Introduction

The University of Northwestern Ohio (UNOH) is proud to present this Self-Study for continued accreditation from the Higher Learning Commission. The opportunity that comes from the self-study process and the in-depth analysis and evaluations of UNOH's activities, mission, and policies helps increase the awareness of its past successes and future challenges. Since the submission of the last Self-Study in 2006, there have been many changes both internally and externally.

The landscape of higher education is constantly changing. Compliance with regulations that are changing creates an environment of reacting to rather than planning for these changes, unless the proper policies and procedures are in place to monitor and respond to the changes. The purpose of this introduction is two-fold. First, it will give the history of and overview of the University of Northwestern Ohio since its beginning in 1920. Second, it will provide a reference for specific concerns from previous self-studies and focus visits from HLC as well as feedback from and responses to other specialized accreditations that form the basis for continuous improvement to the guiding policies and procedures at UNOH.

Northwestern School of Commerce, a coeducation proprietary college, was founded in 1920 by Jule Barnett in Lima, Ohio. From 1920-1969, Mr. Barnett continued to develop the Northwestern School of Commerce from two locations in Lima, first at the Dominion Building and then from 219 North McDonel Street. In 1970, the school's name was changed to Northwestern Business College. The College became one of the first two schools approved by the State of Ohio Board of Schools and College Registration to award the Associate Degree in Business. In 1972, the College moved into the technical area by offering courses for diplomas in a facility on Elm Street. In 1973, the school was moved to its current location at 1441 North Cable Road. The institution expanded to include an Associate of Applied Science degree in Automotive Technology and was renamed Northwestern Business College-Technical Center. In 1990, the institution was renamed Northwestern College; and in 2000, with the addition of Bachelor of Science degrees, a final name change was made to the University of Northwestern Ohio. UNOH became a non-profit institution and gained Ohio Board of Regents (now the Ohio Department of Higher Education) authorization in 1992. In 2011, the Ohio Board of Regents approved the University to offer the Bachelor of Science in Automotive Technology Supervision. In December 2013, this new degree was submitted to the Higher Learning Commission, which was approved in March 2014.

The University of Northwestern Ohio has a Mission Statement, Vision Statement, Values Statement, and Goal Statements to achieve the vision. The Mission documents were approved by the faculty and staff, the President's Cabinet, and the Board of Trustees.

Mission Statement

The University of Northwestern Ohio is an entrepreneurial, not-for-profit institution of higher learning, preparing students for careers and productive citizenship that encompass the business, professional, corporate, and technological communities by providing quality education and training in response to the needs and aspirations of our constituents.

The last comprehensive visit took place in 2006. Since that time, UNOH has continued to evolve. The governance and organizational structure has improved, the governing Board changed its Code of Regulations to ameliorate concerns with conflict of interest, the Board members are members of the Association of Governing Boards, and the President is no longer the Chairman of the Board. The diversity of the Board has not changed significantly due to the consistency of the membership. Since 2006 there have been two internal members retire. One retiree remained on the board as a Public member and one retiree, the VPAA/Provost was replaced with the new VPAA/Provost. One other long- term board member retired and was replaced by an individual who represents a growing internal program. The Board still reflects the programs offered at the University and the entrepreneurial spirit of the institution.

The organizational structure has and will continue to transform. Organizational charts are updated annually by academic year, and changes are made when appropriate. As evidenced in this report, significant changes have taken place in the academic organizational chart since 2014, with the focus on allowing more direct governance of departments by the department heads.

Internal and external communications have improved, but as with any organization, challenges remain. Email, as suggested in 2006, is being used more; promotion guidelines were modified and are being re-evaluated at the time of this report; and efforts have been made to improve the connection between the employee handbook and the faculty handbook. The use of open dialogue regarding the findings of assessment are being encouraged as means to improve the quality of the curriculum. Challenges remain in communicating decisions more broadly across the institution.

The University remains diverse in its structure and student body. Hiring the best candidate for open positions and providing opportunities to any student due to UNOH's open enrollment are two challenges resulting from a more diverse campus population. Student retention is an ever-growing concern due to the fewer number of high school graduates, the level of preparedness of today's entering students, and more competition from other institutions. Therefore, UNOH is working with Ruffalo Noel Levitz, and is currently in the second year of a three-year contract. UNOH is rapidly becoming a data-driven organization. Enrollment profiles are being created and used. An ad hoc enrollment management committee began meeting this year to develop strategic enrollment goals. With the use of data, UNOH is targeting students whose profiles reflect that they are most likely to attend. These profiles of improving students are used to provide resources. This is but one area that represents the change that has taken place and the emphasis on data in decision-making at UNOH.

Academic programs are consistent with the use of General Education courses yet the nature of the institution and the diverse colleges within provide opportunity to deliver these courses differently while keeping the goals and objectives the same. To assist with the project of redefining the General Education philosophy, the University sent a team to the HLC Assessment Academy in 2007. The project included redefining the General Education Philosophy along with the Institutional Goals. The curricular areas were identified, with definitions outlined. One challenge encountered as a result of this project was that the statements were not written in a measureable format, and, therefore, faculty and staff were not sure as to how they should measure these outcomes. Even though the Institutional Goals were identified, measurement of these goals was not accomplished in a manner that provided useable data for decision making. As the Assessment process evolves, steps have been taken to improve the statements and continued professional development is being offered so that data can be gathered, analyzed, and used to identify needed improvements.

In 2011, a decision was made to purchase TracDat, which would provide several opportunities for improvement for the University. It would not only be a data storage service for assessment data but also could link the Strategic Planning process to the assessment process within one application, thereby closing the loop for evaluation of the University across all departments. Initial efforts in TracDat for academic areas were focused on the technicalities of entering the data but not assessment strategies for data collection, analysis, reporting, and actions for improvement. Non-academic areas did submit Department goals and collected data in TracDat; the results were not necessarily used for all decision making partially due to the fact that goals and objectives were not measureable in most cases. Academics had the same experience in that their program goals and course objectives that were entered into TracDat but in most cases were not written in a measureable format that would provide relevant data and a basis for analysis to identify improvement actions. With the evolutionary process described above, the University continuously strives to make improvements to assessment.

Since the 2006 visit, the University has maintained continuous accreditation with the Higher Learning Commission. In 2009, the University requested the addition of an MBA. With this change request, a focused visit took place. The MBA had already been approved by the Ohio Board of Regents. Highlights of that visit were a strong financial position and sound fiscal management, which still continues today. In response to HLC's concern with the ability to hire and retain Ph.D.'s, the University's hiring philosophy changed to aggressively pursue faculty with those credentials, with online adjuncts being the group most easily obtained. Challenges will continue to exist with attracting Ph.D.'s to on-ground positions for reasons beyond UNOH's control. Even with these challenges, UNOH now has 22 faculty with Ph.D.'s, 13 of which are full-time. When the last comprehensive visit took place in 2006, the University had five faculty with Ph.D.'s and three were full-time. Location and opportunities for employment in the area for spouses remains a challenge.

As an entrepreneurial institution, UNOH continues to evolve a quality learning environment that contributes to the success of the students and the community as a whole. Not afraid to take managed risks, the University complies with the accreditation standards for both institutional and programmatic accreditation/certification while still taking pride in filling unique needs that are often identified and pursued. The entrepreneurial spirit and the importance of providing students with the best credentials drive the University to seek additional specialized accreditation. These accreditations provide the University with additional quality assurance in specific programs.

