

Additional programmatic partnerships include:

- The Medical Assistant program collaborates with local high schools to provide sports physical examinations.
- The [Diesel Club](#) maintains community presence through participation in the Elida National Night Out event and conducts an annual Christmas toy drive benefiting underprivileged children in Allen County.
- The Agriculture Club initiated hosting of the local [Farmers Market](#) at Racers Station beginning in spring 2024.

Campus facilities serve broader community needs through Racers Station's designation as a polling location for local Board of Elections activities. The Western Buckeye Vintage Chevrolet Car Club participates in campus car shows during Welcome Week, Oktoberfest, and May Daze events, with

club members interacting with students, faculty, and staff while presenting awards during each event. The University provides facility access through the 13000 building to accommodate Quiz Bowl events for Allen County middle schools.

The University further demonstrates its dedication to serving the public good through the Event Center, which serves as a vital hub for community partnerships and regional development. By providing complimentary rental space to local organizations focused on workforce development, community engagement, and public-private partnerships, the University actively invests in the economic and social vitality of the region. Groups that have utilized this partnership included DECA, Social Media Week, and Workforce Now. This allocation of institutional resources reflects the understanding that the University's mission extends beyond campus boundaries to encompass meaningful collaboration with community stakeholders.

## Sources

- COMMUNITY - 2024 Ohio FFA Assoc Ag Power Diagnostics Contest
- COMMUNITY - Ag Club - Farmers Market 2024
- COMMUNITY - Athletics - Allen County Abilities Baseball League 2023
- COMMUNITY - Athletics - Youth Camps 2023 and 2024
- COMMUNITY - Diesel Club - National Night Out 2023 - Toy Drive 2024
- COMMUNITY - Instructor Update Seminar 2023
- COMMUNITY - MakerFest 2023
- COMMUNITY - Motorsports Team - Physical Therapy Aid Car
- COMMUNITY - Vantage Career Center - Rapids Grant 2023
- COMMUNITY - YMCA Robotics Club on Campus
- UNOH - Website & Catalog 2024-2025 - Mission-Vision-Values-Goals

## 1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

### Argument

The University's civic engagement model goes beyond traditional service learning to create sustained partnership that benefit both the student and the broader community. By engaging with diverse populations locally while maintaining global perspectives, the University ensures that the graduates enter the workforce with the intercultural competencies and social awareness that employers increasingly value.

The following initiatives collectively demonstrate how the University translates its mission into measurable civic engagement that prepares students for leadership in a diverse, globally connected world. Through the active membership in organizations supporting women in male-dominated workforces, international students serving as cultural ambassadors in local schools, student athlete mentorship programs in majority-minority communities, the University creates a comprehensive ecosystem of civic engagement. These efforts reflect the entrepreneurial approach to addressing societal challenges while developing students who are culturally competent, socially conscious, and professionally prepared for global citizenship.

UNOH demonstrates its commitment to diversity through its formal [Commitment to Diversity](#) statement, which emphasizes the institutional value of acceptance for all students and employees. This foundational commitment guides programmatic initiatives and campus culture development to ensure inclusive environments that support diverse constituencies across multiple dimensions of difference. It also shows commitment and creative pathways for underrepresented groups.

The University actively engages students from throughout the United States and internationally, creating a diverse campus community offering [events](#) to foster integration and mutual understanding. Annual signature events including Welcome Week, Oktoberfest, and May Daze provide structured opportunities for cross-cultural engagement and community building. During [Welcome Week](#), Allen County organizations establish informational booths to introduce services to the student body while facilitating transition support for students relocating to Lima, Ohio. These partnerships include resource distribution and service explanations designed to ease geographic and cultural transitions.

The University recognizes that diversity encompasses multiple dimensions beyond ethnicity, including gender, economic status, and educational background. The College of Applied Technologies (CoAT) has documented increased [enrollment of female students](#) in programs historically characterized as male-dominated fields, reflecting evolving industry demographics and institutional inclusivity efforts.

The University maintains active membership in the Auto Care Association's (ACA) [Women in Auto Care](#) (WIAC) Consortium, demonstrating commitment to professional development and gender equity advancement within industry contexts. The ACA serves to "protect and advance the interests of businesses providing aftermarket products and services for all classes of motor vehicles."

WIAC facilitates civic engagement opportunities within diverse, multicultural, and globally connected contexts through leadership promotion, professional development programming, and women's advancement initiatives within the automotive industry. WIAC programming includes leadership conferences, gender diversity and inclusion advocacy, networking and mentorship opportunities, educational and skills development programming, virtual events, connection circles, award recognition, and scholarship programming.

Connection circles address various industry aspects including automotive technicians, diesel and heavy equipment technicians, female shop owners, aspiring leaders, human resources, and data specializations. These circles provide mentorship and networking opportunities while encouraging scholarship recipients to participate in relevant connection circles for career guidance and professional development support.

WIAC extends beyond professional development to encompass community engagement and philanthropic initiatives that encourage women to utilize their skills and platforms for social benefit. This includes partnerships with local organizations, charitable initiative participation, and policy advocacy that improves educational access and employment opportunities for underserved communities. Women receive encouragement to pursue leadership roles in sustainable transportation, technology innovation, and green practices within the automotive industry, particularly as the industry addresses environmental sustainability challenges and electric vehicle transitions.

Civic engagement happens both externally and within the internal community. In response to increased female student enrollment in historically male-dominated degree programs, UNOH implemented the [Changing Campus Culture](#) initiative as a year-long campaign. This initiative supports women's professional development in traditionally male-dominated industries through structured engagement opportunities with established professionals across diverse career sectors. This proactive leadership in addressing gender equities issues, shows a commitment by the University because of this year-long initiative.

The campaign encompassed three distinct professional development panels designed to provide students with insights into supporting women's advancement in male-dominated industries. The inaugural panel featured women representing multiple professional contexts, including University faculty, institutional staff members, and automotive industry professionals, creating interdisciplinary dialogue opportunities for student participants. This campaign reflects institutional culture change that extends to breaking down barriers with an emphasis on respecting values and actively promoting these initiatives.

The second panel utilized virtual platform delivery via Zoom, ensuring broad student accessibility and participation. Bryce Kenny, a professional driver for Monster Jam, addressed students

regarding the critical importance of supporting and advancing women's representation in traditionally male-dominated professional environments, emphasizing collaborative approaches to gender equity advancement.

The concluding panel brought together UNOH alumnae to examine work-life balance challenges commonly encountered by women professionals while addressing strategies for navigating professional situations requiring enhanced advocacy and leadership skills. Through these structured engagement opportunities, the initiative fostered professional development pathways while building supportive networks that encourage women's continued advancement in their chosen fields.

The University demonstrates proven effectiveness in serving students across diverse socioeconomic backgrounds through strategic open enrollment policies that prioritize accessibility for [first-generation college students](#) and those from economically disadvantaged families. The University's commitment to social mobility has received external recognition through its ranking as #67 in Top Performers on [Social Mobility by U.S. News & World Report](#). This ranking specifically measures institutional effectiveness in supporting students from low-income backgrounds in achieving higher social mobility outcomes. Additionally, UNOH maintains a #61 ranking in Regional Colleges Midwest by U.S. News & World Report. According to U.S. News & World Report methodology, Social Mobility Rankings evaluate institutional success in enrolling and graduating substantial proportions of economically disadvantaged students awarded Pell Grants, with the vast majority of these federal grants awarded to students whose adjusted gross family incomes fall below \$50,000. This recognition demonstrates institutional effectiveness in serving students who are statistically less likely to complete college degree programs. It also shows that with a diversified curriculum, the University creates pathways for advancement for all students. It also shows community engagement that translates into student success.

Beyond serving diverse socioeconomic populations domestically, the commitment to civic engagement extends globally through the International Student Services Department that collaborates with New Student Services, the Registrar's Office, and the Athletic Department. This office coordinates with admissions processes for international students. Beyond administrative coordination, the department addresses personal and social transition needs through community integration.

By encouraging multicultural society engagement, community initiatives demonstrate institutional commitment to cross-cultural understanding and civic responsibility. International students volunteer at [Elida Elementary School](#) to provide cultural education about their home countries, promoting cultural awareness and global knowledge among elementary-aged students. This programming enriches local students' world understanding while providing meaningful community service opportunities for international students, enabling them to earn community service hours while building relationships with local educators and administrators.

Athletic teams provide structured community service through rotating student participation in weekly presentations at [West Middle School](#) throughout fall and winter quarters. Students deliver multiple presentations each Wednesday morning to various groups of middle school students, covering topics including educational importance, decision-making skills, personal testimonies,

collegiate athletics requirements including commitment, professionalism, and cultural exchange. Programming specifically targets educational engagement while establishing meaningful connections with predominantly urban, lower socioeconomic status middle school students. This collaboration shows civic engagement with underserved communities. It also shows the commitment to supporting minority students' success and positions the student-athletes to be positive role-models and develop leadership skills.

In addition to the above, the women's basketball team maintains specialized mentorship relationships with participants in West Middle School's Closing the Achievement Gap (CTAG) program. West Middle School serves an inner-city population with 60 percent minority student enrollment, while CTAG specifically serves at-risk female students. The mentorship program involves individual and small group interactions that facilitate deeper discussions and relationship building. These sustained relationships have resulted in increased openness to conversation among middle school participants, with mutual benefit reported by both UNOH students and CTAG participants. The mentorship impact is demonstrated through CTAG participants' regular attendance at home basketball games to support their mentors. This provides a culturally relevant mentorship where athletes may share similar backgrounds and experiences with the students that they mentor. All of the above creates pathways and inspiration for minority groups to see higher education as being attainable. This also creates a pattern of sustained institutional commitment to social justice.

## Sources

- COMMUNITY - Athletics - West Middle School 2023 2025
- COMMUNITY - International - Students Elida Elementary 2023-2024
- COMPLIANCE - Breaking the Stigma Women's Panel 2024-2025
- DATA - CoAT Female Enrollment
- DATA - First Generation Students
- INST POLICY - Commitment to Diversity - Catalog 2024-2025
- STUDENT - Activities List - 2023-2024
- STUDENT - Welcome Week 2023 and 2024
- UNOH - Social Mobility Ranking
- COMMUNITY - Women In Auto Care

## Criterion 1 Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Argument

UNOH demonstrates clear mission alignment through its commitment to providing "a diversified curriculum of quality programs valued by employers" within a "student-centered, community-engaged culture." This alignment is evident in the University's responsive curriculum development, including new programs in Logistics & Supply Chain Management and Construction Equipment Technology that directly address workforce demands identified through systematic advisory board engagement with regional stakeholders. The mission's emphasis on entrepreneurial spirit and employer value is operationalized through the University's RACERS guiding principles (Responsibility, Acceptance, Collaboration, Excellence, Respect, and Sustainability), which provide a comprehensive framework for decision-making across all institutional operations. The mission underwent a rigorous review process involving broad stakeholder participation, culminating in the Board of Trustees approval in November 2023 and University-wide communication in April 2024.

UNOH's commitment to serving the public good extends well beyond campus boundaries through multiple workforce development initiatives and community partnerships. The University demonstrates accessibility through substantial scholarship programs (up to \$40,000 during Spring Preview Day), participation in regional career exploration events like MakerFest, and hosting educational competitions such as the FFA AG Power Diagnostics Career Development Event. Strategic partnerships with organizations like Vantage Career Center through the Super RAPIDS grant program and the annual Instructors Update Seminar serving 200+ high school educators exemplify the University's sustained investment in regional workforce development and educational advancement.

The University's approach to civic engagement in a diverse, multicultural society is demonstrated through initiatives that prepare students for global citizenship and leadership in underserved communities. UNOH's recognition as #67 in Top Performers on Social Mobility by U.S. News & World Report validates its effectiveness in serving economically disadvantaged students, while programs like Women in Auto Care membership and the Changing Campus Culture initiative address gender equity in traditionally male-dominated fields. International students serve as cultural ambassadors at local elementary schools, and student-athletes maintain mentorship relationships with at-risk female students through West Middle School's CTAG program, creating sustained partnerships that benefit both students and the broader community while developing intercultural competencies essential for today's globally connected workforce.

### Sources

*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

### 2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

#### Argument

In accordance with Ohio state law, the University of Northwestern Ohio (UNOH) operates as a not-for-profit institution with the Board of Trustees (the Board) maintaining ultimate responsibility for institutional governance and operations (detailed in section 2.C). The Board establishes institutional policy and strategic direction based on recommendations received from the University's President's Cabinet and President, ensuring decision-making processes that align with institutional mission and legal requirements.

The [President's Cabinet](#) is composed of employees who report directly to the President, including the Vice President for Academic Affairs/Provost (VPAA/Provost), Chief Financial Officer (CFO), Controller, Vice President of Information Technology, Vice President of Marketing & Public Relations, Vice President of University Services, Vice President of Business Development, Vice President of Institutional Advancement and Alumni Relations, Executive Director of Human Resources, Directors of Admissions, and Director of Athletics. The Cabinet functions as both an [advisory body for procedural and policy modifications](#) and a decision-making entity for institutional policies and procedures.

Presidential appointments of Cabinet members ensure appropriate oversight and implementation of institutional decisions and policies through established connections to each operational area. Academic policies and procedures receive review during [Academic Staff Meetings](#), managed by the VPAA/Provost and College Deans. Policy and procedure modifications are documented and presented to the President's Cabinet for review when appropriate. Following Cabinet deliberation, proposals are submitted to the Board for discussion and formal approval.

The Business Office, operating under the direction of the CFO and Controller, implements Generally Accepted Accounting Principles (GAAP) to ensure consistent and transparent financial management processes. Annual [financial statement](#) audits are conducted by Forvis Mazars, formerly known as BKD, an independent certified public accounting firm based in Fort Wayne, Indiana, to verify compliance with accounting standards and principles. These audits consistently result in unqualified audit opinions, confirming institutional adherence to GAAP and fair presentation of financial statements.

Additional financial oversight includes annual single audits completed by Forvis Mazars to ensure compliance with Department of Education requirements. The annual single audit process has maintained a record of no findings or compliance issues, demonstrating sustained adherence to federal regulatory standards. The independent accounting firm reports audit results to the Board through formal Management Letters, which receive Board acceptance and review. Ongoing financial monitoring includes quarterly budget-to-actual reporting from the Business Office, providing oversight of institutional financial performance.

University administrative offices model policies and procedures on higher education best practices, drawing guidance from relevant professional organizations and accrediting bodies. The Registrar's Office maintains membership in the American Association of Collegiate Registrars and Admissions Officers, while Business Office management participates in the National Association of College and University Business Officers. Additional professional [memberships](#) are documented in the University Catalog, reflecting institutional commitment to professional development and industry standard implementation.

Information and guidance from these professional organizations directly contribute to institutional policy development, including [admissions policies](#) and [transfer student procedures](#). This approach to professional engagement ensures that institutional practices align with established higher education standards and evolving best practices within the field.

The Human Resources (HR) Department provides support to campus departments through hiring assistance, policy review for new and current employees, and maintenance of accurate employment records. The HR Department maintains current job descriptions for all staff positions, incorporating performance expectations and position qualifications to ensure clarity in role definition and accountability measures.

The [UNOH Employee Handbook](#) is made available to all employees through the MyUNOH portal providing 24/7 access to current policies and procedures and institutional expectations. This digital accessibility ensures that all employees can reference policy guidance at any time, supporting consistent adherence to established procedures across all departments and work schedules. New employee integration includes HR Department provision of MyUNOH portal and ADP access, delivering essential information from the Employee Handbook and relevant employment documentation. The Employee Handbook contains policy language addressing employee conduct expectations, and in 2025 the [employee code of conduct policy](#) was revised and will be added into the Employee Handbook upon the next revision. This handbook also includes appropriate [technology usage protocols](#), established [procedures for addressing harassment and reporting abuse incidents](#), and [resolution processes](#) for addressing work-related issues and employee complaints. The University provides an Employee Assistance Program to support employee needs regarding circumstances that may impact work environment effectiveness or mental health and wellness concerns.

Faculty demonstrate consistent adherence to established institutional policies and procedures through utilization of both the [Faculty Handbook](#) and Employee Handbook as governing documents for professional conduct and academic operations. These handbooks serve as foundational resources that ensure faculty maintain institutional standards across all aspects of

their roles, from classroom instruction and student interaction to research protocols and service obligations. Regular reference to and implementation of handbook guidelines ensures uniformity in academic practices, promotes equitable treatment of students, and maintains institutional integrity through standardized procedures. Faculty orientation programs and ongoing professional development initiatives reinforce handbook compliance, while annual review processes evaluate adherence to established policies as outlined in these documents. This approach to policy implementation demonstrates the faculty's commitment to institutional accountability and creates a framework for consistent, ethical practice that supports both academic excellence and regulatory compliance across all University operations.

The University's approach to policy adherence is reinforced through payroll management and ADP onboarding processes that ensure consistent implementation of established procedures for all faculty, staff, and administration from the moment of employment. The ADP onboarding system requires all new employees—regardless of role or department—to complete mandatory policy acknowledgments, handbook reviews, and compliance training modules before gaining full system access, creating an immediate foundation for adherence to institutional standards across the entire University community. This integrated payroll and human resources platform maintains detailed documentation of policy acceptance, training completion, and ongoing compliance monitoring for all personnel, providing institutional accountability and audit trails that demonstrate adherence to established procedures. Regular payroll processing through ADP incorporates built-in compliance checks for benefit allocations and wage standards as outlined in both the Faculty Handbook and Employee Handbook, ensuring that compensation practices align with documented policies for all University employees. This technological infrastructure creates multiple touch points where policy compliance is verified, reinforced, and documented across faculty, staff, and administrative positions, supporting the University's commitment to transparent, consistent implementation of established procedures throughout all levels of University operations.

The University Admissions Department conducts a two-day ["Kickoff" meeting](#) annually with Admissions Representatives to review updated materials, career expectations, tuition pricing structures, and policy modifications. In addition to the two-day meeting, all new admission representatives are provided [onboarding materials](#) with necessary information to accurately discuss institutional opportunities with prospective students during recruitment and application processes. This proactive training approach ensures consistent implementation of institutional policies and accurate information dissemination to prospective students and families.

Recognizing the unique intersection of athletics and academics, the coaching staff participates in a day-long [coaches' meeting](#) prior to fall term regarding policy or procedure changes, academic program modifications, financial aid policies, tuition and scholarship updates, and National Association of Intercollegiate Athletics (NAIA) compliance requirements. Representatives from all University departments receive invitations to attend and share relevant updates that impact Athletics operations at UNOH. This approach ensures coaches accurately communicate institutional policies while maintaining regulatory compliance in student athlete recruitment and support.

All employees maintain access to the [MyUNOH portal](#), which contains employee, faculty, and technological policies alongside links to training resources. The portal serves current students,

faculty, and staff as the primary access point for University email, campus events, and important institutional documents. The MyUNOH Portal software, implemented fifteen years ago as a unified platform for student- and employee-facing electronic services, receives ongoing maintenance from the UNOH Information Technology Department. Individual departments manage content updates for portal information, including departmental pages, event calendars, and institutional announcements.

The following processes demonstrate the approach to policy adherence and regulatory compliance. This initiative involves administrative review, campus-wide training and documentation of acknowledgement, and ongoing monitoring of compliance across departments.

#### *Family Educational Rights & Privacy Act (FERPA) Compliance and Privacy Protection*

The MyUNOH web portal includes resources related to FERPA, featuring educational materials including PowerPoint presentations for employee review. Academic advisors serve as institutional FERPA representatives, distributing annual notices to students and employees that reinforce University [FERPA policies](#) documented in the UNOH Catalog. These representatives address questions and concerns regarding FERPA compliance and implementation.

Annual FERPA notification occurs during fall quarter for all students, faculty, and staff. The [annual notification](#) includes specific guidelines that University employees must follow to protect student records, accompanied by [student release form procedures](#). New staff, faculty, and student workers receive FERPA notification based on their designated level of access to student information systems.