The University has maintained accreditation with the Accreditation Council for Business Schools and Programs (ACBSP) since 1988 at the associate degree level and since 2013 at the baccalaureate and graduate level.

The National Automotive Technicians Education Foundation (NATEF) has accredited programs at UNOH since 1988 when the automotive program was accredited. The diesel program has been accredited by NATEF since 1995.

In 1998 the Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited the Medical Assisting program to provide opportunities for these students to take the CMA exam and become Certified Medical Assistants.

In 2008 the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) program received its first accreditation by Partnership for Air Conditioning Heating Refrigeration Accreditation – Air-Conditioning, Heating, Refrigeration Institute (PAHRA ARI). It received its second accreditation in 2014 by HVAC Excellence.

The most recent accreditation of programs took place in 2015 when the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) accredited the Health Information Technology program. The students in this program can now take the Registered Health Information Administrator exam.

The University of Northwestern Ohio values its long history and association with its accreditors and Federal and state governing boards. Working with these bodies provides a quality and enriching educational experience.

Please note that for the ease of the reader a listing of **abbreviations** is attached to this document. In addition, a listing of all attached **supporting evidence** is also provided.

Year 4 Update

The University of Northwestern Ohio is proud to update the Higher Learning Commission on any significant changes that have been made since the last comprehensive visit in 2016. As mentioned in the previous introduction, the University continues to improve upon communicating decisions broadly across the institution. In light of these difficulties, and to alleviate the plethora of daily emails received by employees from different departments, a "UNOH Campus Update" initiative was created and implemented starting in May of 2017. Each Monday morning, employees and students receive a message from UNOH Campus Update that lists any important events, policy changes, announcements, and other messages in one succinct email communication. This process has eliminated multiple emails from different departments and streamlined how the University communicates with its two main constituents, employees and students.

Another area of focus that UNOH continues to work on centers around operating in a data-driven manner. Using October 15 as the Cabinet-approved Census Date, annual reports on enrollment, retention, and program completion rates continue to be evaluated. These reports are used to determine the feasibility of programs, identify opportunities for improvement in retention efforts, and adjust to demographic trends in recruitment.

In 2020, the emergence of the novel coronavirus pandemic tested the University's ability to adjust delivery methods and services with very little advance planning. Following directives from the Ohio Governor's Office and Ohio Department of Higher Education, all face-to-face classes ended on March 13, 2020. From that point on, classes were delivered in a remote, web-enhanced environment. Having offered online classes for more than 20 years, the adjustment was a natural transition for students and faculty in the Colleges of Business, Health Professions, and Occupational Professions as many of them were already participating in some type of hybrid learning environment throughout their time at UNOH. The transition for the College of Applied Technologies' students and faculty was more time intensive. With 70% of their courses being hands-on in a shop environment, a new web-enhanced help space was built to provide all students access to resources to help them transition to online learning during the pandemic. These students were enrolled in General Education courses required as part of their program. If students had already completed those courses, they were transitioned into a hiatus status until face-to-face classes can resume.

Throughout the pandemic, communication with students, faculty, staff, parents, and the greater Lima/Allen County remains a priority. Therefore, a web page was created dedicated to providing a resource for everything regarding campus operations, orientations, housing, and class status. This information can be found at www.unoh.edu/coronavirus.

Ultimately, as the University continues operations in a virtual environment, it remains focused on providing a quality and enriching educational experience for all students aligned with its core values identified within the mission statement.

Assurance Argument

University of Northwestern Ohio - OH

Review date: 7/13/2020

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

*Please note that for the ease of the reader a listing of **abbreviations** is attached to this document. In addition, a listing of all attached **supporting evidence** is also provided.*

Mission Development and Alignment

The Mission Statement for the University reads, "The University of Northwestern Ohio is an entrepreneurial, not-for-profit institution of higher learning, preparing students for careers and productive citizenship that encompass the business, professional, corporate, and technological communities by providing quality education and training in response to the needs and aspirations of our constituents."

This statement reflects the University of Northwestern Ohio's (UNOH) commitment to education, student development, and the desire to adapt to today's needs as well as plan for the future needs of its students. It is the foundation for the programs offered at the University, the planning and development of future programs, and strategic planning. The University of Northwestern Ohio is an "entrepreneurial, not-for-profit institution of higher learning" and provides academic programs aligned with its Mission. As the University has grown, its Mission has continued to evolve. As stated in the Mission, UNOH operates with an entrepreneurial spirit. That spirit involves a level of risk-taking to move the institution forward for the betterment of students and society in general.   With the risk-taking element, many activities are being driven by the President so that risks can be monitored with the welfare of the institution and its constituents always in the forefront.

The University of Northwestern Ohio's Mission Statement was **approved by the Board of Trustees in August 2004**.   Mission review and alignment are part of the decision-making process when considering new initiatives, both curricular and co-curricular. While review of the University catalogs indicates that the last Mission change occurred in the 2005-2006 Catalog, the Mission was consulted with the addition of new programs and services.   Alignment with the Mission was visited with the addition of the Masters program and Robotics associate degree program as well as the

expansion of athletics on campus. The **process to create the current Mission Statement** started with the creation, by the President, of an ad hoc committee consisting of administration, faculty, and staff. The committee met with other University employees. Once a final draft was prepared, the Mission Statement was communicated to all employees prior to the presentation to the **Board of Trustees** for its approval. Since that time, the University has taken action to continue to improve the connections of the Mission with planning and budgeting at the University. Another review/revision will take place in 2016 with the refresh of the Strategic Plan.

Mission-Aligned Programs, Services, and Enrollment Profile

The University's Enrollment Profile, as demonstrated in the annual **IPEDS Data Feedback Report,** aligns with the **Mission Documents** with regard to the diversity of the campus community. Other constituents also reflect the diversity sought by the University. In order to understand the needs of the University's constituents, the constituents need to be identified. Internal constituents include students, faculty, staff, administrators, advisory committees, and the Board of Trustees. External constituents include prospective students; parents; local and global communities; federal , state, local, and regional agencies, including accreditors at the institutional and programmatic levels; business, professional, corporate, and technological communities; other PK-20+ educational organizations; alumni; and other societal/service organizations.

The University aligns new programs it offers and designs the curricula to provide the foundation for "preparing students for careers." The University has been responsive to the needs of its students and the needs of "the business, professional, corporate, and technological communities" outlined in the Mission by offering a Master of Business Administration degree, Bachelor of Science degrees, Associate of Applied Business degrees, and Associate of Applied Science degrees as well as diplomas (certificates). In addition to the degree programs offered, corporate training is an integral part of the service to community. Examples of these alliances are global and local firms, such as Ford Motor Company, Crown Inc., and NASCAR, among others.

As constituents' needs change, the **number of programs** at the associate, baccalaureate, and diploma (certificate) levels vary. **Programs have been added, deleted, or modified during the 2012-2016 timespan** because of changing constituent's needs. This has enabled the institution to reallocate funds for new endeavors that fulfill the Mission assuring institutional effectiveness in operations. A complete, current listing of all programs is located in the **University catalog**. **Enrollment numbers in academic programs** indicate continuing need for the programs within the scope of UNOH's Mission.

Prior to 2011, the University was divided into two colleges—the College of Business and the College of Technologies. In 2011, the University separated the **College of Business into four discrete colleges** that better reflect the programs offered by the University. The name of the College of Business remained and the College of Health Professions, College of Occupational Professions, and the Graduate College were formed. The College of Technologies became the College of Applied Technologies to indicate the foundational knowledge gained by students was in the application of theory and operations. This realignment was completed in order to continue to grow and develop programs that provided "quality education and training in response to the needs and aspirations of our constituents." The separation also provided a better linkage to the Mission with "business, professional, corporate and technology communities". The University offers three delivery formats— face-to-face (on campus), online (Virtual College), and hybrid.

As stated in the Mission Documents, **"The University will offer a diversified curriculum of programs . . . . . that meet the needs of students."** The University provides technical programs that attract a large number of first-generation college students, with many of these students entering the College of Applied Technologies. That fact, along with an open enrollment policy, brings in a significant number of students who need additional academic assistance. In summer/fall 2015, the University admitted a total of 1360 students; of those, 559 self-identified as **first-generation students** on the FAFSA form equating to 41.1% of the admits overall. Approximately 40.9% of the College of Applied Technologies' students admitted during the measured terms were first-generation students. As of January 2016, the Student Success Department has 891 students on file with a documented disability since 2011. In response to these statistics, the University provides a Student Success Department (see also Criterion 3D), a math lab, and Success Coaches to monitor academic progress.

Evolving via the entrepreneurial spirit stated in the **Mission Documents**, athletics returned to the University in 2006 after a 20-year hiatus when men's and women's basketball programs were started. Over the past six years athletic offerings have expanded to include men's baseball, men's and women's bowling, men's and women's golf, co-ed motorsports, men's and women's soccer, women's softball, men's and women's tennis, and women's volleyball. With the return of athletics, the University saw an increase in the number of **international students** on campus. For this reason, UNOH created an International Student Services Department to focus on the special needs of this population.

In 2006 the University had 82 military students. A Military Advising Department was created to monitor progress and maintain communication with veterans, active duty servicemen and women, and military spouses and dependents. The University provides tuition discounts to active duty servicemen and women, veterans, and their families; and UNOH has been recognized as a **Military-Friendly® Institution** for seven consecutive years by Victory Media, publishers of *G.I. Jobs*. To provide additional opportunities for military students, the University started a **Reserve Officers' Training Corps (ROTC) program** in conjunction with Bowling Green State University in 2008. As of October 15, 2015, the University had 225 **military students**.

Mission-Aligned Planning & Budgeting

In support of the Values Statement with regard to entrepreneurism, UNOH operates by taking risks with the goal of financial gains to support University activities including teaching and learning as well as co-curricular opportunities. Although by the charter, UNOH is a non-profit entity, it utilizes the entrepreneurial spirit referenced in its Mission to acquire alternative funding to move the Institution forward in its Mission to provide student success and community enrichment.

Via the entrepreneurial spirit, the institution's planning and budgeting priorities align with and support the Mission by allocation of resources that are focused on the Mission delivery and achievement. By the very nature of an entrepreneurial enterprise, planning originates at the Presidential level, thus allowing a flexible and timely response to opportunities that may arise, while monitoring the acceptable risk parameters. Even though the planning originates at the Presidential level, the use of **Ad Hoc Committees** provides a collaborative opportunity to express concerns with proposed initiatives. The decision-making incorporates institutional plans that anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment trends and the economy. In studying historical data and future trends, the institution focuses on determining its needs based upon a **predictive data model** establishing its priorities with a better understanding of

how the University can best serve the needs of its students. See Criterion 5.C., which indicates the steps taken to assure that the planning and budgeting priorities support the Mission.

Future plans include the evaluation of the current Mission, Value, and Vision statements. This process will begin in 2016 with the emphasis on creating measurable performance indicators relative to the Value and Vision statements. A proposed reorganization of the Strategic Plan will take place after the Mission Statement is reviewed and will shift the structure from a department-based plan to a **cascading strategic plan**. In a cascading strategic plan, the organization moves from big ideas (initiatives) to actions (department/program-level operational activities). Cascading occurs when a strategy is translated from the organizational level to the individual employee. At this point the planning circle widens, and departments and individuals contribute by developing their short-term goals and actions to support the organizational direction. The current institutional strategic planning process does not collectively include departments nor has there been engagement at all levels to allow transparency for all departments/programs to understand how they support the Strategic Plan. The cascade concept has been initiated by including all academic department heads in the budget hearing process. By expanding involvement to the department level, the current informal strategic planning process becomes formalized as departments and programs are more engaged through identified actions and budgetary requests for the implementation of those actions. The increased transparency allows these individuals to become more familiar with the financial status of the University. While in some areas planning and budgeting already occur at the department level, there is not sufficient evidence of consistent collaboration between departments and/or programs. Shifting to a cascading-based structure will encourage collaboration in order to achieve the intended actions.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 1.A. and continues to meet criterion standards. The Mission Statement of the University was reviewed by the **President's Cabinet on August 25, 2016**. *The Cabinet members concluded that the Mission Statement was still relevant and no changes were needed. The decision to maintain the Mission Statement allows the University to plan future changes with strategic planning, using the methods of Program Review and Assessment to guide the planning.*

Sources

- ASSESSMENT - Cascade Planning
- BRD of TRUSTEES - Minutes - 2004 08 - Mission Statement Approval
- COMMITTEE - Ad Hoc Committees
- COMMITTEE - Pres Cabinet - Minutes - 2016 08 25 - Mission St
- DATA - Degrees by Catalog Year
- DATA - First-Generation Students
- DATA - IPEDS Data Feedack Reports - 2014 and 2015
- DATA - Program Numbers by Academic Year
- DATA - Program Trends by College
- INTERNATIONAL - Student Numbers from 2012-2015

- IT - Predictive Data Model Examples
- MILITARY - Military-Veteran Numbers as of Census Date
- MILITARY - ROTC Agreement
- MILITARY - UNOH named Military Friendly School for 2016
- RESOURCE DOC - Abbreviations Included in Report
- RESOURCE DOC - List of Supporting Evidence
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 191)
- UNOH - Five Colleges - May 2011
- UNOH - Mission Portfolio
- UNOH - Mission Revision

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Public Articulation of Mission Documents

UNOH uses a portfolio of documents which are considered to be the Mission Documents. These documents include the Mission Statement, the Vision Statement, the Values Statement, and Goal Statements to Achieve the Vision, the Institutional Student Learning Outcomes, and the Strategic Plan. Together, these documents provide a road map for where the institution is going and how it will get there, establish a basis for measuring progress, and identify the priorities that are important to the institution. As the Institution evolves, two elements that need to be more clearly articulated are the Mission Criteria and the Key Performance Indicators that allow determination of mission delivery and achievement.

The UNOH Mission Statement is available publically through the UNOH website and online catalog. Both documents also include the institution's Vision, Value, and Goal Statements. Signage for the Mission is available throughout campus and as employees' business cards are ordered, the Mission is being printed on the back of the card. As part of the evolution of UNOH, a more public presence of the Mission should be sought. In the Mission review, a proposal to shorten the Mission Statement was made so that the Mission would be more easily recalled and can be used on more external locations, such as signage, recruitment information, etc. Top-of-the-mind awareness of the Mission will help avoid "mission creep" as the University pursues new opportunities.