#### *Title IX and Anti-Discrimination Compliance*

[Title IX](#) federal law prohibits sex-based discrimination in educational institution programs and activities. The University maintains compliance through designated Title IX Coordinators for students and employees, respectively. These Coordinators oversee Title IX education and training initiatives for the campus community, utilizing online training delivery as the most efficient method for reaching all institutional constituencies.

Student participation in Title IX training occurs through encouragement during the UN110 First-Year Experience (FYE) course. Training remains mandatory for all employees, including student employees. This mandatory employee training has operated annually since 2015, ensuring consistent compliance and awareness across the institutional community.

#### *Ohio Anti-Hazing Compliance*

Ohio universities must provide hazing prevention training to students, staff, and volunteers in compliance with the Ohio Anti-Hazing Act, known as [Collin's Law](#). Hazing prevention training implementation began in January 2024 for all current employees and continues for new hires on an ongoing basis. Students receive Anti-Hazing training during the orientation

process, enabling immediate participation in clubs and organizations upon campus arrival and course enrollment.

State law requires universities to report violations of the University's hazing policy for the last five years. The Campus Hazing Transparency Report is updated twice a year, every year.

During the University's Strategic Planning process, members of the Strategic Planning Committee identified the need to address the multiple locations where departmental policies and procedures were maintained or posted. This evaluation resulted in the formation of a [Policy and Procedure Committee](#), charged with collecting existing policies and organizing them within a central location through the UNOH Policy Hub, which will receive publication and regular review cycles. The committee [presented the policy change procedure to Cabinet for approval](#).

This [policy centralization initiative](#) aligns with the [University's Operational Excellence Goal](#), engaging Department Heads in active participation as they review, update, classify, and [submit respective policies](#) to the committee for Policy Hub inclusion. Policy classification will address audience identification, purpose definition, category designation, scope determination, and visibility requirements. Additionally, departmental annual policy reviews will ensure accuracy, currency, and relevance of all institutional policies and procedures.

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## 2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

### Argument

The University maintains accurate communication with students, faculty, staff, and the general public regarding degree program offerings, admission requirements, student organizations, campus life, athletics, accreditation status, institutional costs, and administrative governance structure. This commitment to transparency ensures that all institutional constituents receive reliable information necessary for informed decision-making. The University employs multiple communication channels.

The [University Catalog](#) (Catalog) serves as the primary document for communicating academic policies, financial aid programs, student affairs protocols, academic affairs procedures, program requirements, and course descriptions to both prospective and current students. Annual review and editing processes occur at program, department, and institutional levels to ensure document currency and accuracy. A mid-year update occurs as needed. The editing process operates on a continuous cycle, with curriculum review occurring for each program and policy changes receiving discussion during regular departmental meetings throughout the academic year.

Degree programs offered are listed in the Catalog and on the website, accompanied by detailed program descriptions and course requirements. Course descriptions maintain complete documentation within the Catalog, available through online access, with additional marketing materials incorporating course descriptions and requirements when appropriate.

[Admission requirements](#) are detailed within the Admissions section of the Catalog and institutional website. This section provides specific information for international students, transfer students, military students, and graduate students, ensuring guidance for all prospective student populations.

The [Academic Affairs](#) section of the Catalog contains detailed requirements for academic standing, class attendance policies, graduation requirements, and additional academic policies. These requirements are also published on the website within the Registrar section, ensuring multiple access points for critical academic information.

The [Administration, Faculty, and Staff](#) section of the Catalog provides listings of all faculty and staff members, including titles and credentials. The MyUNOH Portal also includes a Faculty and Staff Search Directory. Faculty contact information appears within individual ["About the Instructor"](#) sections of the RacersOnline learning management system, accessible to both traditional and online students through in-person provision or online course resource posting. The University also ensures transparency regarding academic program integrity through disclosure across multiple platforms. [Course syllabi](#) housed within the learning management system provide students with detailed, standardized information about learning objectives, assessment methods, and academic expectations.

The University's website functions as the primary public communication medium for external audiences seeking institutional information. Quarterly review cycles for all website sections ensure content remains current and accurate. The [About section](#) includes detailed information regarding accreditation, assessment, memberships, partnerships, delays and cancellations, graduation, hazing, technology policies, consumer information, Title IX, and employment opportunities. The University expanded its [Consumer Information](#) section to include student achievement statistics, institutional and financial aid information, campus life, health and safety, and athletics information. This transparency initiative ensures that stakeholders have access to institutional performance data and operational information. The centralized location provides prospective students and parents with information needed for pre-application research and ongoing student support.

The UNOH Marketing & Public Relations Department conducts annual reviews of all recruitment and informational materials, including viewbooks and recruitment videos for the Colleges of Business, Health Professions, Occupational Professions, and Applied Technologies. The review process encompasses related flyers, handouts, orientation materials, and digital and commercial advertisements. The review cycle begins in November with emphasis on textual accuracy and program detail verification, followed by updates to photography, video footage, and student testimonials.

Commercial and digital advertisements receive ongoing development throughout the year. Draft revisions circulate to academic leadership and administration beginning in April, with bi-weekly revision cycles continuing until final review completion in late May. This approach ensures material finalization and approval prior to June 1, printing completion in June, and online publication in July. These annual procedures maintain compliance with institutional accuracy commitments and provide current information for prospective students and stakeholders.

The Marketing Department manages institutional presence across Facebook, X, Instagram, LinkedIn, Snapchat, TikTok, and YouTube platforms, facilitating communication with internal and external audiences including prospective students, current students, faculty, staff, parents, and extended family members. A private Facebook Group serves parents of current students as a platform for connection, advice sharing, and community building. The Marketing Department manages all content posting and continuously monitors social media channels and external websites for institutional mentions, ensuring timely and accurate responses to questions and concerns.

The Marketing Department maintains tracking of [audience engagement and follower growth](#) across all social media platforms, including Facebook, Instagram, X, TikTok, YouTube, and Snapchat. Annual monitoring ensures consistent and responsive presence on channels most relevant to prospective students, current students, alumni, and the broader community.

The [Student Handbook](#) receives annual updates to provide students with rules and regulations regarding appropriate student conduct. It also gives guidance of academic and disciplinary policies that address student rights and responsibilities. Each year, the Student Handbook undergoes distribution to Cabinet members for accuracy and currency review. The handbook is

accessible through the MyUNOH Portal and institutional website, ensuring student access to policy information.

The monthly parent newsletter, [N the Know](#), has operated for ten years, with distribution to parents on the 15th of each month with the exception of August. Newsletter content includes important dates for all colleges, newsworthy student achievements and accomplishments, FAFSA reminders, graduation information, policy and procedure updates, and content submissions from various faculty and staff members. The Parent Newsletter provides guidance to the Parent Facebook Group and appropriate contact information for campus offices.

The UNOH [Alumni E-Newsletter](#) is distributed monthly to more than 6,000 alumni, employees, and institutional friends. The Alumni Affairs Department maintains the [UNOH Alumni Association Facebook page](#), with [archived newsletter issues](#) available through the Alumni section of the institutional website.

The University ensures complete transparency regarding student engagement opportunities through disclosure of all available clubs, organizations, and campus life experiences. Current listings of [student clubs and organizations](#) are maintained and accessible across multiple platforms including the official Catalog, institutional website, and orientation materials, ensuring prospective and current students have accurate, up-to-date information about participation opportunities aligned with diverse interests and academic programs. Clear policies governing student organization operations—including advisor requirements, fundraising procedures, event planning protocols, and recruitment processes—are transparently communicated to ensure students understand participation expectations and institutional compliance standards.

[Student activities](#) and facility availability are clearly documented and promoted through the Student Activities Department, which provides transparent information about events, participation requirements, and opportunities for social engagement that complement academic rigor. Students receive accurate information about dedicated spaces including Racers Station as a central hub for activities, the UNOH Indoor Athletic Complex with fitness equipment and private workout facilities, outdoor Calisthenics Park, and organized intramural sports leagues. Facility usage policies, hours of operation, and access requirements are clearly communicated, ensuring students have complete information about recreational and wellness resources available to support their collegiate experience.

This disclosure approach ensures that all aspects of student life—from organizational involvement to recreational opportunities—are accurately represented, enabling informed student decision-making about [campus engagement](#) while demonstrating institutional commitment to transparent communication about the complete university experience beyond academic programming.

The University maintains complete transparency regarding its athletic programs through disclosure of all relevant information about the student-athlete experience and institutional compliance. As a member institution of the Wolverine Hoosier Athletic Conference (WHAC) within the NAIA, UNOH provides clear, accessible information about our competitive programs in men's and women's basketball, golf, soccer, and bowling; women's volleyball; men's baseball; women's softball; co-ed motorsports; and the upcoming addition of women's flag football in Spring 2027.

All athletic scholarship information, including award levels, academic requirements, athletic performance standards, and eligibility criteria, is transparently communicated to prospective and current student-athletes through multiple channels including program websites, recruiting materials, and institutional publications.

The Athletic Department demonstrates institutional accountability through monitoring and public reporting of [student-athlete academic performance, graduation rates, and eligibility compliance with both WHAC and NAIA standards](#). Academic support resources available to student-athletes—including Student Success support, tutoring services, and Library access—are clearly documented and communicated, ensuring transparency about the educational experience provided to athletic participants. Regular compliance reporting and adherence to conference and national association requirements are publicly disclosed, reinforcing the University's commitment to accurate representation of athletic program standards, outcomes, and regulatory compliance across all competitive offerings.

The University demonstrates commitment to transparency and accountability through publication of the annual [Campus Safety and Security Report](#), incorporating crime, fire, safety, and hazing statistics in full compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Campus Sex Crimes Prevention Act, and the Higher Education Opportunity Act. This report is readily accessible online and serves as a resource for parents, prospective students, current students, faculty, staff, and the broader community.

The report outlines institutional safety policies, emergency response procedures, and detailed statistical data regarding campus and surrounding area incidents. Public information sharing ensures that institutional constituencies remain well-informed regarding campus environment safety and security while reinforcing institutional commitment to fostering safe and supportive learning and living atmospheres.

Students and parents receive clear and accurate information regarding University attendance costs. [Tuition and fee policies and procedures](#) are listed online and within the Catalog, with specific tuition amounts for each college available on respective website pages and featured in marketing materials. Beyond tuition costs, the University provides breakdowns of additional expenses including housing, meal plans, textbooks, and associated educational costs.

The [Financial Aid section](#) of the institutional website offers resources to assist students and families in managing educational expenses, including information regarding grants, loans, and scholarship opportunities. Students and parents maintain access to a [Net Price Calculator](#) on the institutional website to facilitate determination of institutional, Federal, and state aid qualification. The Catalog provides students with [scholarship opportunity listings](#), ensuring transparency in financial assistance availability.

The [regional accreditation status](#) of the University is listed on the institutional website, within the Catalog, and in marketing materials. Programmatic accreditations appear on individual major pages alongside an accreditations and authorizations page on the UNOH website and within the Catalog, ensuring prospective students and stakeholders understand institutional quality assurance and recognition status.

The University demonstrates adherence to established quality assurance policies through pursuit and maintenance of specialized accreditations. The governing board approves accreditation applications and resource allocations, administration coordinates self-study processes and site visits, and faculty implement required curricular standards and assessment procedures. This collaborative approach has resulted in current specialized accreditations including ACBSP (Business Administration), CAHIIM (Health Information Technology), CAAHEP (Medical Assistant Technology), and ASE (Automotive and Diesel Technology). Faculty and staff actively participate in annual compliance reviews, program assessments, and stakeholder engagement activities required by these accrediting bodies, ensuring ongoing adherence to institutional policies governing program quality.

The University operates as a not-for-profit institution with the Board maintaining final responsibility for institutional governance and operations, as outlined in the [Code of Regulations](#) and [Articles of Incorporation](#). These foundational documents remain available to students and the public upon written request submitted to the attention of the Secretary of the Board, ensuring transparency in institutional governance structure and legal framework.

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## 2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

### Argument

UNOH operates under a governance model that ensures effective institutional oversight, inclusive decision-making processes, and accountability in support of its educational mission. The Board serves as the ultimate governing body, with authority and responsibilities clearly defined in the University's [Code of Regulations](#). These powers encompass control over institutional property, personnel management, financial operations, and legal affairs. Recent governance enhancements include implementation of secure portal access, named the Board Garage, for Board members to improve communication efficiency and [decision-making processes](#).

The Code of Regulations establishes Presidential authority and responsibilities, designating the President as chief executive and administrative officer with general and active management control over institutional operations. Presidential responsibilities encompass business operations direction, educational activity oversight, and institutional affairs management in accordance with Board-established policies.

The University [Board of Trustees](#) consists of up to 15 members and currently includes 10: seven external and three internal representatives. The Board maintains institutional higher education standards, confers academic degrees, fulfills educational and fiduciary responsibilities, and provides oversight of institutional policies and operations, with approval authority for the Mission Statement, Strategic Plan, and University-wide goals.

The seven external members represent business and industry sectors aligned with University academic programs, bringing expertise in finance, insurance, business operations, marketing, automotive technology, diesel technology, motorsports, and HVAC/refrigeration. This expertise addresses student and employer needs. The three internal members - University President, VPAA/Provost, and CFO - provide institutional insight on academic and business operations. For example, the VPAA/Provost shares [staff meeting minutes](#) with the Board members to ensure understanding of institutional operations and decision-making processes.

Membership of the Board has evolved over the past decade. New member appointment procedures incorporate thoughtful consideration of gender and regional diversity enhancement, reflecting institutional expansion of national reach and diverse student population composition. Board membership now includes representatives from beyond the Lima regional area, demonstrating geographic diversity alignment with institutional growth. Notable examples include Janet Callahan, Senior Business Development Executive for Bristol Motor Speedway in Bristol, Tennessee, and Dr. Daniel Briggs, J.D., Founder & CEO of American Energy & Solar based in Henderson, Nevada. These appointments reflect strategic consideration of industry expertise and geographic representation expansion.

The Board fulfills ongoing evaluation responsibilities through organized standing [committee structure](#), with individual committees maintaining accountability to the Board as a collective entity. Board member responsibilities include representation of University interests through interaction with key external constituencies, including employers, alumni, donors, and professional organizations. These external relationships provide insights into educational needs, career development requirements, and emerging industry trends that inform Board deliberations. Sustained engagement with external stakeholders ensures the University stays abreast of professional standards and strategic direction alignment, facilitating responsive governance that addresses evolving educational and workforce development requirements.

The Board convenes quarterly to provide strategic direction through oversight of key institutional operations. Board members receive regular reports from the President, VPAA/Provost, and CFO covering academic performance metrics, financial health indicators, enrollment trends, and strategic priority advancement. The Board maintains formal approval authority for the annual budget, strategic planning documents, financial audits, and any expenditures exceeding \$200,000, while ensuring legal and regulatory compliance.

Board members who demonstrate potential [conflicts of interest](#) must abstain from voting on relevant issues to maintain governance integrity and independence. A simple majority of present Board members constitutes a quorum for official business, with external board member representation required to exceed internal member participation, ensuring external perspective predominance in institutional governance decisions.

The Board maintains responsibility for Presidential hiring and evaluation processes, with an annual Presidential evaluation conducted exclusively by external Board members. External Board member evaluation criteria encompass financial statement review, facilities progress assessment, academic program updates, enrollment analysis, personnel issue evaluation, accreditor approval status, and legal matter consideration. External certified public accounting firm Forvis Mazars assists Board evaluation processes through audited statement review and comparative analysis with ten similar universities within the firm's service portfolio.

This governance structure ensures clear delineation of Board policy-making authority and Presidential operational implementation, maintaining appropriate separation of governance oversight and administrative execution while preserving institutional effectiveness and accountability in fulfilling its educational mission.

## Sources

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- BRDofTRUSTEES - Committees

## 2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

### Argument

The University's entrepreneurial spirit and commitment to delivering a diversified curriculum of quality programs valued by employers is fundamentally strengthened by the unwavering support for academic freedom and freedom of expression. The student-centered, community-engaged culture recognizes that innovation, critical thinking, and market-relevant education emerge most effectively when faculty and students are empowered to explore diverse perspectives, challenge conventional approaches, and engage in [academic inquiry](#). By fostering an environment where academic freedom flourishes, the University honors the values of the students, faculty, staff, and alumni while ensuring that the educational programs remain dynamic, responsive to industry needs, and grounded in rigorous scholarly exploration. This commitment to intellectual freedom directly supports the entrepreneurial mission by encouraging the creative problem-solving, innovative thinking, and diverse skill development that employers value in today's rapidly evolving marketplace.

Academic freedom at the University operates on the principle that faculty expertise serves as the cornerstone of effective educational environments. Faculty members develop course content through collaborative processes that integrate professional experience, research insights, and disciplinary expertise to create relevant learning experiences for students across all academic programs.

Within the [structured framework of course creation](#), faculty members exercise substantial autonomy to shape course content that reflects current disciplinary information, innovative pedagogical approaches, diverse assessment methodologies, and professional knowledge components. These components include scholarly articles, guest speaker presentations, appropriate use of artificial intelligence policies, multimedia video elements, and interactive discussion forums, all developed in alignment with established course learning objectives and specialized standards or competencies required by accrediting bodies.

While maintaining individual autonomy in course development, faculty members receive institutional encouragement to collaborate and engage in discussions regarding course content and instructional strategies with content leads, division heads, and colleagues. This collaborative approach facilitates the establishment of meaningful learning connections among courses within academic programs while preserving individual faculty expertise and creative control over pedagogical methods.

New faculty members are expected to develop individual teaching styles and incorporate personal field experiences into their pedagogical approaches. Faculty maintain academic freedom to connect personal industry experience with course content, effectively demonstrating material

relevance to real-world applications and current professional practice within their respective disciplines.

The [Center for Education Excellence](#) (CEE) plays a vital role in supporting academic freedom and expression by providing resources and professional development opportunities that empower faculty to excel in their scholarly and pedagogical roles. Through targeted training programs, workshops, and ongoing support initiatives, the CEE equips faculty with the knowledge, skills, and confidence necessary to engage in innovative teaching methodologies, pursue diverse research interests, and incorporate varied perspectives into their curriculum design. These professional development offerings reinforce faculty members' ability to exercise academic freedom responsibly while maintaining educational excellence, enabling them to explore cutting-edge approaches to instruction, integrate current industry practices into their programs, and adapt their teaching to meet diverse student learning needs. By investing in faculty growth and pedagogical innovation through the CEE, the University demonstrates its commitment to creating an environment where academic freedom flourishes alongside professional competence, ultimately supporting the mission of delivering quality programs that prepare students for success in an entrepreneurial, rapidly-changing marketplace.

Recently, the University developed an [artificial intelligence \(AI\) integration policy](#) that exemplifies the commitment to academic freedom and faculty autonomy in educational decision-making. Recognizing AI as an emerging tool that can enhance both teaching and learning experiences, the University has adopted a progressive approach that encourages AI utilization while preserving individual faculty members' professional judgment regarding appropriate integration levels within their courses. This policy framework empowers instructors to exercise academic freedom by determining how AI tools best serve their specific pedagogical goals, student populations, and disciplinary requirements, rather than imposing institutional mandates that could restrict innovative teaching approaches. By supporting faculty exploration of AI applications—from research assistance and content development to student learning enhancement—while maintaining individual autonomy over implementation strategies, the University demonstrates its commitment to fostering an environment where technological innovation and academic freedom converge to improve educational quality. This balanced approach aligns with the entrepreneurial mission by encouraging faculty to experiment with cutting-edge tools that prepare students for technology-integrated workplaces, while respecting the professional expertise and academic freedom necessary for faculty to make informed decisions about their educational practices.