Support of the Mission Statement is found in the **Vision Statement**. The documents clearly provide information about the status of the University and the priorities that it maintains. The Values Statement is based on the following five guiding principles that determine the direction the University strives to achieve within its educational philosophy:

Integrity - the University of Northwestern Ohio operates with fairness, objectivity, and honesty in its services to all people. The University leads by example and remains steadfast when challenged. With the Higher Learning Commission (HLC) and the Ohio Department of Higher Education's (ODHE) guidelines, the students enjoy a quality education while backed by the integrity that UNOH embraces as an institution of higher learning.

Quality - the University of Northwestern Ohio commits itself to high standards in all areas

including educational activities, experiences, and learning outcomes. The University regularly evaluates and improves the quality of its services. Continual evaluation and quality control drive the experiences the students receive. The ability to supplement their education with student clubs, activities, or internships/externships assures they will achieve a balanced educational experience.

Learning - the University of Northwestern Ohio continuously solicits feedback from stakeholders, using the results toward the ongoing pursuit of excellence. UNOH expanded the capabilities of student learning with the addition of the 13000 Building which houses classrooms, a new library, computer labs, Student Success Department, and the Counseling Center. As a teaching institution, the experience of the faculty drives student learning, allowing the relationship of real experience with professional curricula.

Entrepreneurism - the University of Northwestern Ohio operates with imagination, initiative, and a readiness to undertake new projects and risks. A strong sense of urgency drives its demanding expectations for sustainable growth. The University is alert to the changing needs of its stakeholders and is committed to making agile responses that create value for its clients. The University is a non-profit institution with an entrepreneurial spirit.

Diversity - the University of Northwestern Ohio understands the vital role that diversity plays in the pursuit of the University's Mission and in preparing students to succeed in a global society. The University encourages people to make a difference by creating an environment free from barriers, where everyone is encouraged to achieve his/her full potential. The University takes pride in the diversity of its students, faculty, and staff; and it values their contributions. Diversity efforts have increased dramatically over the past years as the University began recruiting international students as athletes. The University has added additional employees, provided additional professional development, and dedicated an introductory course to assist students in adapting to the culture. Faculty diversity has increased as the University has reached beyond the local area to obtain qualified faculty.

The institution has established **Goals Statements** to allow the organization to achieve its vision. Additionally, the institutional effectiveness goals and objectives provide a foundation that will allow the organization to remain focused on a student-success-centered education.

Currency & Relevancy of Mission Documents

As an evolving institution, the Mission Documents serve as the foundation for decision-making and plan development at UNOH. Mission review at UNOH occurs whenever initiatives are proposed, such as the addition of new programs and services or at other times of significant change at the University. Mission review is part of the overall planning process for UNOH. Determination that proposed initiatives still result in Mission achievement and/or delivery prevents mission-drift. Recent examples of the process of Mission review would include the addition of the Robotics associate degree, the Master's Degree, and accreditation for the Health Information Technology associate degree. Programs with specialized accreditations also must ensure Mission alignment at the time they seek re-accreditation or new accreditation. For example, the Medical Assisting degree will be undergoing a self-study and re-accreditation with CAAHEP, which includes affirmation of program mission alignment with the UNOH Mission.

The Mission Documents speak to the University's commitment to instruction, scholarship, research, clinical service, public service, economic development, and cultural purpose. Specifically, the **Vision**

Statements speak to the provision of quality and diversified programs of instruction; community life enhancement through both service and resources; and an environment that supports diversity of faculty, staff, students, and the community in whole. For example, the University creates an environment that allows students to learn as they research topics within their desired career field. This is facilitated by assigning current relevant projects that students will experience on the job. It is also the responsibility of the University to promote networking opportunities that will build student interest in organizations and in the community to emphasize the importance of becoming a productive citizen. Examples of industry partner organizations that UNOH relies on are Crown Equipment, Hunter Engineering, Automobile Racing Club of America (ARCA), Snap-On Tools, and St. Rita's Medical Center – Mercy Health Partners. These organizations provide careers, opportunities, and value to the students' education.

Mission Documents: Scope of Constituents, Programs, and Services

The Mission Documents identify the intended constituents of the higher education programs and services the institution provides while also establishing the scope of programs and services. Thoughtful consideration was given to the realignment of the University's Colleges as described in Criterion 1.A. The designated colleges were derived from both existing programs and the discipline areas described within the Mission Statement. Each of the programs has a business/industry relationship component that creates relevancy and value in the career paths the students choose. This ensures the Mission is central to the University, meeting the statement of "preparing students for careers and productive citizenship that encompass the business, professional, corporate, and technological communities by providing quality education and training in response to the needs and aspirations of our constituents." The institution maintains the integrity of its programs by effectively recruiting the help of advisory boards. Members of the **advisory boards are selected** based on their profession relating to the programs. These boards are critical to assuring that programs focus on the latest trends while still relating the importance of basic principles within specific occupations. These advisory boards meet a minimum of once per year to provide advice and constructive communication regarding the quality and relevancy of the curriculum and preparedness of graduates as they transition into the job market.

The institution continues to focus on the need for global citizenship. The student population is becoming very diverse, especially in light of the continued emphasis on emerging world communities. Recruiting students from different cultures, countries, and even different parts of this country creates a learning experience in itself and produces a familiarity, understanding, and tolerance of the global environment. In response to the enrollment profile, the services and programs offered are reviewed to ensure that the scope of services is still relevant. This review is included in the Program Review Process as well as is a consideration during Mission reviews.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 1.B and continues to meet criterion standards. Please refer to 1.A. regarding the review of the Mission Statement.

Sources

- ADV BRD - Policies & Procedures
- UNOH - Mission Portfolio
- UNOH - Mission Portfolio (page number 2)
- UNOH - Mission Portfolio (page number 3)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

UNOH's Role in Multicultural Society

The University of Northwestern Ohio shares its support for diversity among its campus and constituents as outlined in its **Commitment to Diversity statement**. It emphasizes the importance of acceptance of all students and employees.

UNOH has supported its Commitment to Diversity by engaging **students from all over the world** and bringing them to campus. Due to the increased number of international students, it has been important to make sure that all students come together while on campus. One way the University has worked to help make this happen is by increasing the number of **student activities** on campus. These activities have increased from 2012 based upon student interest and student diversity on campus. Changes have included adding intramurals, concerts, comedy nights, multicultural events, and community outreach events. This has allowed the diverse student population to intermingle more frequently and to develop friendships outside the classroom. Serving as a visual reminder to all campus community members, the lobby of the 13000 Student Commons Building houses an **international flag display** with flags being flown from each of the countries represented on campus.

Ethnic diversity is only one element of the multi-dimensional diversity which is supported at UNOH. **Economic diversity** is recognized as the University has open enrollment admissions, which provides opportunities for first-generation college students.

As a more widespread goal of the University, awareness of multicultural differences in today's society is included as one of the six **Institutional Student Learning Outcomes**. The outcome is under the curricular focus of Social and Behavioral Sciences: *Graduates should be able to demonstrate the ability to critically assess social issues, human behavior, and diversity in human experiences.*

In addition to the Diversity statement, the Mission Documents reinforce the role that UNOH assumes within the University community as well as society in general. The **Vision Statements** speak to managed growth of the University, both in population and services. The University also seeks to serve as a resource to the local community as well as its global partners.