Faculty adherence to responsible teaching practices is supported through institutional professional development resources. All faculty are enrolled in a Canvas course on best practices for Regular and Substantive Interaction, ensuring compliance with federal regulations and quality standards for student engagement. Additionally, faculty have access to a Faculty Canvas Resources course that provides ongoing training materials, with updates added regularly to reflect evolving pedagogical practices and institutional policies. These centralized resources ensure consistent application of teaching standards across all modalities and programs.

Faculty encourage and facilitate students' freedom of expression throughout knowledge pursuit activities and academic exploration. Instructional strategies are developed within individual courses to enable student investigation, hands-on practice, and constructive feedback regarding

their progress in acquiring knowledge and skills relevant to their chosen academic programs and future professional endeavors.

This freedom operates within balanced responsibility frameworks that maintain respectful and constructive approaches to learning while actively valuing intellectual curiosity in the pursuit of understanding and knowledge advancement. Students receive support in developing critical thinking skills and expressing diverse perspectives within appropriate academic contexts.

The University's [Grade Appeal Policy](#) serves as a vital safeguard that protects students' academic freedom by ensuring they can express disagreement with academic evaluations without fear of retaliation or unfair treatment. This due process framework provides structured interaction opportunities between students and faculty members, creating an environment where students feel secure in taking intellectual risks, challenging conventional thinking, and expressing diverse viewpoints in their academic work. By establishing fair resolution procedures for grade-related concerns, the policy encourages students to engage more fully in scholarly discourse and critical inquiry, knowing that appropriate mechanisms exist to address potential conflicts while maintaining academic integrity. This process demonstrates the University's commitment to balancing faculty authority in academic assessment with students' rights to fair evaluation, ultimately fostering an atmosphere where both faculty and students can pursue knowledge and express ideas freely within a framework of mutual respect and professional accountability. The availability of these appeal procedures reinforces the commitment to creating an educational environment where academic freedom flourishes for all members of the University community.

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## 2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

### Argument

Although the University does not incorporate research activities into its institutional Mission, continued professional and personal development of faculty and staff includes scholarly activity as an essential element for maintaining qualified faculty and staff status. In their pursuit of scholarly practice, faculty and staff model exemplary behavior for UNOH students, demonstrating commitment to lifelong learning and intellectual growth within their respective disciplines.

Multiple institutional policies support scholarly practice and associated research endeavors through frameworks designed to maintain ethical standards and responsible knowledge acquisition.

The University ensures responsible acquisition, discovery, and application of knowledge through standardized research instruction across all programs. All students who complete EN180 Composition I, or equivalent course, should establish foundational research competencies. In EN180, students demonstrate proper use of grammar, punctuation, and MLA formatting standards. EN200 Composition II advances these skills by requiring students to evaluate sources critically, problem-solve through research, and apply citation formatting from multiple research sources. Additionally, each academic program incorporates discipline-specific research components that apply these foundational skills to professional contexts, ensuring students develop responsible research practices relevant to their career fields.

Building upon the University's [AI policy](#) that empowers faculty autonomy in determining appropriate integration levels, the University has established guidelines that ensure responsible acquisition, discovery, and application of knowledge through artificial intelligence tools. The AI policy framework requires faculty and students to maintain academic integrity by properly attributing AI-assisted work, transparently disclosing AI usage when required by course or program standards, and ensuring that AI tools enhance rather than replace critical thinking and original scholarship. The policy emphasizes responsible knowledge acquisition by training faculty and students to evaluate AI-generated information critically, verify sources and accuracy, and understand the limitations and biases inherent in AI systems.

The University's approach to AI integration demonstrates the commitment to ethical knowledge application by establishing clear boundaries for appropriate use while encouraging innovative pedagogical approaches. Faculty receive professional development through the Center for Education Excellence on responsible AI implementation, including training on academic integrity considerations, evaluation of AI tool reliability, and methods for teaching students to use AI as a complement to their learning rather than a substitute for intellectual engagement. Students receive guidance on ethical AI use, proper citation of AI-assisted work, and the importance of developing their own analytical and creative capabilities alongside technological tools. This approach ensures

that the University embraces AI innovation and aligns with institutional values of academic integrity, responsible scholarship, and the development of critical thinking skills essential for success in an increasingly technology-integrated professional environment.

Faculty access supplementary oversight mechanisms through Turnitin.com and Respondus Lockdown Browser (during test taking) specifically designed to reduce plagiarism incidence, whether accidental or intentional, among students during their university experience. This technological support enhances faculty ability to maintain academic integrity standards while providing constructive educational feedback to students regarding proper attribution and citation practices.

The University also maintains policies ensuring responsible acquisition and application of copyrighted knowledge through the detailed [Instructional Materials Copyright Policy](#), which serves as a cornerstone of ethical educational practice. This policy establishes clear procedures for faculty to evaluate potential copyright infringement, apply fair use principles appropriately, and secure proper permissions for educational materials, demonstrating the University's commitment to respecting intellectual property rights while maximizing educational access.

Beyond compliance, this policy framework promotes responsible knowledge discovery by encouraging faculty to seek out diverse, legally accessible sources and to model ethical information use for students. The policy requires faculty to provide proper attribution for all educational materials, teach students about intellectual property rights and citation standards, and demonstrate responsible scholarship practices in their own material selection and presentation. Regular policy updates ensure alignment with evolving copyright law and emerging educational technologies, while institutional support through library services and legal guidance enables faculty to navigate complex copyright questions confidently. This approach to copyright compliance reinforces commitment to ethical knowledge acquisition and application, ensuring that the educational practices respect creators' intellectual property rights while maintaining academic freedom and educational effectiveness in course design and delivery.

In 2015, the University initiated the process of forming an Institutional Review Board (IRB) following approval of its first Master's program, recognizing the importance of ethical oversight in academic research activities. Progress on forming an IRB experienced delays due to staff transitions and COVID-19 pandemic impacts. Renewed institutional discussions in 2024 reemphasized IRB development necessity for maintaining research integrity standards.

Current implementation planning includes small-scale IRB development consisting of three to five qualified members to evaluate and respond appropriately to external research requests involving University participation. Should internal research needs emerge requiring institutional oversight, IRB development will occur incorporating formalized protocols and member training to ensure full compliance with ethical standards and federal regulatory requirements. This measured approach reflects institutional commitment to human subject protection and research practice integrity maintenance while accommodating current institutional research scope.

The University enforces an [Academic Integrity Policy](#) documented in the Catalog, Student Handbook, and individual course syllabi. The policy provides detailed definitions of cheating and

plagiarism while establishing clear consequences for policy violations, ensuring consistent understanding and application across all academic programs. When academic dishonesty incidents are discovered, faculty follow [processes as outlined in the Faculty Handbook](#).

The First-Year Experience course directs students to the MyUNOH portal containing the UNOH [Student Handbook](#). Students are encouraged to review this foundational document as it pertains to their University experience and academic success. The Student Handbook outlines necessary policies that students require for collegiate career success at UNOH, including the Academic Integrity Policy and its practical applications.

During FYE coursework, students complete structured plagiarism assessments designed to evaluate their understanding of academic integrity principles and ethical information use practices. This approach ensures that all students receive consistent foundation-level education regarding academic honesty expectations and scholarly conduct standards.

The Dr. Cheryl A. Mueller Library staff helps in ethical information use across multiple formats and research contexts. Library staff collaborates with faculty to conduct library information sessions for courses, providing detailed guides that introduce students to Library resources required for successful degree program completion. Library staff provides individualized assistance to students developing research projects, with initial Library introduction occurring during FYE and ongoing faculty collaboration available upon request for specialized research support.

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## **Criterion 2 - Summary**

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

### **Argument**

The University has met Criterion 2 by consistently demonstrating a strong commitment to ethical and responsible conduct through well-defined policies, robust governance structures, and effective accountability measures. The University upholds integrity in its operations by adhering to clear policies on academic honesty, financial transparency, and ethical decision-making. Governance is structured to ensure that administration and academic leadership act in alignment with the University's Mission while maintaining compliance with legal and accreditation standards. UNOH also works diligently to comply with Federal and state regulations while considering the needs of the University and all its stakeholders.

UNOH fosters a culture of ethical behavior through training and established reporting mechanisms for faculty, staff, and students. Policies regarding harassment, discrimination, and conflicts of interest are actively enforced, with clear avenues for reporting concerns and seeking resolution. The University also emphasizes responsible financial stewardship, ensuring that resources are allocated efficiently and transparently to support institutional priorities.

To the same extent, UNOH strives to present itself clearly and accurately through all available marketing materials, both internally and externally. UNOH's commitment to ethical leadership extends to its relationships with external stakeholders, including industry partners and accrediting bodies.

The University actively engages in compliance audits, maintains policies to prevent conflicts of interest, and promotes academic freedom and integrity. Through continuous assessment and adherence to best practices, UNOH reinforces its commitment to maintaining a trustworthy and accountable academic environment.

### **Sources**

*There are no sources.*

## 3 - Teaching and Learning for Student Success

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

### 3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

#### Argument

Every program establishes a clear program purpose and mission statement that is published in the Catalog. This is accompanied by a complete list of required courses for each degree. These foundational statements serve as the basis for program goals and learning objectives that are created and assessed across all programs. Once purpose and mission are established, programs are then required to map the curriculum to demonstrate explicit linkage between established institutional and program goals. This mapping process ensures that learning outcomes are not only appropriate for the degree level but also builds throughout the student's academic progression.

The University of Northwestern Ohio utilizes [Bloom's taxonomy](#) as a foundational framework to evaluate and ensure appropriate levels of cognitive complexity across all academic programs. This approach allows programs to deliberately scaffold learning expectations from an associate through advanced degrees, ensuring each degree represents appropriate academic rigor.

For programs offering a 2+2 pathway, students may transfer associate degrees in business, management, technical degrees, and health-related areas. Students can complete their baccalaureate degree with programs such as Healthcare Administration and Automotive Technology Supervision. Students can progress from associate to baccalaureate levels. Learning outcomes explicitly reflect increased cognitive complexity as students advance through different degree levels. The alignment of learning outcomes with appropriate levels of Bloom's taxonomy provides an objective measure ensuring the academic programs maintain rigor commensurate with college-level expectations while appropriately differentiating between credential levels.

The University demonstrates commitment to academic rigor through multi-layered systems of learning outcomes that meet and exceed a college-level expectation and are validated through both internal processes and external specialized accreditation bodies.

The University employs a systematic approach to developing, implementing, and assessing learning goals and outcomes that creates coherence across all academic programs. Each program—

whether at the associate, baccalaureate, or master's level—maintains clearly articulated learning outcomes that align with discipline-specific standards and reflect rigor appropriate for college-level work as seen in the course objectives found on the [syllabi](#).

UNOH demonstrates rigorous academic progression through alignment of learning outcomes from institutional goals through program objectives to individual course requirements. This approach ensures that students experience increasing cognitive complexity as they advance through their academic journey, with each level building upon previous learning while preparing students for the entrepreneurial leadership roles emphasized in the mission.

The six institutional learning outcomes provide the foundation upon which all program and course-level learning is constructed:

1. Demonstrate the ability to critically assess social issues, human behavior, and diversity in human experiences
2. Explain the major concepts in the natural and physical sciences and apply those concepts to problem solving, including ethics
3. Describe how the interaction among social, economic, political, cultural, environmental, and/or historic events affect the individual and society
4. Use the tools of mathematics and quantitative reasoning to conceptualize and solve problems
5. Communicate effectively using verbal, visual, and written language with clarity and purpose in workplace, community, and academic contexts
6. Demonstrate expertise and integration of ideas, methods, theory, and practice in a specialized discipline of study

These outcomes ensure coherence across the diversified curriculum while maintaining college-level rigor appropriate to each academic level, directly supporting the mission's emphasis on entrepreneurial spirit and employer-valued graduates.

The progression from associate through master's degree levels demonstrates increases in cognitive complexity while explicitly connecting to multiple institutional learning outcomes, as evidenced through the business program sequence:

*Associate Level* - MA-121 Principles of Management (Bloom's Taxonomy : Knowledge/Comprehension/Application)

Course-level outcomes at the foundational level emphasize:

- *Describe* business environment scenarios (internal and external)
- *Discuss* scenarios that address social responsibility of business
- *Explain* how management functions can be executed in a variety of circumstances

Institutional Learning Outcome (ILO) Connections:

- Communication (ILO #5): Students develop professional written and verbal communication skills through management reports and presentations
- Critical Assessment (ILO #1): Students examine basic human behavior in organizational contexts and assess workforce diversity considerations
- Specialized Discipline (ILO #6): Students demonstrate foundational expertise in management principles and business operations

*Bachelor's Level* - MA-416 Moral Issues in Business (Bloom's Taxonomy: Analysis/Evaluation/Synthesis)

Baccalaureate-level outcomes demonstrate increased intellectual rigor:

- *Critically evaluate* ethical dilemmas in domestic and international business
- *Integrate ethical principles* to case studies of business and social responsibility
- *Analyze topics* related to ethics and consumer products

Institutional Learning Outcome Connections:

- Critical Assessment (ILO #1): Students critically assess complex social issues including corporate responsibility, workplace equity, and community impact
- Scientific Concepts and Ethics (ILO #2): Students apply ethical frameworks to problem-solving in business contexts, demonstrating understanding of moral reasoning principles
- Social/Economic Interactions (ILO #3): Students analyze how economic decisions, cultural factors, and political environments influence business ethics and corporate behavior
- Communication (ILO #5): Students present sophisticated ethical analyses through written cases and oral presentations to diverse audiences
- Specialized Discipline (ILO #6): Students integrate ethical theory with business practice, demonstrating advanced understanding of responsible management

*Master's Level* - MBA-680 Managerial Economics (Bloom's Taxonomy: Analysis/Evaluation/Creation)

Graduate-level outcomes demonstrate mastery-level cognitive complexity:

- *Analyze the influence* of macroeconomic forces on the organization's strategies and performance
- *Employ rational decision-making* methods under conditions of uncertainty
- *Design organizational incentive programs* to align individual performance with organizational needs

Institutional Learning Outcome Connections:

- Mathematical/Quantitative Reasoning (ILO #4): Students use advanced mathematical models, statistical analysis, and quantitative tools to analyze economic data and optimize business decisions

- Critical Assessment (ILO #1): Students critically assess human behavior in economic contexts, including motivation, decision-making biases, and organizational dynamics
- Social/Economic Interactions (ILO #3): Students analyze complex interactions between economic policies, market forces, cultural factors, and business strategy
- Communication (ILO #5): Students communicate sophisticated economic analyses to executive audiences through strategic presentations and written recommendations
- Scientific Concepts and Ethics (ILO #2): Students apply economic theories and models to problem-solving while considering ethical implications of incentive design
- Specialized Discipline (ILO #6): Students demonstrate mastery-level integration of economic theory, quantitative analysis, and strategic management practice

This three-course progression illustrates the approach to [curriculum mapping](#), where each course explicitly builds upon previous learning while demonstrating increasing sophistication in addressing institutional learning outcomes:

1. Knowledge Foundation (MA-121): Students engage with 3-4 institutional outcomes at introductory levels, establishing fundamental competencies
2. Critical Application (MA-416): Students demonstrate proficiency in 5-6 institutional outcomes through sophisticated analysis and integration
3. Creative Innovation (MBA-680): Students achieve mastery-level performance across all 6 institutional outcomes through original synthesis and strategic innovation

Each level directly supports the mission's emphasis on entrepreneurial spirit and employer-valued competencies while developing the skill set defined by institutional learning outcomes:

- MA-121 develops foundational management and communication skills (ILOs #5, #6)
- MA-416 builds critical thinking and ethical reasoning capabilities essential for responsible leadership (ILOs #1, #2, #3)
- MBA-680 cultivates strategic thinking, quantitative analysis, and innovative problem-solving abilities that define entrepreneurial leadership (all ILOs integrated at mastery level)

The progression in learning complexity is reinforced through correspondingly sophisticated assessment methods that evaluate student achievement of both course-specific and institutional learning outcomes:

- Associate level: Case study applications demonstrating communication skills and foundational discipline knowledge
- Bachelor's level: Comprehensive ethical analysis projects requiring critical assessment and integration of social, economic, and cultural factors
- Graduate level: Original strategic analyses combining quantitative reasoning, advanced communication, and mastery-level disciplinary expertise

This progression receives validation through ACBSP accreditation, which specifically evaluates the appropriateness and rigor of learning outcomes across degree levels. Additionally, employer feedback confirms that graduates demonstrate the comprehensive skill development this

curriculum mapping intends to achieve, particularly in areas of critical thinking, communication, and specialized expertise that employers value most.

This deliberate scaffolding ensures that students experience appropriate academic rigor at each credential level while developing all institutional learning outcomes in progressively sophisticated ways, ultimately achieving the innovative, analytically-skilled leadership capabilities that distinguish UNOH graduates in the marketplace and reflect institutional commitment to entrepreneurial excellence.

The University ensures consistency in communicating learning expectations through a standardized syllabus template implemented across all colleges and programs. This template, embedded within the Learning Management System, Racers Online (Canvas), serves as a fundamental tool for maintaining educational quality and transparency, including:

- Clearly articulated course-level learning outcomes aligned with program outcomes and institutional goals across all delivery modalities
- Consistent formatting of essential information, including credit hours, course descriptions, prerequisites, and course requirements
- Standardized sections addressing academic integrity, accessibility accommodations, and institutional policies
- Clear assessment criteria and grading rubrics reflecting appropriate college-level expectations

The University uses content leads to ensure courses maintain the same academic standards whether delivered face-to-face, online, or in hybrid formats. Each program designates experienced faculty members as content leads who build master course templates with identical learning outcomes, assessments, and instructional materials for all sections of a course. These templates are housed in Racers Online and provide the foundation for consistent delivery across different modalities while allowing for format-appropriate teaching methods. Faculty access pre-designed course shells managed by division heads and content leads that incorporate standardized syllabus templates, preloaded resources, and aligned assessment tools. This structured approach streamlines course delivery while maintaining academic rigor, allowing students to navigate academic expectations easily and fostering a cohesive educational experience across all colleges.

The University's commitment to maintaining appropriate learning goals and outcomes receives independent validation through numerous specialized accreditations, national credentialing opportunities, and licensure examinations integrated across the academic programs. These [external validations](#) confirm that the learning outcomes meet or exceed industry standards and expectations for college-level work.

- *Business Programs:* The Business Administration baccalaureate degree with concentrations in Agribusiness Management, Automotive Management, and Marketing, along with the Master of Business Administration (MBA), have been accredited since 2013 by the Accreditation Council for Business Schools and Programs (ACBSP) with four-year accreditation terms.

- *Health Professions:* The Medical Assisting program maintains accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP), while the Health Information Technology (HIT) program is accredited by The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), with both programs undergoing comprehensive review every seven years.
- *Applied Technologies:* Programs align with National Institute for Automotive Service Excellence (ASE) certification guidelines, ensuring graduates are prepared for ASE certification exams and competitive employment in their industries.

Beyond formal accreditations, programs incorporate nationally recognized certifications and specialized training into the curricula, providing students with credentials meeting employer and industry expectations. Examples include Fanuc Robotics Certification and Rockwell Programmable Logic Controller training for Robotics students and ASE certification preparation for Diesel and Automotive programs. The University [supports all program and industry certifications by reimbursing](#) students for successful certification exams.

Each program maintains responsibility for meeting industry expectations through curriculum oversight by undergoing a comprehensive Program Review. The Program Review cycle is no longer than every 5 years based on institutional need and program requirements. This process encourages continuous curriculum review to maintain relevance and incorporate real-world experiences, including guest speakers, field trips, and authentic assessments preparing students for industry expectations. This will be explained more in Criterion 3.F.

Based on findings from Program Review and continuous industry assessments, curriculum changes are proposed to the [Curriculum Committee](#), which meets regularly to determine approval for proposed modifications before implementation. This includes new courses, content changes, or any modifications affecting student progress through respective programs.