Processes & Services Reflecting Commitment to Diversity

Defining diversity as social differences, including the intersections and interactions among identity categories such as background, perspective, values, culture, race, ethnicity, religion or secularism, age, gender identity, sexual orientation, physical and mental abilities, and economic status, UNOH

reflects the role that diversity plays within its day-to-day operations. A variety of services have been implemented to provide this support. While not an all-inclusive list, some of these support services include:

- International Student Services Department
- Student Success Department (including ADA services)
- Veterans' Services
- Counseling Services

The support services listed above offer a variety of services to the diverse population that composes the UNOH community. Some examples are:

A focus group of international students was held in 2011, producing a recommendation for the development of the International Student Advisor position along with international student workers. This led to the development of the **International Student Services Department** in 2014, which specifically addresses international student needs, student status, and Federal compliance. The International Student Services Department works with the New Student Services Department, Registrar's Office, and the Athletic Department on admissions for international students. The Department also meets the personal and social needs of the international students to help ease transition to UNOH by offering a **variety of services**. The Department has worked with the Lima, Ohio, community to introduce the international students into the American culture. For example, in 2012 40 international students volunteered at Elida Elementary School to teach students about their home countries. As a result, an elementary teacher decided to start an **International Fair** for the school, kindergarten through 4th grade. The international students have been invited back each year. The event is covered by local media.

The Student Success Department at UNOH provides support for individuals who may be faced with learning, physical, or mental disorders who need accommodations to be successful in the classroom. From 2011 to January 2016, the Department had 891 students with a documented disability. Currently, there are 35 students who are actively using recognized accommodations. The mission of the Student Success Department is to ensure an equal opportunity education to students who have difficulty succeeding in an average classroom setting. The staff often meets with students prior to their matriculation at UNOH to facilitate a seamless transition. Staff are also heavily involved with open houses and orientations.

The Student Success Department has developed and implemented Operation HUMVEE (Helping Understand Military Veterans Entering Education) to assist those students who may not have been faced with disabilities in previous educational experiences, but are now facing challenges upon returning from serving in the Armed Forces. The Department assists students with tutoring needs, study skills, writing help, and classroom accommodations that may be necessary. In 2010 the Department organized a **faculty/staff in-service** to review common issues for Veterans returning from war, including Traumatic Brain Injury, Post-Traumatic Stress Disorder, and accommodating students with invisible disabilities and injuries.

In Fall 2015 UNOH added a mental health counselor to the employee roster, thus providing **counseling services** to the University community when needed. Establishing a coordinated Counseling Center is the beginning of an evolving process by the University. Confidential service is available during times of crisis or high-level, life-stress events. This service will be provided as a supplement to the current Student Assistance Program (SAP) until all services are

assumed by UNOH.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 1.C and continues to meet criterion standards. The Counseling Center and Student Success Department work together to provide Safe Zone training to employees, students, and outside agencies to accept and have comfortable conversations with members and allies of the LGBTQ community. Safe Zone is a specialized training that ranges from intense group conversations to the discussion of basic vocabulary. Trainings are offered quarterly to those who are interested.

Sources

- COUNSELING - Services offered by Counseling Center
- DATA - IPEDS Data Feedback Report - 2015
- DATA - IPEDS Report 2015 & FAC Demographics 2014-2015
- HR - Job Desc - Director of International Student Services
- INTERNATIONAL - 2015 International Fair - Elida Elem School
- INTERNATIONAL - Flags in 13000 Building
- INTERNATIONAL - International Student Services - Mission Goals Responsibilities
- STUDENT - Activities List - 2012-2015
- STUDENT - State and Country List
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 23)
- UNOH - Catalog - 2015-2016 (page number 23)
- UNOH - Catalog - 2015-2016 (page number 25)
- UNOH - In-Service for Operation HUMVEE
- UNOH - Mission Portfolio
- UNOH - Mission Portfolio (page number 2)

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Institution Serves the Public Good

Since its founding in 1920, the University of Northwestern Ohio has embraced its role to serve the community of Lima/Allen County. In support of this commitment, the UNOH **Vision Statement #10**, as stated in the Catalog, focuses on the University sharing resources with community and global partners. Goal Statements to help achieve this vision, also listed in the catalog, are:

The University will share its resources with community and global partners.

- To share resources with community organizations in instances where common value can be created.
- To expand the quality and quantity of events offered on campus that are open to the general public.
- To partner with area businesses and organizations to offer benefits, facilities, and services on campus that students, employees, and the public are invited to attend and utilize.

The **Mission, Vision, and Goal Statements** further illustrate the University of Northwestern Ohio's ideals to being more than just an educational institution but to also serve as a resource for the community, to engage with constituents that align with the Mission, and to serve the greater public good. The following examples illustrate a commitment to the public good in a number of key areas.

From 2004-2012 and in 2015 the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) program has donated its personal and classroom time installing heating, ventilation, and air conditioning systems in 15 **Habitat for Humanity homes**. This gave the UNOH students valuable hands-on training with the installation and start-up of residential air conditioning and heating systems, while allowing the students, and thus the University, a chance to give back to the community.

From 2004 to present, the University has been contacted by the Ford Motor Company to create **training programs** for Ford employees due to the University's nationally known automotive program. In 2004, the University was asked to create a training program for Ford employees who would be working on a newly installed assembly line. In May 2008 the University was contacted by the Ford Engine Plant in Chihuahua, Mexico, about writing a training program for

its new 6.7L diesel engine. The program was written and the first trainer class was held, taught by UNOH staff, in Chihuahua in August 2009. In June 2012 the Lima Engine Plant contacted the University about a new training program for the NANO engine being produced, and in January 2013 the Ford Cleveland Engine Plant sought out UNOH to write a training program for its new I4 engine that would go into production in 2014. Each of these training programs emphasizes UNOH's commitment to serving the public good. In Fall 2015 approval was granted to provide the Ford Cleveland Engine Plant additional training to assure higher quality control in diagnosing defects on rejected engines from their assembly line.

The University sends students each year to the **National Truck Equipment Association's Work Truck Show as ambassadors**. While there, UNOH students help convention attendees and assist during classes and seminars. The students also coordinate the Ride and Drive Green Truck Summit portion of the convention.

UNOH partnered with the Lima/Allen County Chamber of Commerce with the offering of the **Young Entrepreneur's Academy** (YEA) program. The YEA is a national Chamber of Commerce program offered to students in grades 7-12 working on an idea that may lead to a business. The program conducts classes on campus, and College of Business instructors assist with lessons for the young students.

Each year an **International Day** event is held to educate the students, staff, and community through discovering common interests and bringing people together to share and celebrate unique perspectives. This particular event brings many cultures together in one room and allows the students, staff, and community to share their perspectives while also learning about other cultures not similar to theirs. The goal is to strengthen cross-cultural engagement among the international student population in the Lima community. This event provides an innovative opportunity for the community to interact with both domestic and international students in hopes of achieving the goal of strengthening cross-cultural engagement in the community.

The UNOH **American Marketing Association** (AMA) Collegiate Chapter has participated in several community projects at various levels since their inception in 2013. Members have volunteered service to Lima Live (a local downtown celebration), NOW Marketing Social Media Week Conference (a two-year relationship with a local marketing firm), and the419 (a local media outlet) hospitality tent at the Making Strides Against Breast Cancer 5K Walk. The club helped organize "Backpacks for Oklahoma" which collected school supplies for Moore, Oklahoma, after a tornado disaster. They have created, organized, and hosted the "Provider Showcase" for the Allen County Board of Developmental Disabilities at the Westgate Entertainment Center. UNOH AMA members have consulted in the organization and creation of "Pet Fest" held at the Allen County Fair for "That Place for Pets," a local pet provider. They also assisted Atom Tickets with spreading the word about their new movie ticket mobile app with the students at UNOH.

The UNOH Business Professionals of America (BPA) club visited and worked on interview skills with **Bittersweet Farm** students, a local alternative school and workplace for autistic students. The club helped organize **"Backpacks for Oklahoma"** which collected school supplies for Moore, Oklahoma, after a tornado disaster. BPA has hosted the State BPA competition at UNOH for the past two years. The State competition brings students from other colleges to UNOH to compete and learn from each other.

The **Medical Assisting students** continue to help with the annual high school sport physicals at

the Ohio Orthopaedic Institute of Ohio (OIO). In 2015, more than 1600 student athletes had physicals performed at OIO.

The UNOH **Optimist Club** has participated in several community service projects from 2011-2014.

Primacy of Educational Services

UNOH is organized as a private, non-profit corporation in Ohio, which requires that the University serve the public good while operating solely on the revenue generated from tuition dollars. Eighty to ninety percent of the University's revenue is from tuition. An annual audit is performed to confirm the sources and application of all funds UNOH receives. According to the last six years of **audit reports**, 75% of the University's expenses were for educational functions. More information on the audit reports can be found within Criterion 5.A. and 5.D. Per the audits, revenues generated and gifts received are retained by the University and expended in support of its programs. Maintaining the balance of spending is important to the Mission of UNOH in that it puts the students first, ahead of any external interests or potential investors. These educational expenses include instructor costs, academic support, admissions, housing, IT support within the classrooms, and development funds to be used for education.

External Constituents Engagement

Mindful of its mission and capacity, the institution engages with external constituencies and communities of interest and responds to their needs. The University engages with external constituencies and communities of interest in the following ways:

In 2011, the University of Northwestern Ohio was contacted by the Northwest Ohio Chapter of the American Cancer Society (ACS) because ACS was looking for a host location for its inaugural **Making Strides Against Breast Cancer 5K Walk**. This event had been in existence for nearly 20 years around the country but did not have a presence in West Central Ohio. UNOH hosted the first event in Fall 2012. The Director of Marketing and Director of Student Success both held Logistics Chair positions within the Making Strides Against Breast Cancer Planning Committee to help ease the communications between what the organization needed from the University and vice versa.   The goal for the first year was to have 500 walkers on campus to raise $30,000 for Breast Cancer Awareness and Research. The results exceeded expectations with 846 walkers who raised $38,950. The event was such a success it has returned to the UNOH Campus for 2013, 2014, and 2015 events.

UNOH has hosted the **Amsoil Engine Masters Challenge** for nine years. Thirty-four students assist the top engine builders in North America in a week-long competition promoted by Hot Rod Magazine. These students gain valuable experience in working with the engine builders throughout the week.

The University's Diesel Club, Collegiate Future Farmers of America (FFA) Chapter, Drag Race Club, and Motorsports Team organized an effort to transport a semi-load of goods to **Joplin, Missouri**, to help with relief efforts after a devastating tornado in May 2011. UNOH faculty, staff, and club members collected donations from the Lima, Ohio, community and delivered the goods to Joplin in June 2011.

The reinstitution of Collegiate Athletics at the University of Northwestern Ohio in 2006 has

allowed for **multiple partnerships with community organizations and local athletes** to help further develop athletic skills. Each year, UNOH plays host to regional high school baseball tournaments and tennis tournaments. Off-season coaches organize skills camps for youth in the area. Annual summer skills camps are part of the Lima City Summer Parks program. Soccer camps, baseball pitching and hitting clinics, softball pitching and hitting clinics, and basketball shooting and skills clinics are some examples.

The **Advisory Boards at UNOH** are critical to the success of the institution and its programs. Each degree program at the institution has an advisory board comprised of people who represent companies in the same industries. These boards have guided UNOH in planning curriculum, advising the institution on areas to improve in the programs, helping to achieve industry accreditations and certifications, and informing the institution of the current and future technology they are experiencing in the industry. Since the individuals and companies represented on the advisory boards often hire current students and graduates, they can best inform the institution about what the students' strengths and weaknesses are so the institution can work to improve the quality of its graduates. Furthermore, the advisory boards work collaboratively with UNOH, leading to a mutually beneficial relationship.

Some examples of changes made to programs directly because of Advisory Board input are in the Information Technology degree programs, the Diesel Technology degree program, and the Agricultural Equipment degree program.

Within Information Technology, a recommendation was made in 2009 that class times needed to be longer than the standard 45 minutes a day for 5 days per week. This extends the amount of learning that can be done in a single block of class time. The **IT Advisory Board** also recommended that graduates have more experience dealing with administrative tasks of network equipment. Course content was added in the programs to allow for more hands-on experience with the network equipment.

At the 2010 **Diesel Advisory Board meeting,** a member from the Writing Across the Curriculum Committee asked the Board members what they would like to see from students regarding written communication skills. Board members commented about the importance of writing repair orders. Based on this discussion, the University implemented a new repair order process. Students complete a repair order and are graded on it. Feedback is given to help them learn the proper procedures.

In the **Agricultural Equipment Technology** program, it was advised by the advisory board members that a course component be added which included training on Global Positioning Systems (GPS). In March 2012, UNOH purchased a John Deere Combine equipped with GPS, which now allows students to have a hands-on training aid to be able to use, troubleshoot, and repair GPS components in the agricultural industry.

These examples represent a small sample of the scope of the University's engagement with the broader public community. The University also maintains ongoing, dynamic relationships with many stakeholders in the community at the local, county, state, and national levels. These relationships reflect UNOH's commitment to serving the public good. The nature of these relationships does not compromise the primary mission of the University; rather, they further enhance the University's ability to fulfill its academic mission of providing a successful learning experience to students at UNOH.

Year 4 Argument

*The University of Northwestern Ohio does not have any significant changes to Core Component 1.D. The University continues to collect instances of **community engagement** demonstrating their commitment to the public good.*

Sources

- ADV BRD - Minutes - Ag - March 2010 & 2012
- ADV BRD - Minutes - Diesel - 2010 12 02
- ADV BRD - Minutes - IT - 2009 07 28
- ATHLETICS - Community Organizations and Local Athletes
- COMMUNITY - Amsoil Engine Masters Challenge
- COMMUNITY - Community Engagement
- COMMUNITY - Ford Training Programs
- COMMUNITY - Habitat for Humanity
- COMMUNITY - MA Students - OIO Physicals - 2015
- COMMUNITY - Making Strides Against Breast Cancer
- COMMUNITY - NTEA Work Truck Show
- COMMUNITY - YEA Program hosted at UNOH
- FINANCE - Audit Report - 2015 June 30 and 2014
- INTERNATIONAL - 2015 International Day - 17th Annual
- STUDENT - CLUBS - AMA - 2015-2016 Annual Report
- STUDENT - CLUBS - BPA - Betty's Farm
- STUDENT - CLUBS - BPA AMA - Backpacks for Oklahoma - July 2013
- STUDENT - CLUBS - Joplin MO Relief Effort - 2011 June
- STUDENT - CLUBS - Optimist Club - Service Projects - 2011-2014
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 209)
- UNOH - Mission Portfolio
- UNOH - Mission Portfolio (page number 2)

1.S - Criterion 1 - Summary

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

Summary

The University has met Criterion 1 by having a strong Mission and supporting documents which provides the guidelines to achieving and delivering the Mission of UNOH. A strength provided in this Criterion is the entrepreneurial spirit that allows the ability to adapt to the changing needs of constituents while maintaining a mission-centric quality environment for learning. Using the entrepreneurial spirit as stated in the Mission, monitored risk-taking allows for responsiveness to the needs of the University community as well as the greater global community. The re-organization and addition of colleges indicate the institution's understanding of how the mission, colleges, and programs offered are connected and should be reflective of one another. The institution has also provided evidence of its ability to evolve structurally in an effort to meet the needs of its learners. The institution has created new departments and staff positions to meet the diverse needs of its learners, whether the need be first-generation, international, military, economic, counseling, or disability-related.