The University demonstrates its commitment to employer-valued programs through integration of industry [advisory boards](#) for curriculum development and program innovation. Each academic program is expected to maintain active advisory boards composed of regional employers, industry leaders, and professional practitioners who provide direct input on evolving industry needs, emerging skill requirements, and market demands that inform curricular decisions and new program development.

The development of the Construction Equipment Technology Associate Degree program shows how industry advisory input drives new program creation. Company Wrench and other regional construction companies, equipment dealers, and heavy machinery operators, identified a critical workforce shortage in construction equipment maintenance and repair. Through needs assessment, board members documented:

- Growing demand for technicians skilled in hydraulic systems, diesel engines, and electronic diagnostics specific to construction equipment
- Regional employer difficulty in finding qualified candidates with both mechanical aptitude and construction industry knowledge

- Wage premium opportunities for workers with specialized construction equipment expertise
- Gap between existing automotive/diesel programs and the specific competencies required for construction equipment maintenance

Based on this group's input, the University developed curriculum that directly addresses identified industry needs:

- *Specialized Equipment Focus*: Courses emphasizing excavator, bulldozer, crane, and other heavy machinery systems rather than generic automotive applications
- *Industry-Specific Certifications*: Integration of manufacturer-specific training programs and certification preparation for major construction equipment brands
- *Workplace Context Learning*: Incorporation of construction site safety protocols, project timeline pressures, and field repair scenarios that reflect actual working conditions
- *Employer Partnership Development*: Establishment of internship agreements and equipment sharing arrangements with advisory board member companies

Quality assurance is maintained through multiple validation mechanisms including specialized programmatic accreditations, industry advisory board input that drives curriculum development, and content lead coordination that ensures consistency across all delivery modalities. The standardized Learning Management System framework provides uniform course templates and assessment criteria, while faculty qualifications align with the content they teach to support rigorous learning outcome achievement. External validation through professional certifications, industry partnerships, and Program Review processes confirms that learning outcomes meet employer expectations and industry standards. This integrated approach ensures coherent academic standards across the University's diverse program portfolio while maintaining the entrepreneurial focus and employer-valued competencies central to the institutional mission.

## Sources

- ADVBRD - Various Program Minutes
- COMMITTEE - Curriculum Committee - Procedures-Minutes
- CURR - Bloom's Taxonomy
- CURR - Curriculum Map Examples
- UNOH - Website - Accreditations Pg
- ACADEMIC - Certification Reimbursement
- CURR - Syllabi Examples - Assoc-Bach-Master

## **3.B. Exercise of Intellectual Inquiry**

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

### **Argument**

UNOH is committed to providing a high-quality, experiential education that prepares students for success in an evolving professional landscape. The academic programs are strategically built around documented industry needs, with curriculum development by the analysis of local employer requirements and occupational data from O\*NET. This industry-driven approach ensures students develop the ability to collect, analyze, and communicate information effectively while fostering intellectual inquiry, creative problem-solving, and adaptability—capabilities that directly respond to employer demands and align with the mission and vision.

Students across all programs engage in structured processes that develop information literacy and analytical communication skills. In the College of Applied Technologies (CoAT), automotive students collect diagnostic data using industry-standard equipment, analyze engine performance metrics through testing protocols, and communicate findings through detailed technical reports that mirror professional diagnostic procedures. College of Business (CoB), College of Health Professions (CoHP), College of Occupational Professions (CoOP), and Graduate College (GC) students gather market research data through surveys and industry databases, analyze financial performance using statistical tools, and present strategic recommendations to faculty and industry panels using presentation formats employed in professional settings.

CoHP students collect patient data through electronic health records systems, analyze clinical information to identify care patterns, and communicate findings through documentation methods required in healthcare facilities. This approach to information handling ensures graduates can immediately contribute to data-driven decision-making in their professional roles.

Programs across the University incorporate inquiry-based learning where students formulate research questions, design investigation methods, and draw evidence-based conclusions. Automotive students receive vehicles with complex, interconnected problems and must develop diagnostic hypotheses, design testing protocols, and investigate root causes while documenting their reasoning process. Business students conduct original market research investigating unexplored consumer segments, formulating questions about market opportunities, and testing hypotheses through primary data collection and analysis. HIT students identify patterns in healthcare data suggesting quality improvement opportunities, formulate research questions about contributing factors, and propose evidence-based interventions using investigation methods. These inquiry processes develop students' ability to think critically, evaluate evidence, and adapt their approaches based on findings.

Students engage in original creative work that demonstrates innovative thinking and practical application. CoAT students design solutions for actual industry challenges, creating custom tools,

process improvements, and efficiency innovations for local employers. Recent projects include ergonomic lifting devices for heavy automotive components and diagnostic protocols for emerging hybrid technologies. CoB, CoOP, and GC students develop entrepreneurial ventures, creating original business plans, marketing campaigns, and operational strategies for real market opportunities. CoHP students design workflow optimization systems, patient education programs, and process improvement initiatives that address specific healthcare challenges in their community.

Programs develop student adaptability through exposure to changing technologies, evolving industry practices, and interdisciplinary collaboration. Curriculum updates reflect emerging industry trends identified through ongoing employer partnerships, advisory board input, and occupational forecasting data from O\*NET. Students work with current industry tools including ProDemand, AllData, Cummins diagnostic systems, and health informatics platforms that mirror actual workplace technology.

Experiential learning serves as the primary vehicle for developing inquiry, creative work, and adaptability skills across all colleges. CoAT programs maintain ASE Education Foundation accreditation requiring hands-on experiences that develop technical problem-solving and diagnostic reasoning. Students complete structured internships at facilities including Crown Industries, Honda, and Monster Jam, where they apply analytical and communication skills in professional settings.

CoB and CoOP students participate in internships with Fortune Accounting, Rea & Associates, and local businesses where they conduct original research, analyze operational challenges, and communicate improvement recommendations. CoHP students complete required practicums at Lima Memorial Medical Center, St. Rita's Mercy Hospital, and Coleman Health Professionals, engaging in clinical inquiry and [evidence-based practice](#).

Additionally in CoOP, Sports Marketing students have opportunities to travel and apply their analytical and creative skills at premier sporting events including the [Super Bowl and NCAA basketball tournaments](#), where they engage in real-time event marketing analysis, audience engagement strategies, and professional networking. These high-profile experiences allow students to collect data on large-scale event management, analyze marketing effectiveness in professional sports environments, and communicate findings through post-event reports that demonstrate their ability to adapt marketing principles to diverse sporting contexts.

Student development in inquiry, creative work, and adaptability is assessed through portfolio documentation showing evolution of thinking, peer review processes evaluating different approaches to complex problems, and employer feedback confirming graduate preparedness for workplace challenges. Professional certification pass rates, successful internship completions, and employment outcomes validate the effectiveness of these learning approaches in developing the intellectual flexibility and practical skills employers require.

This approach ensures students not only acquire disciplinary knowledge but develop the inquiry capabilities, creative thinking, and adaptability essential for leadership roles in rapidly evolving professional environments.

## **Sources**

- EXP LEARN - Sports Mgt Examples
- CURR - Competency for HIT and MA Progs

### 3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

#### Argument

UNOH demonstrates its commitment to educational excellence through strategic investment in qualified faculty and staff who directly support academic program quality and advance the mission of student-centered education and community engagement. Data included in this section will reflect the most current numbers for academic year 2024-2025.

#### *Faculty*

UNOH maintains a [faculty profile](#) with 82 full-time faculty members and 51 part-time instructors distributed across five colleges, achieving an overall faculty-to-student ratio of 1:24. This ratio varies strategically by discipline to meet the specific demands of different programs and ensure optimal learning environments for students.

The University's approach to faculty hiring and assignment ensures that all instructors possess documented expertise in their teaching disciplines. This process operates in full compliance with Ohio Department of Higher Education and HLC guidelines and the requirements of specialized accrediting bodies. This creates a foundation of qualified instruction across all programs.

The College of Applied Technologies (CoAT) uses an instructor-based onboarding plan for the hiring of new technical faculty. The Deans identify veteran instructors to mentor new faculty members, who will audit the course they are assigned to teach with different instructors during their first session on campus. The mentoring instructors are provided with a checklist of items to cover during the session, which helps ensure that job duties are communicated effectively. This approach effectively demonstrates what is expected in the classroom and establishes a foundation for organizing and supervising hands-on lessons in the shop. The mentor demonstrates how the equipment in the course operates and assigns the vehicle training aids to the course. Learning from multiple instructors enables the new instructor to witness different approaches and teaching styles from seasoned instructors.

UNOH's faculty [credential profile](#) reflects the diverse educational requirements across its academic offerings. In General Education courses, 35% of faculty hold doctoral degrees while 62% possess master's degrees. This credential distribution ensures that students receive instruction from highly qualified educators in their foundational coursework.

The credential requirements vary appropriately across colleges based on program needs and industry standards. In the College of Business (CoB), College of Health Professions (CoHP), and College of Occupational Professions (CoOP), 35% of faculty hold terminal degrees, with an additional 57% possessing master's degrees and 8% holding bachelor's degrees complemented by specialized certifications that directly align with their teaching assignments. The Graduate College

(GC) maintains the highest credential standards, with nine of ten faculty members holding terminal degrees, reflecting the advanced nature of graduate-level instruction.

The CoAT demonstrates a different but equally appropriate credential profile, where 74% of faculty hold bachelor's degrees, 20% possess associate degrees, and 6% have master's degrees. The faculty members with associate degrees are currently working toward their baccalaureate degrees. In the CoAT, industry certifications and practical experience carry weight, as faculty must demonstrate current competence in rapidly evolving technical fields. Faculty in the CoAT are required to be ASE certified in the areas that they teach within the automotive and/or diesel programs. Many of the automotive and diesel courses require multiple certifications because of the overlap in technical expertise required within the industries. Those technical instructors who do not instruct within the automotive or diesel program are required to possess a minimum of any two ASE certifications, or in the case of robotics and automation, additional industry specific certifications are necessary. It is highly encouraged that all automotive and diesel instructors strive to obtain ASE master certification status.

Also found in the CoHP Medical Assisting program, one faculty member is a Certified Medical Assistant through the American Association of Medical Assistants, and the other full-time instructor is a registered nurse. The program director for the HIT program must maintain a Registered Health Information Administrator or Technologist credential.

The University maintains standards for credential verification and course assignment through a comprehensive documentation system. All faculty must submit official transcripts, current certifications and licenses, and updated curriculum vitae upon hire and maintain these records throughout their employment. An annual review ensures that faculty qualifications remain current and relevant to their teaching assignments.

Course assignments are determined through an annual review process that matches faculty qualifications with program needs. This approach ensures that every course is taught by appropriately credentialed faculty while encouraging professional growth through additional certification and educational opportunities.

The University maintains optimal learning environments through course enrollment management that caps technical courses at 20 students and other courses at a maximum of 30 students, with strategic exceptions made based on content delivery requirements, physical classroom constraints, and pedagogical best practices. Course enrollment limits are determined through careful analysis of instructional methodology, with hands-on courses in Applied Technologies typically capped at lower numbers to ensure adequate equipment access and individualized instruction, while lecture-based courses may accommodate the full 30-student limit when classroom facilities and learning objectives support larger group instruction. General education courses and specialized program courses are evaluated individually to determine appropriate enrollment caps, considering factors such as the need for interactive discussion, project-based learning requirements, and the instructor's ability to provide meaningful feedback on student work. Exceptions to the 30-student policy are rare and require administrative approval based on demonstrated evidence that learning outcomes can be achieved effectively with larger enrollments, typically occurring only in specific circumstances such as First-Year Experiences that are offered online. This approach to enrollment

management ensures that faculty can maintain the personalized attention and hands-on instruction central to UNOH's educational mission while optimizing resource utilization across all academic programs.

The University conducts staffing reviews prior to each quarter and session to ensure adequate faculty coverage meets student enrollment demands and maintains instructional quality standards. This proactive review process involves collaboration among faculty and Deans who analyze projected enrollment data, course scheduling requirements, and faculty availability to identify potential staffing gaps before they impact student learning. When enrollment projections indicate that existing full-time faculty cannot adequately serve student needs while maintaining appropriate class sizes and workload standards, the University initiates targeted recruitment of qualified adjunct instructors or considers additional full-time faculty hiring for sustained enrollment growth. This quarterly assessment enables the University to respond dynamically to changing student needs, maintain optimal faculty-student ratios across all programs, and ensure that both new and continuing students receive the personalized attention and expert instruction essential to their academic success.

The University has recently implemented Canvas Studio as an instructional continuity tool that enables faculty to record and deliver course content when circumstances might otherwise require class cancellation or substitution coverage. This technology allows instructors to maintain consistent course delivery by recording lectures that students can access virtually, ensuring that learning objectives are met even when unexpected situations arise such as weather emergencies, instructor illness, or facility issues. Canvas Studio integration within the existing Racers Online platform provides seamless access for students while maintaining the same instructional quality and content delivery standards as traditional face-to-face classes. This technological enhancement supports faculty sufficiency by reducing the need for emergency substitution coverage and ensures that course schedules remain on track without compromising student learning outcomes or requiring additional staffing resources during temporary disruptions.

UNOH employs a [faculty evaluation](#) system that draws from multiple evidence sources to assess teaching effectiveness and professional performance. The evaluation process incorporates classroom observations and walkthroughs, course peer reviews, and student course evaluations that are embedded in all Racer Online course shells. This multi-faceted evaluation approach not only ensures teaching quality but also directly supports faculty promotion processes and identifies professional development opportunities that benefit both individual faculty members and the University's academic programs. Midterm student feedback is also utilized in the CoAT and provides ongoing assessment opportunities. All faculty can use midterm feedback to adjust instructional processes to accommodate the needs of current students. The use of administrative reports and assessments offer additional perspective on faculty performance.

The Center for Educational Excellence (CEE) serves as the institutional hub for faculty development, providing support for evidence-based teaching practices, educational innovation initiatives, and cross-disciplinary collaboration. Through the CEE, faculty engage in professional learning communities and receive assistance with scholarship development, creating a culture of continuous improvement and academic excellence.

Faculty development resources extend beyond the CEE to include access to Magna Publications online training, Teaching Professor resources, annual faculty retreats, and monthly professional development sessions facilitated by faculty members themselves. [Examples of presentations/professional development](#) done through the CEE are:

- Creating Open Educational Resources (OERs)
- Leveraging Artificial Intelligence (AI) to Enhance Student Engagement
- Demystifying AI
- Teaching Book Club
- Monday Morning Mentor

UNOH faculty maintain professional currency through active engagement with industry partners and professional organizations. Faculty leverage these partnerships for their own development through guest expert presentations, field experience participation, and advisory board engagement. This industry connection ensures that classroom instruction remains current with rapidly evolving professional practices and technological advances.

Professional organization memberships are strongly encouraged and often required, enabling faculty to participate in industry conferences, workshops, and certification programs that directly enhance their teaching effectiveness, i.e. ASE (Applied Technologies), RHIT (Health Information), and CMA (Medical Assistant). These engagements create a dynamic feedback loop where industry insights continuously inform and improve program delivery, ensuring that graduates possess the knowledge, skills, and competencies required for professional success. This also ensures that faculty are up-to-date on current trends happening in industry.

The University maintains faculty quality through processes that ensure continued competency and relevance. Annual [faculty vitae](#) updates provide current qualification documentation. Faculty, content leads, program directors, and division heads collaborate with Deans to maintain curriculum and performance consistency across all delivery modalities. This collaborative approach ensures that academic standards remain high regardless of whether courses are delivered in-person, online, or through hybrid formats.

Annual relevancy reviews connect faculty qualifications directly to course assignments, creating accountability for maintaining current expertise while identifying opportunities for professional growth. Faculty members are actively encouraged to pursue additional education, training, and certification opportunities that keep them ahead of changes in their respective industries. Recently it was identified with the increased use of AI not only in education, but also in being used in industry, that additional support was needed to enhance this section. Faculty have been encouraged to seek out additional resources, attend CEE events, and get familiar with the different ways that AI could be utilized within their classrooms beyond how to keep students from cheating. This initiative has been put out to all faculty to learn more and find ways to enhance their courses and student engagement through the use of AI.

*Staff*

The dedicated University staff provide support services designed to ensure student success and maintain the high quality of the academic programs. While many of these team members may not all hold advanced degrees, they bring practical experience, genuine care for student success, and training in student support services. Through accessible office hours, innovative online services, and support teams, the University creates an environment where students can focus on their educational goals while receiving the assistance they need to thrive.

Strategic organizational innovations ensure student services that meet diverse academic and personal needs. The Advising Resource Center (ARC) was specifically created to maximize advising efficiency by centralizing scheduling support, rotation sheets, and academic success resources that complement individual faculty and staff advising relationships. This centralized model allows students to access immediate assistance with course planning, prerequisite tracking, and degree progression without requiring extensive one-on-one appointments for routine academic questions.

The Registrar's office enhances this support structure and ensures that students receive knowledgeable guidance about program-specific requirements, internship opportunities, and industry expectations without requiring large advising staff numbers. College-specialized advisors can efficiently address complex questions about transfer credits, dual degree options, and specialized certification requirements that general advisors might need additional time to research.

The Student Success Department further extends this support network by providing tutoring services, academic guidance, and specialized success resources that address individual learning needs and academic challenges. This department works collaboratively with the ARC and college-specific advisors to identify students who may benefit from additional academic support, creating early intervention strategies that improve retention and academic performance. Through targeted tutoring programs, study skills development, and personalized success planning, the Student Success Department ensures that students receive the individualized attention necessary to overcome academic obstacles and achieve their educational goals.

Through these comprehensive support services, the staff demonstrates commitment to student success by providing multiple access points for assistance, flexible service delivery options, and specialized expertise. This integrated approach ensures that high-quality programs are supported by equally high-quality student services, creating an environment where students can achieve their academic and professional goals with confidence.

## Sources

- CEE - Activities-ProfDevComm
- FAC - Q&D - 2024-2025 - All Colleges
- FAC - Vitae Examples
- DATA - Institutional Head Count
- FAC - Performance Rubric Example

### 3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

#### Argument

The University provides students with comprehensive support services designed to address the diverse needs of enrolled student populations. Information regarding these services maintains accessibility through the institutional [Catalog](#), official website, and MyUNOH portal, ensuring students can readily access support information through multiple channels. Student support services operate between 52 to 75 hours per week depending upon academic calendar requirements, with each support service area maintaining a 48-business-hour email response standard to ensure timely communication and assistance.

- *Advising Resource Center (ARC)*: Academic advisors aid students in the Colleges of Business, Health Professions, and Occupational Professions with course scheduling inquiries, rotation sheet development, long-term academic planning, waiver processing, graduation requirements, and academic hiatus management. This centralized advising approach ensures consistent guidance across multiple academic disciplines while maintaining specialized knowledge of program-specific requirements.
- *Dr. Cheryl A. Mueller Library*: The Library provides research and study support through 20 computer workstations, quiet and group study rooms, materials in diverse formats, and issuable laptop computers to accommodate varied learning preferences and study requirements. Hand-selected materials focus specifically on UNOH's curriculum and research needs, while database collections offer full-text access to more than 98,000 journals and magazines. Through membership in the OhioLINK consortium, students access more than 50 million materials available in academic libraries across Ohio, significantly expanding research capabilities and resource availability.
- *Testing Center*: The Testing Center provides secure and comfortable testing environments for students across all academic programs. The Center services all students at its on-site location while offering remote proctoring systems for online and hybrid students when requested, ensuring assessment accessibility regardless of delivery modality or student location.
- *Business Office*: The Business Office collaborates with students to resolve financial concerns including payment plan arrangements, processes refunds resulting from excess financial aid, overpayments, and account adjustments, applies received payments to student accounts, and manages all billing inquiries related to charges and credits. The office serves as the primary contact point for student sponsorships, billing coordination, and communication with various agencies including state and federal agencies, private companies, and foundations.
- *Financial Aid*: Financial Aid services assist students by providing financial aid resources and tools to enhance understanding of financial aid processes, eligibility requirements, and

recipient rights and responsibilities. Resources include personal financial aid advising, informational tools published on the UNOH website, email communications, correspondence, and MyUNOH portal resources. More than 80 percent of enrolled students receive some form of Financial Aid assistance, demonstrating institutional commitment to educational accessibility.

- *Registrar's Office*: The Registrar's Office maintains educational records, statistical data, academic status documentation, and degree progress tracking to facilitate educational timelines necessary for students to achieve academic goals. The CoAT Registrar schedules classes for Applied Technologies students and addresses program, scheduling, and graduation inquiries. All other students utilize self-scheduling systems for course registration. Graduate students contact the Registrar's Office for advising assistance, with MBA program students registering courses through the Student Planning system.
- *Career Services*: The Career Services Department provides career preparation through resume writing assistance, mock interview sessions, career fairs featuring employers recruiting graduates with degree-specific focus, and capstone course presentations covering resume writing and interviewing techniques. The department maintains regular office hours for walk-in student assistance, responds to local employer inquiries, and manages the Racers Careers website to facilitate employment connections and career development opportunities.
- *Counseling Center*: The University employs a licensed psychologist on campus to manage institutional efforts for increasing student access to behavioral health services. The University maintains contracts with third-party providers to offer mental health counseling services, including current partnerships with ProMedica EAP Student Assistance Program and BetterMynd, ensuring multiple access points for student mental health and wellness support.
- *Indoor Athletic Complex*: The Indoor Athletic Complex (IAC) offers extensive cardio equipment, weightlifting machines, free weights, rock climbing wall, and fitness room facilities. The complex provides free access for all current UNOH students and employees while featuring indoor practice space for Baseball, Softball, Golf, and Soccer teams. UNOH Athletic Trainers maintain facilities within the IAC offering physical examinations and therapeutic services for student athletes as needed.
- *International Student Services*: The Director of International Student Services addresses the growing needs of international student populations, including cultural adjustment support, classroom etiquette guidance, F-1 student status maintenance, and first-year orientation to reduce homesickness and increase retention rates among international students.
- *Military Relations*: The Director of Military Relations assists service members, veterans, dependents, and spouses utilizing military education benefits while guiding them through all aspects of the UNOH enrollment process. Following enrollment, the Director, who also serves as a VA School Certifying Official, provides ongoing support as a liaison between military-affiliated students and the Department of Veterans Affairs as well as all campus departments.
- *Student Success Department*: The Student Success Department supports students through study skills and time management improvement, writing assistance, tutoring services, and accessibility accommodations. Students must provide documentation for accommodations, with adjustments implemented accordingly to ensure equal access and academic success

across all programs. Students may access drop-in tutoring (no appointment necessary) or peer tutoring (appointment-based) as well as seek writing assistance through in-person visits or email submission for feedback.

- *Food Service:* The University operates three food service areas on campus. The Food Court, located on the main floor of the Student Commons Building, features full-service and made-to-order meals at various stations. The Racers Café, located north of the 100 Building, provides express service dining for breakfast, between-class snacks, and lunches. The Pit Stop, located in the student lounge of the 300 Building, serves breakfast, lunch, and dinner. The University offers optional one-, two-, and three-meal per day meal plans for all enrolled students.
- *Housing:* Four residence areas operate on campus: College Park, Northwestern Park, Sherwood Park, and Racers Village. Current housing utilization statistics are documented in the Dorm Housing Report, providing data on residential student populations and facility usage.
- *Student Activities:* The University encourages student participation in clubs, organizations, and activities. Student involvement represents an essential component of activities while providing positive opportunities for lifelong friendship development. The University offers special events throughout the year, including Welcome Week, Halloween Dance Party, intramural sports, discounted bowling nights, and various club involvement opportunities. Monthly tournaments encourage friendly competition in ping pong, pool, cornhole, and iRacing events. Racers Station serves as the home base for most student events and activities, while a large open field behind the bookstore near the Student Commons accommodates outdoor events.
- *Safety Services:* The Safety Services Department provides protection and welfare oversight for the campus community. Safety Services Officers patrol residence halls, parking lots, and all University-owned and operated real property 24 hours-a-day, 7 days-a-week. The Annual Fire & Safety Report maintains accessibility on the University website, ensuring transparency in campus safety information and procedures.
- *Information Technology Department:* The Information Technology (IT) Department supports students, faculty, and staff by ensuring reliable technology access that enhances educational and work experiences. IT regularly evaluates new technologies in pedagogy, customer service, information security, and process automation areas. The Department collaborates with University constituents providing technical support and consulting services that facilitate adoption of new and existing campus technologies.
- *New Student Services:* All incoming students receive invitations to on-campus Orientation events. Students who are unable to attend on-campus events receive a mailed orientation packet that includes virtual orientation links. Orientation prepares students for classes by familiarizing them with campus environments and physical facilities, enhancing understanding of student support services, reducing transition anxiety to college life, and emphasizing student ownership of financial and academic responsibilities in their educational processes. During orientation, students participate in presentations from various campus departments and faculty regarding expectations during their UNOH experience, followed by grouping with Racer Leaders for icebreakers and campus walking tours. During student tours, parents receive presentations from other departments to understand expectations when students begin college. The CoAT offers off-site orientations in Charlotte, North Carolina; Daytona, Florida; Hershey, Pennsylvania; and

Saratoga Springs, New York. Students and families in these geographic areas can attend off-site orientations instead of traveling to campus, providing face-to-face communication opportunities with institutional representatives while reducing travel barriers that might prevent on-campus orientation attendance.

- *Placement Testing and Developmental Education:* All students receive opportunities to complete placement tests in English and mathematics to determine remedial course needs. Placement tests may only be taken once, with all students able to submit ACT or SAT scores instead of taking placement tests to meet entry-level requirements listed in the University catalog.
- *First-Year Experience:* All students complete required UN110 First-Year Experience coursework. This course introduces students to college-level academic requirements, University acclimatization, and Student Handbook familiarization. Students receive information on grading systems, note-taking techniques, study habits, and participate in modules designed to introduce various aspects of college life.
- *Graduate College Services:* The University collaborates with AllCampus to assist with marketing efforts for the online MBA program. Beyond marketing, AllCampus works with the MBA Program Director, New Student Services, and the Registrar to matriculate new students into the program. AllCampus provides UNOH with dedicated enrollment management ensuring smooth student transitions into their first quarter while continuing weekly progress monitoring throughout their programs. This oversight includes outreach to students encountering challenges. AllCampus does not participate in curriculum, instruction, or delivery activities.

Faculty advisors serve as the subject matter experts who develop expertise in the unique requirements, industry connections, and career pathways specific to each academic division. [Faculty advisors](#) are able to guide students by addressing program and curriculum requirement questions while offering advice regarding career and profession opportunities, career pathways, recommendation and reference letters, and job search strategies. Faculty advisors receive access to their assigned students' Student Planning data, with faculty who identify concerns referring students to the ARC for detailed planning assistance.

This support framework ensures that student populations receive appropriate services addressing their diverse needs while providing faculty with necessary teaching resources and infrastructure to facilitate student success across all academic programs and delivery modalities.

## Sources

- FAC - Faculty Advising Assignment Message

### 3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

#### Argument

The University acknowledges that, historically, assessment of student learning occurred primarily through individual faculty practices focused on [course level](#) outcomes rather than through structured, University-wide documentation and analysis processes. While faculty consistently evaluated student performance and made [course level adjustments](#) based on their observations and student feedback, these improvement efforts were not documented or analyzed for broader programmatic enhancement. Recognizing the need for more comprehensive assessment practices, the University implemented significant changes to establish continuous evaluation processes that span from individual course assessment through program-level analysis and improvement.

The Colleges of Business (COB), College of Occupational Professions (CoOP), College of Health Professions (COHP), and Graduate College(GC) have begun a three-phase approach to assessment that ensures comprehensive evaluation and continuous improvement of educational programs. After a piloted period within those colleges, the College of Applied Technologies (CoAT) will implement the same structure. The three-phase approach will shift the focus from course assessment to program assessment. Phase One involves [faculty peer review](#) of courses outside their subject matter expertise, providing fresh perspectives that simulate the new student experience and identify potential barriers to learning or areas where content may not be clearly presented to novice learners. This cross-disciplinary review process helps faculty recognize assumptions they may make about student prior knowledge and identify opportunities to enhance course accessibility and effectiveness.

Phase Two requires program faculty to meet quarterly and collectively review at least three courses per quarter from a program-wide perspective, examining content currency, material relevancy, and alignment with current industry expectations. During these reviews, faculty assesses whether course assessments adequately prepare students for professional practice and whether learning experiences reflect current industry practices and technological advances. This approach ensures that individual courses contribute effectively to overall program objectives while maintaining relevance to evolving professional requirements.

Phase Three establishes annual program meetings where faculty review the cumulative outcomes from quarterly course evaluations, analyze student assessment statistics, and make evidence-based decisions about necessary program modifications. These comprehensive reviews synthesize data from peer reviews, quarterly evaluations, and student performance metrics to identify programmatic trends, assess overall program effectiveness, and determine curricular changes needed to enhance student learning and professional preparation. All assessment results, analysis, and improvement decisions are documented within Nuventive, creating a record of continuous improvement efforts.

This three-phase integration framework was kicked off during the Summer Quarter of 2025 for the COB, COHP, CoOP, and GC with the first annual assessment review to be conducted and documented in the Summer of 2026. Programs are encouraged to meet at minimum once a year to discuss the assessments but are highly recommended to meet continuously throughout the year to keep the feedback loop moving and make changes accordingly.

Recognizing the central role of experiential learning across all programs, the University has prioritized the development and implementation of authentic assessment approaches that measure student performance in real-world contexts. Rather than relying solely on traditional testing methods, programs now emphasize assessment strategies that mirror actual professional practices and workplace expectations. In the CoAT programs, students demonstrate competency through diagnostic procedures, equipment operation, and problem-solving scenarios that replicate industry challenges. Business students complete case analyses, market research projects, and strategic planning exercises that reflect actual business decision-making processes.

Health professions students engage in clinical simulations, electronic health record management, and patient care documentation that mirror healthcare facility requirements. Sports Marketing students develop and implement marketing campaigns, analyze social media engagement data, and manage real sporting events, with assessment based on professional-quality deliverables and measurable outcomes. These authentic assessment methods provide more meaningful evaluation of student readiness for professional practice while generating data that directly informs curriculum improvements through the three-phase review process.

The collection and analysis of authentic assessment data through the three-phase implementation framework enables faculty to identify specific areas where students struggle with real-world application and make targeted improvements to course content, instructional methods, and learning experiences. When assessment data reveals gaps between student performance and industry expectations, faculty collaborate through the structured review processes to modify curricula, enhance hands-on learning opportunities, or adjust assessment criteria to better align with professional standards. This ongoing process ensures that educational programs continuously evolve to meet changing industry needs while maintaining rigorous academic standards that prepare students for immediate professional success.

This approach transforms assessment from an isolated evaluation activity into an integral component of educational improvement, where authentic measurement of student learning directly drives enhanced program quality and graduate preparedness through systematic, documented, and collaborative faculty engagement. For example, the healthcare programs came together and conducted course reviews for both Medical Assisting and HIT programs and identified fragmentation in foundational science content delivery. Faculty analysis revealed that students struggled to connect concepts across separate anatomy and physiology, medical terminology, and pathophysiology courses, leading to gaps in their ability to apply integrated knowledge in clinical settings.

Based on this assessment data, the program faculty redesigned the curriculum to create a cohesive 4-course progression that builds student understanding by connecting anatomical structures, physiological processes, medical language, and disease pathology in an integrated sequence. This

curricular modification, directly resulting from faculty assessment of student learning challenges, better prepares students to synthesize complex medical information and apply knowledge in professional practice. Subsequent assessment data shows improved student performance on examinations and enhanced clinical reasoning abilities during practicum experiences.

Similarly, the IT programs underwent assessment that revealed significant misalignment between program offerings and industry expectations. Faculty review of Network Security, System Administration, and Digital Forensics programs identified that current credential levels and course content were not meeting employer requirements. Assessment data showed that the Digital Forensics program, offered only at the associate level, failed to prepare graduates for industry positions that increasingly require baccalaureate-level education combined with criminal justice knowledge. Employer feedback and job market analysis confirmed that graduates were underqualified for available positions in the field.

Based on this [assessment evidence](#), faculty developed a restructuring proposal that consolidates foundational content into a Computer Science Associate of Applied Business degree while creating a new Bachelor of Science in Cyber Security degree that integrates advanced technical skills with criminal justice components. This major curricular reorganization, currently in early implementation phases, directly responds to assessment findings about industry expectations and graduate employment outcomes. The new program structure addresses identified gaps in student preparation while creating clear pathways for career advancement in cyber security fields.

Annual review processes will analyze these outcome metrics to determine whether the restructured programs successfully address the original assessment findings about industry readiness. If data indicates continued gaps or new challenges, faculty will implement additional modifications through the established three-phase assessment framework. This ongoing measurement approach ensures that major curricular changes undergo continuous evaluation and refinement, demonstrating institutional commitment to evidence-based program improvement that responds to both student success data and changing professional requirements. All tracking data and improvement decisions will be documented in Nuventive to maintain comprehensive records of program effectiveness and evolution.

## Sources

- FAC - Content Rev-Peer Rev Procedure
- ASSESSMENT - Cybersecurity Evidence Framework
- ASSESSMENT - HVAC COURSE DATA
- ASSESSMENT - MBA COURSE DATA

### 3.F. Program Review

The institution improves its curriculum based on periodic program review.

#### Argument

The Program Review process operates through documentation outlined in a single guide detailing each procedural step. To facilitate tracking and accountability, a Program Review overview sheet was developed to assign specific responsibilities across institutional stakeholders. Additionally, the Director of Assessment & Institutional Effectiveness implemented a structured tracking form that delineates the process into distinct sections, each incorporating designated deadlines for faculty completion and submission.

[Program reviews](#) constituted a primary institutional focus in order to complete all by 2025. Departments completed the Program Review cycle, maintaining assessment continuity and ensuring systematic evaluation of all academic programs. Upon completion, the Director of Assessment and Institutional Effectiveness determined that process effectiveness would be enhanced through summer term implementation for the Colleges of Business, Occupational Professions, Health Professions, and the Graduate College. This strategic scheduling allows the Advising Office adequate time to implement curriculum modifications and ensures seamless integration of approved changes into academic planning systems. For the College of Applied Technologies, Program Reviews are strategically scheduled during sessions that accommodate the unique operational requirements and academic calendar considerations specific to the college's programming and industry partnership obligations.

Each academic program undergoes formal Program Review following a predetermined scheduled cycle. The review incorporates program goal analysis, course offerings, student learning outcomes, enrollment trends, and graduation rates to ensure educational quality and institutional effectiveness. The completed Program Review is submitted to academic leadership including the Director of Assessment & Institutional Effectiveness and Vice President of Academic Affairs/Provost, ensuring institutional oversight and administrative support for program improvement initiatives.

Following Program Review completion, faculty update curriculum maps to ensure alignment between course content and program learning outcomes. The mapping process identifies specific locations where learning outcomes are introduced, reinforced, and applied across curricular sequences, creating coherent educational pathways that support student success and competency development. The finalized curriculum map receives submission as integral documentation within Program Review materials, providing clear evidence of curricular coherence and learning outcome achievement strategies across all program components. Curriculum map data is also tracked and housed in Nuventive.

Based on findings from Program Review processes and curriculum map analysis, faculty develop lists of recommended curriculum changes that may include course revisions, additions, deletions, or re-sequencing to enhance educational effectiveness and industry relevance. Recommendations

undergo departmental discussion and receive submission to academic administration for initial review and constructive feedback.

Following administrative review, finalized curriculum change proposals receive submission to the Curriculum Committee for formal review and approval processes. Proposals include detailed rationale for proposed changes, comprehensive summaries of Program Review findings, updated curriculum maps, and thorough impact analyses addressing implications for student progression and program integrity.

The [Curriculum Committee](#) conducts a review of all submitted proposals based on academic integrity standards, alignment with institutional learning outcomes, resource availability assessments, and potential impact on student populations. The Committee maintains authority to approve proposals as submitted, approve with recommended modifications, request additional information for clarification, or reject proposals with documented rationale.

Final decisions receive documentation in committee minutes and communication to all relevant institutional stakeholders, ensuring transparency in curricular decision-making processes and appropriate notification of approved modifications.

Once curriculum changes receive approval, modifications are communicated to the Registrar's and Advising Offices, incorporated into the academic catalog, and updated in internal systems as necessary for operational effectiveness. Academic departments maintain responsibility for ensuring proper implementation while advising staff notify students of approved changes that may affect academic planning and degree completion requirements.

This Program Review framework ensures that curriculum improvements are based on evaluation of program effectiveness, student learning outcomes, and industry requirements that support institutional commitment for continuous improvement and educational excellence across all academic offerings.

As mentioned in the previous section, the Program Review done by the Medical Assisting and HIT programs identified fragmented delivery of foundational science content. Student performance data and clinical supervisor feedback revealed gaps in students' ability to connect anatomical, physiological, and pathological concepts. Based on these Program Review findings, faculty redesigned the curriculum to create an integrated four-course progression, with enhanced clinical reasoning during practicum experiences. Changes were implemented for the new group of students starting in Fall 2023 and results are tracked at the end of each of the programs. Each program reviews the findings annually to identify any additional gaps are identified and that there is an improvement in student achievement. This will be an ongoing process that can be tracked through internal success of the program, as well as with external certification exams for each profession.

## Sources

- COMMITTEE - Curriculum Committee - Procedures-Minutes
- CURR - Program Review Examples

### 3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

#### Argument

The University's student success outcomes demonstrate continuous improvement that considers the student populations it serves and benchmarks that reference peer institutions. UNOH has established a University-wide retention goal to not fall below the national standard that is based on the statistics reported by the National Center for Education Statistics. Since 2016, UNOH has averaged a 78.68% full-time retention rate while the national standard averaged 69.37%. In the past 10 years, [UNOH has not fallen below the national standard once](#). Retention remains on the forefront for the University. Reporting instruments have been designed to support student retention and graduation achievement across all academic programs. The data collection and analysis tools enable evidence-based interventions and continuous improvement of student success initiatives. Retention rates are based on student numbers as of October 15 each year.

The Student Success Department maintains processes for identifying students experiencing academic challenges through [withdrawal reports](#) and [academic standing reports](#) provided by the Registrar's Office at the conclusion of each academic term. These reports include comparative withdrawal statistics spanning the previous four years, enabling identification of trends and patterns that inform institutional retention strategies.

The Student Success Department implements proactive outreach by contacting students identified through these reports to discuss academic and personal factors that may be affecting their educational performance. During these interactions, the Department recommends tutoring services and additional support resources as appropriate for individual student needs.

Students placed on [academic probation](#) receive mandatory consultation with Student Success Coaches and must comply with specific stipulations designed to assist them in achieving satisfactory academic standing. These stipulations incorporate comprehensive services provided through the Student Success Department, ensuring coordinated support for at-risk students.

The University migrated from a custom Retention Manager system to Colleague Retention Alert in 2023, representing a significant enhancement in student support capabilities. Personnel from IT, Student Success, and Financial Aid departments collaborated to revise system rules for inclusion in case management functionality.

The retention early alert system demonstrates continuous improvement through three primary intervention categories: Academic Alerts: addressing attendance, missing assignments, low grades, and academic probation status, Personal Alerts: focusing on mental health and personal wellbeing, and Financial Aid Alerts: focusing on students in probation or warning status. Faculty actively use this system to identify students needing intervention, with specialized considerations for unique populations including athletes, military students, and international students. This

comprehensive approach reflects meaningful faculty engagement in proactive monitoring and personalized attention to diverse student needs. The evolution from faculty identification to intervention showcases the collaborative model, where faculty observations translate into actionable support through the Student Success Department's specialized resources and follow-through. This partnership ensures continuity of care across all student populations, creating a holistic support system that adapts to individual circumstances. Together, these enhanced practices represent the shift toward comprehensive early intervention, where timely alerts paired with professional follow-up create an effective safety net that helps students improve and succeed, regardless of their specific challenges or backgrounds.