Additionally, the institution has identified a few areas for improvement related to this Criterion. After reviewing the Value and Vision Statements, the institution has determined that focused discussion is needed to determine what the performance indicators are as related to these statements. In the upcoming years the institution needs to set goals for these statements and develop a plan for the implementation and assessment of the goals. Furthermore, there will need to be a period of internal training with regard to the process for developing the strategic plan. As an institution, there needs to be an increased awareness of how the Value and Vision Statements should influence institutional planning.

Year 4 Summary

The University of Northwestern Ohio, and its employees, continues to operate under the guidance and founding principles of its mission. Everything the University has done, does, and continues to do aligns with, and supports, the mission of the institution, including systems, processes, and structures within which it operates. Prior to 2016, a comprehensive collection of community involvement initiatives was nonexistent. Each year more relationships and engagement opportunities are added so that the University can continuously document UNOH's commitment to its constituents. The University continues to evaluate any future changes with the mission, its constituents, and its ability to impact the public good in mind.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Financial

Following the **laws of the State of Ohio**, the University is organized as a not-for-profit institution with the Board of Trustees having final responsibility for the governance and operation of the University. The Board sets the policy and direction of the University after receiving recommendations from the University's Presidential Cabinet and the President.

In addition to Board oversight, the Business Office, under the direction of the Controller and the Vice President of Finance, employs generally accepted accounting principles to ensure consistent and transparent financial processes. The University's **financial statements** are audited annually by an independent certified public accounting firm, BKD, LLP, of Fort Wayne, IN, to ensure compliance with these principles. These statements include an unqualified audit opinion, which reflects that the institution is following generally accepted accounting principles and that its financial statements are presented fairly. Additionally, the financial statements include an A-133 audit, completed by BKD, LLP, annually in order to comply with Department of Education requirements. The annual A-133 audit has not had any findings or issues. The CPA firm reports the results of the annual audits annually to the Board of Trustees in the **Management Letter** which is accepted by the Board. In addition, the quarterly budget is compared to actual reports from the Business Office.

The University has also been **audited** the last five years by the State of Ohio focusing on the Ohio State Aid Program. There have not been any findings in this program over the last five years. With over 88% of the institution's students receiving some type of aid, the Financial Aid Department continually maintains excellence in all areas.

Academic

UNOH academics are provided the environment to operate with integrity with a core group of policies and procedures. The following core procedures can be found in the designated Institutional documents:

Policy / Process	Document	Location
Integrity Policy	2013-2014 Faculty Handbook 2015-2016 Catalog	Page 24 Pages 77-78
Non-Plagiarism	2013-2014 Faculty Handbook	Page 32
Academic Standing	2015-2016 Catalog	Pages 83-84
Non-Discrimination Policy	2015-2016 Catalog	Page 23

In addition to these core policies regarding integrity and non-discrimination, there are many other policies in these documents that are meant to serve as operational guidelines.

Personnel

The Executive Director of Human Resources has worked consistently with employees for the past 23 years. The Human Resource Department supports campus departments with hiring, reviewing policies with new employees and current employees, and maintaining employment records.

When a University department hires a new employee, the Human Resources Department meets with the new employee to go over key items in the **UNOH Employee Handbook** and other employment documents. The UNOH Employee Handbook includes policy language for **employee conduct**, **proper technology usage**, **harassment procedures**, and **abuse reporting**. The Handbook also includes a section on a **resolution process** for a work-related issue or complaint. UNOH sponsors an Employee Assistance Program (EAP) which is available to employees to assist with circumstances that may affect their working conditions.

At the time of hire, the employee is given access to the MyUNOH web portal which contains employee, faculty, and technological policies. The MyUNOH web portal also contains resources for the Family Educational Rights & Privacy Act (FERPA) with a PowerPoint slideshow for review of FERPA guidelines. Two Academic Advisors serve as the FERPA representatives and send out notices to students and employees on an annual basis reminding everyone of the University's FERPA policies, located in the UNOH Catalog. They answer any questions or concerns regarding the Family Educational Rights & Privacy Act. An **annual notification** is sent to all students and faculty during fall quarter. The annual notification includes the guidelines that employees of the University must follow to protect student records and a **student release form**. The monthly UNOH newsletter, the Northwestern Communicator, is another form of communication with FERPA tips or frequently asked questions that would be relevant to faculty and staff. As new staff, faculty, and student workers are hired, they receive notification based on the employee's level of access to student information.

Title IX is the federal law that prohibits discrimination on the basis of sex in educational institutions' programs and activities. To be in compliance with Title IX requirements, the University has designated a **Title IX Coordinator for students and a Title IX Coordinator for employees**. The Coordinators are responsible for overseeing Title IX education and training for the campus

community.   Online training was decided as the most efficient method to reach all constituents. Students are encouraged to take the training; however, the training is mandatory for all employees and was piloted in Fall 2015. With the initial implementation of the Title IX employee training, 465 out of 581 employees have completed the training to date.

Auxiliary

Athletics: As a member of the National Association of Intercollegiate Athletics (NAIA), UNOH is obligated to follow the **bylaws of this association**. These bylaws provide guidelines regarding eligibility, and conduct for both the institution and the student athletes.

Fair and Ethical Policies and Processes for Governing Board, Administration, Faculty, and Staff

The University's colleges and departments have modeled their policies and procedures after the best practices in higher education from information gathered from relevant professional organizations and accrediting bodies. For example, the University of Northwestern Ohio Registrar's Office is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Business Office management team are members of the National Association of College and University Business Officers (NACUBO). Other examples of**professional memberships** can be found in the University Catalog. Information from these organizations has helped develop the University's **admissions policy**, **transfer credit policy,** and **transfer student policy**.

The **Presidential Cabinet** has members from most of the major departments on campus and is used as a sounding board for policies and policy changes. Cabinet members are appointed by the President. The Cabinet functions both as an advising body for the President and as a decision-making body for policies and procedures. Cabinet members provide oversight of implementation of decisions and policies through the connections to each area of the University. Once decisions on policies are reached, proposals are submitted to the Board of Trustees for discussion and approval.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 2.A and continues to meet criterion standards.