UNOH collects data for key performance measures utilizing the Integrated Postsecondary Education Data System (IPEDS) database framework. Employing IPEDS definitions ensures that reliability and validity checks embedded within the national database serve to guarantee consistent and accurate data collection and reporting practices.

As the University's culture for evidence-based decision-making continues to evolve, institutional recognition of the need for additional internally oriented data collection has emerged. The Data Governance Committee has standardized data definitions to ensure consistency across internal data collection processes, supporting analysis of institutional effectiveness and student success outcomes.

To ensure program quality maintenance, academic programs with specialized accreditors must utilize performance thresholds identified within their respective standards and guidelines. This requirement ensures that student success outcomes align with professional and industry expectations while maintaining compliance with external quality assurance standards that validate educational effectiveness.

## **Sources**

- ACADEMIC - Probation Letters
- RETENTION - Annual Retention Rate
- ACADEMIC - Academic Status
- ACADEMIC - Withdrawal Report

## Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

### Argument

The University meets Criterion 3 by demonstrating a commitment to educational quality through systematic alignment of learning outcomes across all academic levels. The University employs Bloom's taxonomy as a foundational framework to ensure appropriate cognitive complexity, with learning outcomes progressing from foundational knowledge at the associate level through analysis and evaluation at the baccalaureate level to mastery-level creation at the graduate level. This systematic scaffolding is exemplified through the business program sequence, where students advance from describing management principles in MA-121 to critically evaluating ethical dilemmas in MA-416 and designing organizational incentive programs in MBA-680. All programs maintain clearly articulated learning outcomes that align with six institutional learning outcomes and are validated through specialized accreditations including ACBSP for business programs, CAAHEP for Medical Assisting, and CAHIIM for HIT. The standardized Learning Management System framework with content lead coordination ensures consistent delivery of rigorous academic standards across all modalities, while industry advisory boards provide direct input on curriculum development to ensure programs address documented workforce needs.

UNOH maintains sufficient faculty and staff to support high-quality programs through strategic investment in qualified personnel across five colleges, achieving a 1:24 faculty-to-student ratio with course caps typically at 30 students to ensure personalized attention. Faculty credentials align appropriately with program requirements, with 35% of general education faculty holding doctoral degrees, while the CoAT emphasizes industry certifications such as ASE credentials that reflect current professional competencies in rapidly evolving technical fields. The faculty evaluation system incorporates classroom observations, peer reviews, and student feedback, while the Center for Educational Excellence provides ongoing professional development through resources including Magna Publications training, faculty retreats, and specialized workshops on topics such as leveraging AI and creating OERs. Student support services operate 52-75 hours weekly with a 48-business-hour email response standard, providing assistance through the Advising Resource Center, Student Success Department, Counseling Center partnerships with ProMedica EAP and BetterMynd, Career Services, and specialized support for international students and military-affiliated populations.

The University has implemented a systematic three-phase assessment approach that ensures continuous program improvement based on evidence of student learning. Phase One involves cross-disciplinary faculty peer review to identify learning barriers, Phase Two requires quarterly program-wide course reviews examining content currency and industry alignment, and Phase Three establishes annual program meetings that synthesize assessment data to drive curricular modifications—all documented in Nuventive. This assessment framework has directly informed

significant program improvements, including the healthcare programs' redesign of fragmented science content into an integrated four-course progression that improved clinical reasoning abilities, and the IT programs' restructuring that consolidated foundational content while creating a new Bachelor of Science in Cyber Security degree responding to industry expectations. The Program Review process, resumed in 2022 following COVID-19 suspension, operates on a strategic cycle with summer scheduling for most colleges to allow adequate implementation time, while student success outcomes demonstrate continuous improvement with UNOH averaging a 78.68% full-time retention rate over the past decade—consistently exceeding the national standard of 69.37%—supported by technology-enhanced intervention systems including Colleague Retention Alert that creates targeted cases across academic, personal, and financial aid categories.

## **Sources**

*There are no sources.*

## 4 - Sustainability: Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

### 4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

#### Argument

The University of Northwestern Ohio operates under a [governance model](#) that ensures effective institutional oversight, inclusive decision-making processes, and accountability in support of its educational mission. The Board of Trustees serves as the ultimate governing body, with authority and responsibilities clearly defined in the University's Code of Regulations. These powers encompass control over institutional property, personnel management, financial operations, and legal affairs.

The [Board convenes quarterly](#) to provide strategic direction through oversight of key institutional operations. Board members receive regular reports from the President, Vice President for Academic Affairs/Provost, and Chief Financial Officer covering academic performance metrics, financial health indicators, enrollment trends, and strategic priority advancement. The Board maintains formal approval authority for the annual budget, strategic planning documents, financial audits, and any expenditures exceeding \$200,000, while ensuring legal and regulatory compliance.

The Board maintains operational independence through [subcommittees](#) to fulfill fiduciary responsibilities and conduct evaluation of institutional leadership effectiveness. Recent governance enhancements include implementation of secure portal access for Board members as mentioned in Criterion 2.C. and organizational restructuring to improve communication efficiency and decision-making processes.

The President's Cabinet typically convenes monthly and serves as the primary executive leadership team comprising of vice presidents and senior administrative directors. The Cabinet ensures representation across academic and operational divisions while functioning as the primary forum for policy development, strategic alignment, and cross-functional collaboration.

The Cabinet reviews institutional data, assesses ongoing initiative impact, and develops policy recommendations for Board consideration. This structure serves as a bidirectional communication

channel, enabling senior leadership to receive feedback from across the University while making informed decisions grounded in academic and operational realities.

Cabinet members maintain responsibility for [sharing relevant information within their respective departments](#) and are expected to serve as representative voices for employees within their departmental areas, fostering transparency, responsiveness, and shared institutional responsibility.

UNOH supports shared governance and inclusive participation through institutional committee structures that include administrators, faculty, and staff. These standing and ad hoc committees provide formal channels for communication, decision-making, and continuous improvement across all institutional operations.

Faculty members maintain expectations for governance participation through department meetings and assigned committee roles, as outlined in the [Faculty Handbook](#). This structured participation ensures consistent faculty voice representation in decision-making processes, strengthening institutional coherence and safeguarding academic integrity.

These practices collectively demonstrate institutional commitment to shared governance by fostering collaboration among faculty, staff, and administration while promoting transparency in institutional decisions and ensuring diverse perspectives inform policy and practice development that advances the University's mission.

In addition to regular [faculty meetings](#), [Division head meetings](#) for the College of Applied Technologies serve critical roles in ensuring effective communication of institutional priorities, updates, and initiatives to faculty members. These meetings provide structured platforms for leadership to discuss strategic goals, address operational challenges, share important updates, and receive division head feedback and concerns.

Division heads participate in regularly scheduled meetings with academic leadership during the third week of each six-week session, receiving information related to curriculum changes, accreditation requirements, assessment timelines, student support initiatives, technology updates, and institutional policy modifications. These collaborative discussions facilitate questions, clarification, and best practice sharing across departments while ensuring division heads maintain clear understanding of institutional expectations.

Following these meetings, division heads meet with their departments where they communicate updates and outline necessary implementation steps. Information presentation is tailored to department-specific needs and operational contexts, ensuring relevance and clarity for instructional staff.

This two-step communication process ensures consistent messaging throughout the College of Applied Technologies, enabling instructors to remain informed of institutional developments and understand how changes impact their teaching practices, assessment methods, and student engagement strategies. Division heads serve as essential bridges between senior leadership and faculty, promoting transparency, fostering shared institutional purpose, and facilitating smooth execution of academic initiatives.

[Faculty meetings](#) for the Colleges of Business, Health Professions, and Occupational Professions serve as vital administrative structures fostering effective communication and collaborative decision-making processes. These gatherings provide centralized forums for administration to articulate strategic institutional goals while ensuring alignment between leadership vision and faculty implementation.

By incorporating representatives from all academic departments, these meetings facilitate cross-campus dialogue that eliminates operational silos and promotes understanding of interdisciplinary challenges and opportunities. Departmental updates create transparency in resource allocation, program development, and operational decisions, while committee reports ensure that faculty governance bodies maintain meaningful input in institutional direction.

This meeting structure directly supports shared governance principles by creating regular opportunities for faculty voice in strategic planning and policy development. The format enables data-informed decision making through presentation of institutional metrics, assessment results, and progress reports that inform collective understanding of institutional effectiveness.

The Director of Athletics established [monthly meetings](#) to enhance communication and collaboration across campus departments. These meetings provide structured venues for academic and administrative departments to share updates, review new regulations, and address issues related to student-athlete support and success. By incorporating representatives from multiple departments, these meetings foster cross-functional approaches that enable the University to identify solutions, exchange best practices, and align departmental efforts with University-wide priorities. These meetings reflect institutional commitment to shared governance by ensuring coaches and staff receive policy and procedure updates while contributing their perspectives and raising questions. This open exchange ensures that decisions impacting student-athletes are shaped by input from both academic and administrative units, reinforcing transparency, accountability, and collaborative decision-making processes.

UNOH maintains academic [advisory boards](#) composed of [industry professionals](#) who provide direct guidance on curriculum development and program outcomes. This ongoing collaboration supports institutional commitment to academic excellence and workforce relevance while ensuring external industry perspectives inform academic planning and program development.

The University collaborates with local high school teachers and counselors through both Admissions and Academic Affairs departments. These partnerships enable the University to understand and respond to expectations and needs of prospective students while informing student support strategies that contribute to enhanced student engagement, retention, and success outcomes.

In December 2023, UNOH collaborated with Vantage Career Center to secure more than \$330,000 in [Super RAPIDS grant funding](#). These funds were allocated toward CNC machining equipment and laptops for UNOH's Robotics & Automation program and FANUC robots and laptops for Vantage Career Center's technical training laboratories.

This initiative exemplifies institutional engagement in shared governance and collaborative planning across educational boundaries. Faculty, administrators, and technical staff jointly identified equipment needs yielding greatest benefit to both students and regional industry partners. The resulting alignment of educational resources and curricula with workforce demand demonstrates institutional coherence and regional responsiveness while strengthening both academic integrity and practical training outcomes.

The University ensures operational compliance with federal, state, and accreditation requirements through engagement of legal counsel to guide compliance efforts and policy development. Institutional policies reflect guidance from agencies including the U.S. Department of Education, Ohio Department of Higher Education, and specialized accrediting bodies. Departments receive updates and training on evolving regulations, particularly in areas such as financial aid administration, academic standards, and student services delivery.

The University maintains structures, policies, and planning processes that enable it to fulfill its mission, enhance educational quality, and respond strategically to both current and emerging challenges. An approach to data-informed decision-making, combined with collaborative governance structures, positions the institution to identify opportunities, allocate resources effectively, and implement initiatives that serve students and the broader community.

Underpinning the University's responsive and proactive approach to program development and quality improvement is a [framework of predictive modeling for matriculation prediction and revenue projection data and key performance indicators](#) that guides strategic and operational decision-making. This data infrastructure enables the institution to identify emerging needs, allocate resources effectively, and assess the impact of initiatives.

The University utilizes a set of indicators and predictive analytics to monitor institutional health and guide planning processes using over 400 data points, including:

- Enrollment Trends and Projections: Predictive models that forecast student demand by program, modality, and demographic segment, enabling proactive resource allocation and program planning
- Student Success Metrics: Early alert systems and predictive analytics that identify students at risk of attrition, allowing for timely intervention and support services
- Labor Market Analytics: Integration of regional employment data, wage trends, and industry growth projections to inform program development and modification decisions
- Financial Sustainability Indicators: Monitoring of program-level cost-effectiveness, revenue trends, and resource utilization to ensure long-term fiscal health
- Academic Quality Measures: Tracking learning outcomes, completion rates, graduate employment rates, and employer satisfaction to drive continuous improvement

Regular reviews of indicator data are integrated into the University's governance processes, including program advisory board meetings, academic leadership reviews, and strategic planning cycles. This ensures that decisions at all levels—from classroom instruction to institutional strategy—are grounded in evidence and aligned with mission fulfillment. The following examples illustrate how this data-informed approach translates into concrete institutional action.

The institution's commitment to fulfilling its mission and responding to regional needs is shown through the development of the Construction Equipment Technology program. Labor market analytics revealed sustained employer demand and competitive wage trends in the construction equipment sector, indicating a significant workforce gap within the service area. This data, validated through the Advisory Board, composed of industry representatives, employers, and community stakeholders, provided compelling evidence for program investment.

The University's enrollment forecasting operates through a Matriculation Prediction Data Model that analyzes 26 distinct indicators across the four largest student entry terms. These indicators—including athlete status, orientation attendance, high school transcript submission, campus tours, and housing questionnaire completion—are compared against matriculation rates from the prior three academic years. Each indicator receives a weighted value that contributes to an overall student matriculation score, with score bands grouping students by likelihood of enrollment. This daily-refreshed model enables the Admissions Department to plan strategically for incoming classes while providing the Finance Department with critical inputs for revenue projections.

Revenue forecasting relies on a Revenue Projection Data Model utilizing 409 indicators that forecast tuition and fee revenue for each academic year. This model integrates matriculate prediction results with term-based indicators derived from three years of historical data, including term stop-out percentages, matriculation rates, expected graduate counts, and average tuition separated by college and functional area. The model's granularity accounts for all twelve academic terms, enabling precise budget development and proactive financial planning. Additionally, the University develops ad hoc financial models to analyze specific scenarios, such as tuition and fee increases, presenting the number of impacted students, average financial impact by cohort, and projected revenue changes.

These initiatives exemplify how the institution's governance structures, data systems, and planning processes work in concert to identify opportunities, assess feasibility, allocate resources strategically, and implement programs that directly serve the educational and economic development needs of the region.

While the Construction Equipment Technology program demonstrates responsiveness to current regional workforce needs informed by labor market data, the University also engages in forward-looking planning that anticipates future challenges and requirements. The Health Information Technology (HIT) program exemplifies this proactive approach through its implementation as a demonstration pilot for a future education model.

The decision to pursue the [HIT pilot for the Future Education Model](#) that is focused on the Miller's pyramid of pedagogy was supported by multiple data points from the institution's analytics framework: student success metrics indicating opportunities to improve completion rates through pathways, employer feedback data highlighting gaps in graduate preparedness for authentic workplace tasks, and predictive modeling of the resources required for successful implementation.

This proactive decision was driven by two complementary objectives: preparing the institution for future regulatory requirements while simultaneously addressing current industry needs for graduates with demonstrable, job-ready competencies. Key elements of this initiative include:

- Strategic Foresight: Anticipating accreditation requirements and positioning the institution ahead of compliance deadlines
- Industry Alignment: Partnering with healthcare employers to develop authentic assessment strategies that reflect actual workplace competencies
- Quality Enhancement: Using the pilot to refine instructional methodologies, assessment tools, and student support structures before broader implementation
- Knowledge Sharing: Documenting lessons learned and best practices that will inform future competency-driven implementations across other programs
- Resource Investment: Allocating faculty development resources, instructional design support, and technological infrastructure to support the competency-driven programs

Recognizing that accreditation standards will mandate this style of education for all HIT programs by Fall 2028, the institution elected to serve as an early adopter and pilot site rather than waiting for the requirement to take effect.

The University's governance structure ensures that staff expertise and frontline perspectives inform planning processes and institutional policies. This collaborative approach strengthens decision-making by incorporating insights from those who implement policies and work directly with students, faculty, and external stakeholders. Staff members serve alongside administrators on key institutional committees that shape academic programs, operational policies, and institutional procedures. Two primary committees exemplify this collaborative governance model:

Curriculum Committee: Composed of faculty, staff, and administrators, this committee reviews proposed program developments, curriculum modifications, and academic policies. Staff members bring valuable operational perspectives to curricular decisions, including insights on:

- Student advising implications and degree pathway clarity
- Registration and scheduling feasibility
- Technology and resource requirements for program delivery
- Compliance with regulatory and accreditation standards
- Student services coordination and support needs

An example of this collaborative review process occurred when the Curriculum Committee received proposed curriculum changes for the Health Information Technology program. As the program transitioned to the Future Education Model with competency driven model in preparation for the 2028 accreditation mandate, additional courses were required to meet evolving standards and ensure authentic assessment of workplace competencies.

The committee's review incorporated staff perspectives on multiple dimensions: academic advisors provided input on how the additional coursework would impact degree completion timelines and student planning; registrar staff assessed scheduling implications and prerequisite tracking requirements; student services personnel identified support needs for students navigating the new competency-based structure; and institutional research staff considered how the changes would affect completion metrics and program outcomes tracking. This multi-faceted review ensured that the curriculum modifications were not only academically rigorous and compliant with

accreditation standards, but also operationally feasible and appropriately supported across the institution.

[Policy and Procedure Committee:](#) This committee composed of staff and administrators from across functional areas, reviews institutional policies and operational procedures. Staff participation ensures that policies are:

- Practical and implementable in day-to-day operations
- Clear and accessible to those who must apply them
- Responsive to challenges identified through frontline experience
- Aligned with best practices in student services, academic affairs, and institutional operations

Staff members provide critical feedback on proposed policy changes, identifying potential unintended consequences, implementation challenges, and opportunities to streamline processes. This input helps ensure that policies serve their intended purpose while remaining workable for those responsible for enforcement and administration.

This inclusive governance model produces several benefits that directly support the institution's capacity to fulfill its mission and respond to challenges:

- *Enhanced Decision Quality:* Policies and programs benefit from diverse perspectives, reducing blind spots and strengthening implementation planning
- *Increased Buy-In:* Staff who participate in decision-making processes develop stronger ownership of institutional initiatives and deeper understanding of strategic priorities
- *Operational Alignment:* Early staff input identifies resource needs, coordination requirements, and potential obstacles before they become implementation problems
- *Continuous Improvement:* Frontline staff experiences inform ongoing refinement of policies and procedures, creating feedback loops that enhance institutional effectiveness
- *Service Excellence:* Policies shaped by staff input better serve students, faculty, and external partners because they reflect realistic operational considerations

The committee structure also facilitates cross-functional communication and collaboration, breaking down silos and ensuring that different institutional areas coordinate effectively in support of shared goals. The HIT curriculum modifications show how this process works in practice: what began as an academic requirement evolved through committee review into an implementation plan that addressed advising, registration, student support, and outcomes assessment—all informed by staff expertise and frontline experience.

Beyond formal committee service, the institution values staff input through:

- Regular opportunities for staff to provide feedback on draft policies before final adoption
- Inclusion of staff representatives in strategic planning sessions and institutional priority-setting
- Mechanisms for staff to raise concerns or suggest improvements to existing policies and procedures

- Recognition that staff expertise is essential to evidence-based decision-making and institutional effectiveness

This systematic integration of staff perspectives ensures that the institution's planning processes, resource allocation decisions, and policy frameworks reflect understanding of institutional operations and stakeholder needs.

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## 4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

### Argument

The University of Northwestern Ohio maintains a financial and personnel infrastructure that effectively supports its academic mission while promoting institutional resilience and ensuring long-term sustainability. The University demonstrates commitment to strategic financial stewardship through budgeting processes that prioritize institutional stability, academic excellence, and student success outcomes.

The University operates under a conservative financial model that ensures fiscal discipline while enabling investment in high-impact initiatives that advance educational quality and institutional effectiveness. This approach balances immediate operational requirements with long-term strategic commitments, ensuring sustainable resource allocation across all institutional functions.

UNOH's financial management practices effectively support current operations while maintaining long-term institutional sustainability. The Board of Trustees provides strategic financial oversight through quarterly meetings that review the Chief Financial Officer's reports on operating budgets, revenue performance, cash flow projections, and audited financial statements. This governance structure ensures that financial resources align with operational needs and strategic priorities.

The institution balances immediate operational requirements with long-term commitments through disciplined budget development and resource allocation processes. The Board exercises approval authority for annual budgets and [expenditures exceeding \\$200,000](#), ensuring that financial decisions support both day-to-day operations and strategic investments in infrastructure, technology, and academic programs. Monthly financial statement reviews and cash flow analysis enable proactive adjustments to maintain operational stability while preserving resources for future institutional needs.

UNOH's financial health is validated through five consecutive years of clean, unqualified audit opinions, demonstrating robust internal controls and adherence to sound accounting principles. These audit results confirm the institution's capacity to meet current obligations while maintaining reserves that ensure long-term sustainability and compliance with federal and state regulatory requirements.

The University's ongoing financial risk assessments and contingency planning strengthen institutional resilience in a dynamic higher education environment. This forward-looking approach enables UNOH to respond effectively to enrollment fluctuations, regulatory changes, and economic variations while maintaining the financial resources necessary to support quality educational operations and sustain institutional mission fulfillment.

In 2020–2021, UNOH successfully refinanced its outstanding 2010 bond issuance and existing note obligations through a new bond offering incorporating both taxable and tax-exempt components. This strategic transaction, completed in 2021, significantly reduced institutional interest expense and annual cash outlays while improving overall financial efficiency. As part of this refinancing process, [S&P Global Ratings](#) assigned UNOH a credit rating of BBB with a stable outlook. According to S&P Global credit analyst Sean Wiley, "The rating reflects our opinion of the University's history of positive full-accrual surpluses that we expect to continue, solid available resource ratios for the rating category, and moderate pro forma debt burden." This external credit assessment validates institutional financial management practices while providing market confidence in the University's ongoing financial stability and operational sustainability.

UNOH maintains a balanced financial portfolio with minimal debt obligations, currently limited to capital leases for equipment and residential facilities, along with the bond issuance described above. The University's cash reserves have demonstrated consistent year-over-year growth, consisting primarily of unrestricted funds that provide financial flexibility and operational stability.

The University employs a conservative investment strategy that eschews high-risk or volatile stock market investments, thereby reducing earnings volatility and insulating cash flow from market fluctuations. This approach ensures predictable revenue streams while protecting institutional assets from market-based risks that could compromise operational stability.

In Fiscal Year 2025, the University restructured its Budget Committee by adding the Vice President of Academic Affairs/Provost to the existing membership of President, Chief Financial Officer, and Controller. This addition integrated academic and student-focused perspectives into financial planning processes. This structural modification ensures that resource allocation decisions are informed by both institutional strategy and teaching and learning environment requirements, creating alignment between financial planning and educational mission fulfillment.

Fiscal Year 2026 implementations included significant improvements to decentralize budget responsibility while leveraging historical and real-time financial data at departmental levels. Each budget manager now maintains responsibility for evaluating departmental needs and expenditures using actual expenditure data from the previous five fiscal years.

Each department head is expected to perform the role of budget manager. These managers receive encouragement to actively engage employees within their responsibility areas, seeking input and guidance to inform budget decisions while ensuring alignment with departmental needs and institutional priorities. Based on analysis, managers submit budget requests to the Committee including:

- Detailed payroll data with justifications for salary increases, bonuses, or new position creation
- Capital purchase requests exceeding \$10,000
- Additional supporting documentation connected to departmental goals and institutional strategy

The Budget Committee evaluates all submissions using historical trend data combinations, revenue projection modeling, and budget manager input. The Committee conducts departmental meetings as needed to ensure funding requests receive understanding and proper contextualization, supporting evidence-based decision-making while strengthening institutional transparency.

The University has established processes for budget development and resource allocation that ensure transparency, promote strategic alignment, and provide flexibility to address emerging needs. These processes engage stakeholders across the University and balance predictable operational requirements with capacity to respond to unforeseen circumstances.

The University's budget development cycle operates on a structured timeline that allows for planning and informed decision-making. To support data-informed budget requests, the Controller initiates the process by distributing financial information to all department heads, program coordinators, and administrative leaders.

Prior to the formal budget submission period, the Controller sends each budget manager an [email containing detailed financial data](#) that serves as the foundation for evidence-based planning. This communication includes actual expenditures for the previous two fiscal years broken down by line-item categories, current year budget allocations, year-to-date expenditures as of the communication date, remaining budget balance for the current fiscal year, and variance analysis showing areas of over- or under-utilization. This historical and current financial data enables budget managers to make informed requests based on actual spending patterns rather than estimates or assumptions. Managers can identify trends such as consistently exceeding budget in certain categories or under-utilizing allocations in others, justify increases based on documented growth, and make evidence-based projections for the upcoming fiscal year.

Using the financial data provided by the Controller, each department or functional area prepares budget requests. These requests include personnel costs such as salaries, benefits, and new position requests with justification, as well as operational expenses including supplies, materials, contracted services, and professional development. Budget managers also identify capital needs for equipment, technology, and facility improvements, along with program-specific requirements such as lab supplies, clinical fees, accreditation costs, and specialized software. Each request includes justification narratives that link requested resources to strategic priorities, student success outcomes, or operational requirements, all supported by the historical spending data provided by the Controller. Requestors clearly identify whether items represent continuation of existing funding, increases to current allocations, or new initiatives requiring additional resources.

The Budget Committee reviews all budget requests through a deliberative process. The committee considers alignment with University mission and strategic priorities, impact on student success and academic quality, and evidence supporting each request including enrollment data, outcomes metrics, compliance requirements, and historical spending patterns. Available resources and [revenue projections](#) inform the committee's evaluation of comparative priority across competing requests, along with assessment of long-term sustainability and recurring cost implications. The committee may request additional information, suggest modifications to proposals, or identify opportunities for shared resources or alternative solutions. This collaborative review ensures that budget decisions reflect University priorities rather than simply aggregating individual requests.

Following committee review and recommendation, the Committee develops budget allocation models for Board of Trustees submission. Educational programs receive primary resource allocations and expenditure priority, with innovative financing methods for capital improvement projects ensuring assets remain available for educational programs without affecting educational programming outlays through elective, non-educational expenditures such as athletics and infrastructure improvements. Once approved, allocations are communicated to departments with clear expectations for expenditure management and reporting.

Recognizing that unanticipated needs and opportunities arise throughout the fiscal year despite thorough planning, the Budget Committee recommended—and the Board of Trustees approved—creation of a dedicated contingency fund to provide flexibility while preserving fiscal discipline. This fund serves as a strategic reserve for circumstances that could not reasonably have been anticipated during the annual budget process and represents a formalized process for addressing mid-year operational needs.

The contingency fund may be accessed for emergency facility repairs or equipment failures that impact operations or safety, unanticipated regulatory or accreditation requirements, strategic opportunities with time-sensitive deadlines such as grants requiring matching funds or advantageous equipment purchases, enrollment-driven needs that exceed projections requiring additional course sections or increased student services demand, and mid-year adjustments to support student success initiatives when data reveals emerging needs. This fund enables University allocation of budgetary portions for emergent needs, strategic initiatives, facility improvements, and instructional technology upgrades, reflecting University commitment to responsiveness and financial adaptability while ensuring that legitimate unforeseen circumstances can be addressed without compromising the integrity of approved departmental budgets or depleting University reserves.

Access to contingency funds operates through a [formal request process](#) whereby all employees may initiate requests when a department or program identifies a need during the fiscal year that was not included in the original budget and cannot be addressed within existing allocations. The requesting unit submits a written proposal to designated budget managers that provides a clear description of the need and its urgency, explains why the need could not have been anticipated during annual budget planning, and includes cost estimates and timeline. The proposal includes impact analysis describing what happens if the request is not funded, demonstrates connection to University priorities or student success outcomes, describes alternative solutions considered and why they are insufficient, and provides current budget status from the Controller's tracking system showing year-to-date expenditures and remaining allocations. Budget manager support results in forwarding requests with relevant supporting documentation to the Budget Committee for review.

Request evaluation encompasses multiple criteria including University financial position, request justification, Strategic Plan alignment, urgency, potential impact on student success or operational effectiveness, available contingency funds, and determination of whether needs require supplemental funding or can be addressed within existing departmental budget allocations. When clarification is needed, the Committee conducts meetings with originating departments prior to decision issuance. This deliberative process, conducted on a regular cycle typically monthly or quarterly depending on the volume and urgency of requests, ensures that contingency resources

are allocated strategically to the most critical and mission-aligned needs rather than on a first-come, first-served basis.

Approved requests receive funding allocations with clear parameters for expenditure and reporting requirements, followed by written determinations with accompanying rationale. Denied requests receive written explanation of the decision and, where appropriate, guidance on alternative approaches such as internal reallocation, phased implementation that could be incorporated into the next annual budget cycle, or partnership opportunities that might reduce costs.

Upon approval, departments receive budget allocations and determine internal fund distribution based on strategic goals. This model empowers units to make mission-aligned decisions while maintaining accountability and University resource stewardship. Budget monitoring represents shared responsibility among budget managers, the Budget Committee, and the Board of Directors. The University provides budgeting sections within employee portals, granting budget managers and authorized department heads secure access to real-time data including allocations, outstanding commitments, and actual expenditures. Training ensures consistent and informed utilization of these analytical tools.

All departments maintain expectations for active budget monitoring and resource management aligned with University mission, with particular emphasis on enhancing student educational experiences. The Budget Committee convenes regularly to assess University budgetary health and recommend adjustments considering enrollment trends, financial performance, and external conditions. All contingency fund expenditures are tracked by the Controller and reported regularly to ensure transparency and fiscal accountability. Year-end reports summarize how contingency funds were deployed, evaluate whether these expenditures achieved intended outcomes, and inform future contingency fund sizing and access criteria.

UNOH's Strategic Plan explicitly aligns [financial planning with institutional priorities](#) through goal identification that includes resource optimization supporting academic programs, technological infrastructure, facility improvements, and student services enhancement. Budget decisions receive guidance from enrollment data, retention trends, market demand for academic programs, and institutional objectives, ensuring resource allocation supports both current operational needs and future strategic objectives.

Institutional sustainability receives reinforcement through revenue stream diversification. While tuition remains the primary income source, the University actively pursues external partnerships, auxiliary services, and private donations to support institutional growth and innovation.

The University established an Institutional Advancement Department with Board approval, focusing on alumni network expansion, donor and community relationship cultivation, and external funding acquisition including grants. Notable recent achievements include:

- Grants supporting equipment and training in the College of Applied Technologies
- Funding for mental health services and student support program enhancement
- Entrepreneurial and academic enrichment grants for the College of Business

The Institutional Advancement Office has secured pledges from organizations and families supporting scholarships and training resources. "[Day of Giving](#)" campaigns and renewed [alumni engagement](#) focus are building pipelines for future fundraising and donor relations, expanding opportunities for current and future students.

The University has allocated dedicated budget funding to expand knowledge bases for [grant funding acquisition and management](#) reflecting proactive approaches to revenue stream diversification while maintaining fiscal responsibility. Multiple staff members participate in grant management training programs to ensure federal regulation compliance and maximize funding opportunities.

This professional development initiative demonstrates institutional commitment to continuous administrative process improvement while positioning the University to pursue external funding opportunities that directly support educational mission fulfillment. The combination of financial investment and professional development reflects responsible institutional resource stewardship and strategic planning for sustainable growth.

UNOH's Business Development Office has renewed focus on building and expanding strategic partnerships that contribute directly to long-term institutional sustainability. These [partnerships generate sponsorship income](#) through both financial contributions and in-kind product support, creating diversified revenue streams instrumental in funding student scholarships, enhancing classroom resources, and supplying industry-grade tools and materials that enrich academic experiences.

Beyond financial and material benefits, partnerships can result in increased student enrollment as corporate sponsors encourage or financially support employee degree pursuit at UNOH. These arrangements advance institutional mission by expanding educational access while deepening professional community connections.

Beginning in 2024, the University implemented strategic initiatives to strengthen long-term financial sustainability by investing cash reserves into liquidity portals. This investment strategy has yielded additional revenue supporting day-to-day operations while enhancing institutional capacity for long-term financial planning. Revenue generated through this strategy enabled the University to purchase multiple residential facilities previously operating under lease agreements, resulting in significant annual savings in lease expenditures. This initiative exemplifies institutional commitment to proactive financial stewardship and dedication to pursuing innovative, fiscally responsible strategies that reinforce institutional stability and sustainability.

The University maintains a U.S. Department of Education (DOE) Financial Responsibility Composite Score of 3.0, the highest possible fiscal strength indicator, in four of the past five years. In fiscal year 2023, the institutional ratio decreased to 2.5, a level remaining well above the DOE's actionable threshold of 1.5. This temporary decline was attributed to federal COVID-19 relief funding conclusion and reduced enrollment connected to pandemic-related operational shutdowns.

Institutional leadership including the Finance Office, senior administration, and Board of Trustees responded immediately and collaboratively through strategic budget adjustments and cross-

functional group establishment to identify solutions bolstering revenue while ensuring effective expense management. These timely interventions stabilized operations and safeguarded resource bases, resulting in rapid recovery to 3.0 composite scores the following fiscal year.

This consistent performance underscores institutional commitment to sound financial stewardship, resource adequacy, and proactive planning. By maintaining reserves, closely monitoring budgets, and engaging in collaborative decision-making, the University demonstrates capacity to support academic quality, sustain operations, and invest in long-term institutional priorities.

UNOH maintains compliance with all applicable regulatory standards from the U.S. Department of Education, Ohio Department of Higher Education, and specialized accrediting agencies. These regulations shape institutional policies while guiding financial resource allocation decisions.

The University employs a systematic approach to faculty staffing that balances instructional quality, fiscal responsibility, and responsiveness to student demand. This quarterly planning process ensures that course sections are adequately staffed with qualified instructors while maintaining flexibility to adapt to enrollment fluctuations and program growth.

Each quarter, the Deans work with the Registrar's office and the ARC to help properly conduct a review of instructional needs for the upcoming term and plan accordingly. This process examines courses scheduled to be offered based on program requirements and student progression, current full-time faculty teaching assignments and available capacity, and enrollment data for each course section including historical trends and projected demand. The review process integrates data from the University's enrollment management systems, student advising records showing anticipated course-taking patterns, and program curriculum maps that identify required course rotations.

The process begins with identification of all course sections required to maintain program integrity and support student progression toward timely completion. Academic leaders then assign full-time faculty to courses within their areas of expertise and contractual obligations. Maintaining a 12-month academic calendar, full-time faculty are expected to teach fifteen credit hours each quarter as part of their standard full-time assignment, ensuring consistent instructional presence and student-faculty engagement. This workload expectation supports faculty availability for advising, curriculum development, assessment activities, and University service while maintaining reasonable teaching responsibilities.

Full-time faculty may teach up to seven additional credit hours beyond their standard fifteen-hour load in exchange for overload compensation. This flexibility enables the University to respond to modest enrollment increases or scheduling needs without immediately adding permanent positions, while providing faculty opportunities for additional compensation. Overload assignments are distributed equitably among faculty who volunteer for additional teaching, considering expertise in the subject area, recent overload history, and the impact on faculty capacity to fulfill other professional responsibilities.

The University maintains a pool of vetted adjunct faculty who meet credentialing requirements and have demonstrated teaching effectiveness, enabling rapid response to staffing needs while maintaining instructional quality. Adjunct appointments provide flexibility to respond to

enrollment variability, offer specialized expertise in niche areas, and maintain connections with industry professionals who bring current workplace knowledge to the classroom.

While overload and adjunct instruction provide necessary flexibility, the University recognizes that sustained instructional demand warrants investment in additional full-time faculty positions. Academic leadership monitors staffing patterns across multiple quarters to identify when temporary solutions are masking ongoing structural needs. When data reveals consistent patterns of overload usage or adjunct reliance in a particular program or discipline over multiple consecutive quarters, a formal request for an additional full-time equivalent position may be initiated.

The request for a new full-time faculty position requires supporting documentation that demonstrates sustained need and alignment with University priorities. This documentation includes analysis of teaching hours showing consistent demand that exceeds current full-time faculty capacity, enrollment data demonstrating stable or growing student numbers across multiple terms rather than temporary fluctuations, and course rotation requirements that indicate the position would maintain a full teaching load throughout the academic year. The request also addresses program growth trajectories, accreditation requirements that may mandate specific faculty-to-student ratios or full-time faculty involvement, and strategic priorities such as new program development or quality enhancement initiatives that require additional permanent faculty expertise.

Faculty staffing decisions are closely integrated with the University's budget planning processes. The quarterly needs assessment informs short-term expenditures for overload compensation and adjunct instruction, which are tracked against budgeted allocations. The Controller's provision of historical expenditure data during the annual budget cycle enables academic leaders to project faculty costs based on enrollment trends and planned program offerings. When overload or adjunct expenditures consistently exceed budgeted amounts, this serves as an indicator that structural staffing adjustments may be warranted.

Requests for new full-time faculty positions are submitted through the annual budget process or, in cases of urgent need arising from unexpected enrollment growth or new program approvals, through the contingency fund supplemental request process. The Budget Committee evaluates faculty position requests using the same criteria applied to other resource requests, considering alignment with strategic priorities, impact on student success and academic quality, financial sustainability including projected enrollment revenue to support the position, and comparative priority relative to other University needs. Approved positions are funded with clear expectations for recruitment timelines, credentialing requirements, and ongoing evaluation of the position's contribution to University effectiveness.

The faculty management process supports instructional quality through several mechanisms. Full-time faculty workload expectations that balance teaching, advising, and service enable meaningful student engagement and faculty involvement in continuous improvement activities. Limiting overload to seven credit hours prevents faculty burnout and ensures instructors can maintain high-quality instruction across all their courses. Adjunct faculty receive orientation to University

policies, access to professional development opportunities, and regular evaluation to ensure consistency in instructional quality across all course sections regardless of instructor type.

The session and quarterly faculty planning process directly supports student success by ensuring that courses are available when students need them, taught by qualified instructors who have reasonable workloads that enable quality instruction and student support. By monitoring enrollment patterns and adjusting staffing proactively, the University prevents course bottlenecks that would delay student progression toward degree completion. The willingness to invest in additional full-time faculty positions when sustained need is demonstrated reflects the University's commitment to quality over short-term cost savings, recognizing that adequate faculty resources are fundamental to achieving positive academic outcomes.

The data-informed approach to faculty staffing also enables the University to respond to changing workforce demands and student interests. When enrollment trends indicate growing student demand in particular fields, the faculty planning process can scale instructional capacity accordingly. Conversely, if enrollment in a program area declines over multiple quarters, the reliance on adjunct faculty and overload rather than immediate hiring of additional full-time faculty provides flexibility to adjust capacity without creating unsustainable fixed costs.

This systematic approach to faculty resource management exemplifies how the University's planning processes, supported by data infrastructure and integrated with financial management, enable effective allocation of personnel resources in support of the academic mission and student success.

The University strategically invests in technology and infrastructure resources that enhance instructional quality, improve student learning experiences, and support evolving pedagogical approaches. These investments are guided by faculty and student needs, informed by assessment of current capabilities and gaps, and aligned with the University's commitment to accessible, high-quality education.

The University demonstrates its commitment to academic excellence through strategic technology investments driven by faculty and student needs. When faculty across all colleges identified limitations in video-based instruction capabilities, the University responded with a systematic evaluation process. Faculty needed efficient tools to create lecture recordings, support flexible learning options, and maintain instructional continuity during professional absences. Students increasingly required multimodal learning resources that accommodate varied schedules, enable concept review, and provide accessibility features like captioning.

Through collaborative assessment by academic leadership and IT staff, Canvas Studio emerged as the optimal solution. The platform integrated seamlessly with the existing Racers Online, offered robust recording and editing capabilities, and included automatic captioning for accessibility. The University's Budget Committee approved funding that covered not only licensing but also faculty training, implementation support, and phased adoption across all colleges during summer quarter 2025.

The investment has yielded significant returns for instructional quality and student success. Faculty now create video libraries that complement in-person instruction, allowing students to engage with content at their own pace and review complex concepts as needed. The technology supports instructional continuity during faculty professional development activities while eliminating reliance on substitute instructors. Early student feedback highlights particular benefits for those managing work and family obligations, as well as for international students and students with disabilities who benefit from captioning features. This example exemplifies the University's approach: technology decisions driven by educational needs, adequate resource allocation for implementation and support, and prioritization of training to ensure effective adoption.

The University maintains and enforces a [Written Information Security Program](#) mandated by the Federal Trade Commission's Safeguards Rule and the Gramm – Leach – Bliley Act (“GLBA”). At its core, this program helps to protect student information. Program enforcement occurs via a combination of automated systems, technical policies, and manual processes. The University also maintains the [Information Technology Usage and Ethics Policy](#) that outlines information systems managed by the University and their acceptable use.

The University recognizes that technology investments require ongoing commitment beyond initial acquisition costs. The Canvas Studio implementation budget includes not only licensing fees but also allocation for technical support staff time to assist faculty and students University-wide with questions or issues, continued professional development as the platform evolves and new features become available, periodic review of usage data and user satisfaction to ensure the investment continues to meet needs across diverse disciplines and teaching contexts, and integration with the technology refresh cycle to ensure compatibility as other systems are updated.

This approach to technology resource management ensures that investments like Canvas Studio produce sustained value rather than becoming underutilized tools that represent stranded costs. By combining strategic investment with adequate implementation support and ongoing evaluation, the University maximizes return on technology investments while maintaining fiscal responsibility.

The Canvas Studio implementation demonstrates how the University's resources, planning processes, and commitment to evidence-based decision-making work together to support its mission of providing high-quality, accessible education that meets students' diverse needs and prepares them for success in their chosen fields. The investment benefits all colleges and programs across campus, representing the University's commitment to equitable access to instructional technology resources that enhance teaching and learning for the entire campus community.

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- FINANCE - Partnership Sponsorships

## 4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

### Argument

The University of Northwestern Ohio engages in mission-driven strategic planning that relies on data analysis, environmental scanning, and stakeholder input to drive continuous quality improvement. UNOH's Strategic Plan, developed collaboratively by the President's Cabinet and approved by the Board of Trustees, serves as the University's blueprint for aligning goals, resources, and decision-making processes with the educational mission. This planning process integrates insights from multiple data sources including enrollment forecasts, financial capacity assessments, student learning outcomes, [University operational metrics](#), and external environmental factors. By grounding strategic decisions in evidence rather than assumptions, the University ensures that planning efforts address genuine needs, leverage authentic opportunities, and support measurable improvements in effectiveness.

UNOH's Strategic Plan operates as a dynamic and responsive document with priorities including student success, fiscal stewardship, diversity enhancement, and community engagement that directly influence budgeting decisions, program development initiatives, and resource allocation strategies. The plan maintains public accessibility and receives regular updates to reflect University progress and external environment changes. The University's strategic planning framework is guided by six University goals designed to collectively support University commitment to student achievement. These strategic priorities encompass enhancing student services, advancing operational excellence, promoting financial and environmental sustainability, investing in employee development, and strengthening community engagement. These interconnected goals reflect mission-driven approaches to University planning, ensuring that all initiatives align with student success and University well-being.

The University maintains a data collection and analysis infrastructure, called the Data Warehouse, that provides the foundation for strategic planning and decision-making. This infrastructure gathers, organizes, and analyzes data across all dimensions of University performance, creating a view of University health and effectiveness.

Current enrollment is monitored by program, course, modality, student demographic characteristics, term, and enrollment status (full-time versus part-time). Historical enrollment trends are analyzed over multi-year periods to identify patterns of growth, decline, or stability within specific programs, student populations, or academic terms. These historical patterns inform predictive enrollment models that forecast future student demand based on demographic trends, economic conditions, program reputation, and competitive dynamics in the region.

The [Matriculation Prediction Model](#) extends beyond simple headcount projections to include applicant pipeline data, application conversion rates, and yield rates from admission to enrollment,

enabling early identification of enrollment challenges or opportunities. These forecasts inform strategic decisions about program investment, marketing resource allocation, faculty staffing levels, course scheduling patterns, facility capacity planning, and program viability assessments. This analytical approach maintains particular importance as higher education universities adapt to declining high school graduation rates and increased demand for career-focused academic programming.

The University tracks retention rates measuring the percentage of students who continue enrollment from one term to the next and from one academic year to the next. Retention analysis disaggregates data by student characteristics such as age, enrollment status, program of study, and demographic factors to identify populations experiencing retention challenges and target support interventions effectively. Cohort tracking follows groups of students from initial enrollment through completion, providing insights into progression patterns, time-to-degree, and completion rates.

The University also analyzes factors associated with successful completion including credit accumulation rates, grade point averages, utilization of support services, and engagement in co-curricular activities. This analysis identifies both risk factors that predict attrition and success factors that support completion, informing strategic investments in student support infrastructure and interventions.

The University monitors financial metrics that assess both current fiscal stability and long-term sustainability. Revenue analysis tracks tuition and fee income by source, including patterns in enrollment-driven revenue, auxiliary enterprise performance, and external funding from grants, contracts, and philanthropic support. Expenditure analysis monitors spending across functional categories including instruction, student services, University support, and facilities operations, identifying areas of cost growth or efficiency improvement.

Financial health indicators include operating margin calculations that assess whether revenues exceed expenses to support University sustainability, liquidity ratios that measure the University's capacity to meet short-term obligations, and reserve levels that indicate financial resilience for enrollment fluctuations or unexpected challenges. The University tracks these metrics over time and benchmarks them against peer universities and financial best practices in higher education, ensuring that financial planning maintains the University's fiscal health while supporting mission fulfillment.

The Controller provides regular financial reports that enable monitoring of budget execution throughout the fiscal year, comparing actual revenues and expenditures against budgeted projections and identifying variances that require management attention. Multi-year financial projections model the long-term implications of strategic decisions including new program investments, facility improvements, and compensation adjustments, ensuring that strategic plans remain financially sustainable. Program-level financial analysis tracks the cost-effectiveness of individual academic programs, comparing instructional costs against enrollment-generated revenue to identify programs that contribute to University financial health and those that may require strategic intervention.

The University monitors operational effectiveness across functional areas to ensure that administrative and support services operate efficiently and effectively in support of the academic mission. Non-academic units including Financial Aid, Admissions, Information Technology, and Student Services define performance indicators and conduct annual effectiveness assessments. Technology infrastructure performance is tracked through metrics including system uptime, help desk response times, and user satisfaction. Facilities metrics monitor space utilization, maintenance responsiveness, and deferred maintenance levels. Student services metrics track advising caseloads, tutoring utilization, library resource usage, and satisfaction with support services.

The University tracks regulatory and accreditation requirements that may necessitate programmatic or operational changes, enabling proactive rather than reactive compliance. Industry advisory boards and employer partnerships provide qualitative insights into workforce needs, emerging skill requirements, and expectations for graduate competencies. Economic indicators including regional employment rates, income levels, and economic development initiatives inform understanding of students' financial capacity and the broader context in which the University operates. UNOH utilizes external consultants and strategic partners to support environmental scanning efforts.

Strategic initiatives proposed through department-level or University-wide planning receive evaluation during budget cycles. Departments submit detailed justifications connected to program goals, strategic plan objectives, and historical financial data analysis. These inputs inform resource allocation decisions for personnel, capital improvements, instructional technology, and student services enhancement, resulting in transparent and participatory processes that align University priorities with available capacity.

For example, when considering whether to invest in program expansion or new program development, the strategic planning process integrates enrollment forecasts showing student demand, labor market data indicating employer need for graduates, student learning assessment results demonstrating program quality, financial projections assessing long-term sustainability of the investment, and operational capacity analysis determining whether existing facilities and infrastructure can support growth. This multi-dimensional analysis ensures that strategic decisions are grounded in evidence rather than single data points that might provide incomplete or misleading signals.

Beginning in Fiscal Year 2025, strategic planning became further embedded in financial decision-making through Budget Committee restructuring, academic leadership inclusion, and contingency fund creation. This University agility enables UNOH to pursue long-term priorities while maintaining responsiveness to emerging operational needs and strategic opportunities.

The University's commitment to data-informed decision-making extends to difficult strategic choices about program viability and sustainability. While the University values program diversity and seeks to serve varied student interests and workforce needs, responsible stewardship of resources requires honest assessment of whether all programs remain viable and aligned with University mission and market demand.

The University assesses institutional learning outcomes at the course, program, and University levels. Each academic program maintains measurable institutional learning outcomes (ILOs) and program goals that undergo regular assessment cycles. Required Capstone/Practicum courses in every program provide consistent capture points for assessing learning outcomes across all academic disciplines. Course-level assessment tracks student achievement of learning objectives through various methods including examinations, projects, portfolios, and performance assessments. Program-level assessment evaluates whether graduates achieve program learning goals through capstone experiences, assessments, and authentic demonstrations of competency. University-level assessment examines general education outcomes and transferable skills across all programs.

Assessment data informs continuous improvement efforts by identifying areas where students achieve learning outcomes successfully and areas where additional instructional emphasis, curriculum revision, or pedagogical innovation may be needed. The University tracks assessment results over time to evaluate whether curriculum changes or instructional improvements produce intended gains in student learning. Employer feedback on graduate preparedness and alumni surveys regarding their educational experiences provide external validation of learning outcomes and inform program improvement priorities.

The University conducts program review processes that examine multi-year enrollment trends, completion rates, cost-effectiveness, labor market demand, and learning outcomes quality. Academic program reviews incorporate analysis of enrollment trends, student learning data, market alignment, and faculty credential assessment. Results are utilized to recommend curricular changes, staffing adjustments, and investments in technology or physical space enhancement. Programs are expected to maintain enrollment levels that support educationally sound cohort sizes, generate sufficient tuition revenue to cover direct instructional costs and contribute to University overhead, and prepare graduates for employment or further education in fields with demonstrable workforce demand or educational pipeline needs.

When program-level data reveals sustained enrollment decline over multiple years despite marketing efforts and program enhancements, the University initiates a review process to determine appropriate strategic responses. This review integrates enrollment trend analysis showing not just current low enrollment but projected future demand based on demographic trends and competitive positioning, financial analysis calculating the subsidy required to maintain the program and assessing whether those resources might better serve University mission if reallocated, labor market analysis examining whether the occupation remains viable and whether regional employer demand justifies program continuation, and student learning and outcomes assessment evaluating program quality and graduate success rates.

The review process also considers qualitative factors including whether the program serves a unique University mission such as providing access to underserved populations, whether the program has strategic importance despite low enrollment such as meeting general education needs or supporting other programs, whether external factors such as temporary economic conditions or competitive disruptions might be suppressing enrollment temporarily, and whether programmatic changes such as delivery modality adjustments or curriculum redesign might restore viability.

Based on this review, the University may pursue several possible outcomes. Programs showing potential for recovery may receive strategic investment in marketing, curriculum revision, or delivery model innovation with clear benchmarks and timelines for improvement. Programs serving important mission functions despite financial challenges may be maintained with explicit recognition of the University subsidy and commitment to their strategic value. Programs where data indicates sustained decline with limited recovery prospects and diminishing workforce relevance may be recommended for teach-out and sunset.

The teach-out and sunset process reflects the University's commitment to both fiscal responsibility and ethical obligations to enrolled students. When a decision is made to discontinue a program, the University will develop a teach-out plan that follows HLC recommendations and ensures all currently enrolled students can complete their degrees without disruption. This plan identifies which courses will continue to be offered and on what schedule, provides advising support to help students understand their pathway to completion, considers transfer agreements if students prefer to complete their studies at another University, and communicates transparently with students about the timeline and their options. The University approaches program closure decisions with sensitivity to the impact on faculty, students, and community partners while maintaining focus on University sustainability and mission effectiveness.

This approach to program review and potential sunseting demonstrates University maturity and commitment to evidence-based decision-making even when decisions are difficult. By regularly examining program viability data and acting on that evidence, the University ensures that its program portfolio remains aligned with student demand, workforce needs, and financial sustainability while maintaining academic quality across all offerings.

The University's commitment to data-informed decision-making includes course scheduling and curriculum sequencing. Analysis of enrollment patterns by term revealed a consistent pattern of reduced enrollment during summer quarter across multiple years and programs. Academic leadership examined this trend in conjunction with student feedback, faculty workload data, and financial implications to understand the factors driving summer enrollment decline and identify appropriate University responses.

In response to this data-informed analysis, the University is making strategic adjustments to curriculum sequencing and course scheduling. Required core courses that had historically been offered across all four quarters, including summer, are being restructured to be offered primarily during fall and spring quarters when enrollment demand was strongest. This change aligns course availability with demonstrated student enrollment patterns, ensuring that required courses had robust enrollment that supported quality instruction and peer interaction. Students who wished to take summer quarter off could do so without falling behind in their program progression, as required courses would be available in subsequent fall and spring terms. Students who preferred continuous enrollment during summer quarter could focus on completing general education requirements, exploring elective options that broadened their knowledge, or taking lighter course loads that accommodated summer work schedules.

The decision-making process included consultation with faculty to ensure that the scheduling changes were pedagogically sound and did not create unintended barriers to student progression.

Program coordinators reviewed degree plans to confirm that students following typical enrollment patterns could still complete programs within expected timeframes. Communication strategies informed current and prospective students about the scheduling changes and the rationale behind them, emphasizing the University's responsiveness to student needs and preferences.

The willingness to adjust long-standing practices based on evidence, and to make difficult decisions about program continuation when data warrants, reflects a University culture that values continuous improvement, fiscal responsibility, and responsiveness to data-informed insights about student needs and University performance.

Financial monitoring throughout the fiscal year compares actual performance against budget projections and multi-year financial plans. When enrollment or revenue trends diverge from forecasts, financial leadership can recommend strategic adjustments such as expenditure modifications, reallocation of resources, or contingency fund utilization. This adaptive approach prevents small variances from becoming major fiscal challenges and enables the University to maintain financial stability while pursuing strategic goals.

UNOH incorporates internal and [external stakeholder perspectives](#) throughout planning processes to ensure input and strategic alignment. The University's strategic planning process engages multiple stakeholder groups in interpreting data and shaping strategic direction. While data provides evidence, stakeholder perspectives contextualize data patterns and inform judgment about strategic priorities.

Internal input collection occurs through committees, department meetings, faculty governance structures, and analytical tools. Faculty participate in curriculum committees and program review processes where student learning assessment data and enrollment trends inform discussions about program quality and relevance. Staff provide operational insights through committee participation and feedback mechanisms, helping leadership understand how data patterns manifest in day-to-day University functioning. Students contribute through [end-of-quarter instruction survey](#) participation and feedback mechanisms integrated into capstone experiences and course evaluation systems, helping the University understand the student experience behind retention and satisfaction metrics.

Advisory boards contribute external perspectives on labor market trends and employer needs that provide a qualitative understanding of industry evolution. These perspectives shape academic offering development, workforce trend identification, and curricular relevance maintenance.

Similarly, program review processes that may lead to sunseting decisions include faculty perspectives on program quality and potential for revitalization, ensuring that data interpretation benefits from expert judgment about disciplinary context and improvement possibilities. Strategic initiatives are reviewed through the President's Cabinet and prioritization based on Strategic Plan alignment. Following Board of Trustees approval, initiatives receive resource allocation through annual budget processes and monitoring.

The University's commitment to University effectiveness is demonstrated through assessment, data analysis, and action planning processes. UNOH has invested in software systems to manage

outcomes assessment and planning documentation across academic and non-academic operational units. The University's approach to strategic planning creates a continuous improvement cycle where data informs strategy, strategy drives action, and assessment generates new data that informs subsequent planning. This closed-loop process ensures that strategic planning produces genuine University improvement rather than static documents that sit on shelves.

Each strategic initiative includes clearly defined goals with measurable outcomes aligned with available data sources. When the University commits to improving retention rates, specific numeric targets and timelines create accountability and enable objective assessment of whether initiatives achieved intended results. When strategic plans call for enrollment growth in high-demand programs, enrollment data tracks progress and informs decisions about whether initiatives are working or need adjustment. When the University implements operational changes like summer scheduling adjustments, continued monitoring confirms whether intended benefits materialized or further refinement is needed.

Annual strategic planning reviews examine progress on University goals using the same data infrastructure that informed initial strategy development. This review identifies initiatives that successfully achieved targets and should be sustained or scaled, initiatives that require modification based on implementation experience and outcome data, and emerging priorities that warrant inclusion in updated strategic plans. This iterative process ensures that strategic planning remains dynamic and responsive rather than static, and that the University continuously learns from experience to improve future planning and execution.

This culture of evidence recognizes that data provides valuable insights but does not dictate decisions. Professional judgment, mission alignment, and values considerations inform how data is interpreted and what strategic choices are made in response to data patterns. The University tries to avoid both data-free decision-making based solely on intuition or anecdotal evidence. When possible, the University strives for data-informed decision-making where evidence provides essential input to thoughtful strategic choices guided by mission and values.

The University utilizes mission-centered planning processes to continuously improve programs, operations, and services delivery while ensuring effective resource allocation, goal realization, and mission sustainability. The approach to data collection, integration, and utilization in strategic planning demonstrates the University's commitment to continuous quality improvement grounded in systematic assessment of University performance. By connecting enrollment management, financial planning, student success initiatives, program viability assessment, and operational effectiveness through integrated data analysis, the University ensures that strategic decisions support mission fulfillment while maintaining financial sustainability and responsiveness to stakeholder needs.

Through strategic planning integration with operational assessment and budgetary processes, UNOH demonstrates University capacity for continuous quality improvement while maintaining responsiveness to internal performance indicators and external environmental changes. This approach to University planning ensures long-term sustainability while supporting educational mission fulfillment and student success achievement.

## **Sources**

- ADVBRD - Various Program Minutes
- FAC - End-of-Term Survey Examples
- INST EFFECTIVENESS - Department Forms
- DATA - Matriculation Prediction by Term and Date

## **Criterion 4 - Summary**

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

### **Argument**

The University of Northwestern Ohio meets Criterion 4.C. by employing effective administrative structures and financial management practices that support mission fulfillment and strategic responsiveness. The Board of Trustees provides quarterly oversight with formal approval authority, while the President's Cabinet facilitates cross-functional collaboration. Shared governance operates through University-wide committees with faculty and staff participation in curriculum and policy decisions. Data-informed decision-making drives institutional strategy, as demonstrated by the Construction Equipment Technology and Health Information Technology programs, where labor market analytics, enrollment projections, and industry feedback shaped program development and strategic positioning.

UNOH maintains strong financial health with consistent clean audit opinions, a Department of Education Composite Score of 3.0, and a BBB credit rating with stable outlook. The enhanced FY2025 budgeting process incorporates academic leadership perspectives and provides department managers with historical data for evidence-based requests. A formal contingency fund enables institutional agility for emergent needs and strategic opportunities. Strategic resource allocation includes systematic quarterly faculty planning, needs-driven technology investments like Canvas Studio, and revenue diversification through institutional advancement and grant funding.

The University demonstrates mature strategic planning through data collection across enrollment, student success, financial health, learning outcomes, and external environmental factors. This evidence informs decisions at all levels, from major investments to operational refinements such as restructured summer scheduling. Program viability reviews examine sustainability and quality, with ethical teach-out protocols when warranted. Continuous monitoring through dashboard systems enables adaptive adjustments, while stakeholder engagement through advisory boards and governance structures ensures diverse perspectives inform institutional improvement.

### **Sources**

*There are no sources.*