Sources

- ATHLETICS - NAIA Official Handbook
- FINANCE - 2015 UNOH Management Letter from BKD
- FINANCE - Audit Report - 2015 June 30 and 2014
- FINANCIAL AID - Audit Letter and Summary - 2010-2014
- HR - Employee Handbook - 2013
- HR - Employee Handbook - 2013
- HR - Employee Handbook - 2013 (page number 7)
- HR - Employee Handbook - 2013 (page number 35)
- HR - Employee Handbook - 2013 (page number 37)
- HR - Employee Handbook - 2013 (page number 40)
- HR - Employee Handbook - 2013 (page number 42)

- INFO INTEGRITY - FERPA Annual Notification
- INFO INTEGRITY - FERPA Authorization Release Form
- UNOH - Articles of Incorporation
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 26)
- UNOH - Catalog - 2015-2016 (page number 29)
- UNOH - Catalog - 2015-2016 (page number 32)
- UNOH - Catalog - 2015-2016 (page number 191)
- UNOH - Title IX Compliance

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Communication with Constituents

The University of Northwestern Ohio strives to maintain clear and accurate communication with outside audiences using a number of documents and modes of communication to inform them about the University's programs, requirements, faculty, costs, and accreditation relationships. These documents include the catalog, website, MyUNOH Portal, social media, Student Handbook, Faculty Handbook, Employee Handbook, quarterly alumni e-newsletter, and **other marketing and admissions materials**. These documents are drafted with the Mission in mind and each of them goes through an annual review for currency and accuracy.

   The **Catalog** is the chief document to communicate academic policies, financial aid programs, student affairs, academic affairs, program requirements, and course descriptions to incoming and current students. Careful annual review and editing at the program, department, and institutional level ensure that this important document is both current and accurate. The editing process begins fall quarter of every year when curriculum and policy changes are discussed in departmental meetings.

   The University's website is the primary public medium for external audiences to gain access and information about UNOH. Quarterly review of all sections of the website ensure that the website is both current and accurate.

   The MyUNOH portal is used by current students, faculty, and staff to access their University email, campus events, and important documents. The MyUNOH Portal software was implemented in 2009 as a unified platform for student-facing electronic services and is maintained by the UNOH Information Technology (IT) Department. Content updates of the information published on the portal, such as departmental pages, event calendars, and announcements, are managed by the respective departments.

   Social Media is managed by the Marketing Department. The University's Facebook, Twitter, Instagram, and YouTube pages are used to communicate with both internal and external audiences such as prospective students, current students, faculty, staff, and parents. The Social Media Coordinator, within the Marketing Department, manages all post content and continually monitors Facebook and Twitter feeds, along with other websites, for mentions of UNOH. The Coordinator also continually monitors all sites and ensures timely and accurate responses to questions or concerns posted on the pages.

   The **Student Handbook** is updated annually through the Housing & Safety Services Office, providing students with clear guidance on academic and disciplinary policies that concern their rights and responsibilities as University of Northwestern Ohio students. The Student Handbook

is distributed to Cabinet members to check for accuracy and currency each year. The Student Handbook can be accessed directly in the MyUNOH Portal or through the UNOH website.

The **UNOH Alumni E-Newsletter** is published by the Alumni Affairs Coordinator quarterly and emailed to more than 6,000 alumni, employees, and friends of the institution. The Alumni Affairs Coordinator posts on the **UNOH Alumni Facebook Page** and publishes in each issue of the E-Newsletter, soliciting alumni for story ideas spotlighting alumni accomplishments, memories from their days as a student, shout-outs to their former classmates and roommates, and membership in the official Alumni Association. The E-newsletter, in addition to being emailed to all alumni, employees, and friends of the University, is also posted on the UNOH Alumni Facebook Page. Archived issues can be found on the **Alumni section** of the UNOH website. Since its inception, the Alumni Association has grown by more than 300 members.

Programs

The programs the University of Northwestern Ohio offers are listed in the Catalog and on the University website. This listing includes descriptions of the programs and course requirements. Course descriptions are listed in the Catalog, which is available online. Other marketing materials may contain course descriptions and course requirements as well.

Requirements

Admission requirements are located in the Admissions section in the Catalog and on the University website, including information for admission for international students, transfer students, military students, and Graduate students.

The Academic Affairs section in the catalog contains requirements for academic standing, class attendance, and graduation as well as other academic policies.   These items are included on the website in the Registrar section.

Faculty and Staff

A listing of all faculty and staff is included in the **Administration, Faculty, and Staff section** of the UNOH Catalog. This listing includes titles and credentials. A faculty/staff search directory is also located on the University's website.

Costs to Students

Students and parents are provided accurate information regarding the cost of attendance at UNOH. **Tuition and fee policies and procedures** can be found in the Catalog; tuition and fee amounts can be found in each college's respective tuition page on the UNOH website and other marketing materials. Lastly, students and parents are provided access to a Net Price Calculator, called **Tuition Cost Calculator** on the website, to help them determine the different types of institutional, Federal, and state aid for which they may qualify. UNOH's Catalog also provides students with a listing of many available scholarships.

Control

The University is organized as a not-for-profit institution with the Board of Trustees having final responsibility for the governance and operation of the University in accordance to the **Code of Regulations** of the University of Northwestern Ohio and its **Articles of Incorporation**. These

documents are available to students and the public upon request. Requests may be submitted in writing to the attention of the Secretary of the Board of Trustees.

<u>Accreditation Relationships</u>

Regional accreditation status for the University of Northwestern Ohio is listed on the website, in the Catalog, and in other marketing materials. Specialized accreditations for programs, such as Medical Assisting or Business Administration, are listed on that particular major's page along with a main page of accreditations and certifications on the UNOH website and in the Catalog.

Year 4 Argument

*The University of Northwestern Ohio does not have any significant changes to Core Component 2.B and continues to meet criterion standards. The **Code of Regulations** were reviewed by the Board of Trustees and revised to reflect the practice that the President of UNOH and the Chair of the Board are two separate individuals.*

Sources

- ALUMNI - Archived Newsletters
- ALUMNI - Facebook
- ALUMNI - Newsletter - Winter Quarter 2016
- BD of TRUSTEES - Minutes 2016 05 12 - Approval Updated Code of Reg
- FINANCIAL AID - Net Price Calculator
- MARKETING - Social Media Statistics
- MARKETING - Viewbooks on Website
- STUDENT - Handbook - 2015-2016
- UNOH - Articles of Incorporation
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 41)
- UNOH - Catalog - 2015-2016 (page number 191)
- UNOH - Code of Regulations - December 2008
- UNOH - Code of Regulations - Updated May 2016

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Board Deliberations

The University of Northwestern Ohio's (UNOH) **Board of Trustees**, currently composed of 12 members—nine external and three internal, is charged with maintaining an institution of higher education, conferring academic degrees upon worthy candidates, and engaging in appropriate educational and fiduciary responsibilities. The Board provides the oversight of policies and operations of UNOH. The Board of Trustees approves the Mission Statement, long-term Strategic Plan, and University-wide goals, along with key members of the University, including working groups and the Presidential Cabinet.

Board Decision Making

The current structure of the Board of Trustees represents the interests of both internal and external constituencies. With nine external members representing business and industry that are reflective of the University of Northwestern Ohio's programs, they assist in making decisions that are relevant to current needs of the students and employers. The areas that external board members represent are law; finance; insurance; business; marketing; automotive; diesel; and heating, ventilation, air conditioning, and refrigeration (HVAC/R). The three internal members provide input to the Board on the relevancy of the academic and business interests of the institution.

Board Independence

Following the March 2006 Higher Learning Commission (HLC) visit, concerns relating to the governance of the University were addressed. Guided by Board policy, Board members who appear to have a conflict of interest are to abstain from votes that raise any issue of conflict. The Code of Regulations was updated so that while a simple majority of the Board present constitutes a quorum, the external board members must exceed the internal board members. The Board is responsible for hiring and evaluating the President. The evaluation is done on an annual basis, completed by the entire external Board. The external Board members review the financial statements, progress with the facilities, academic updates, enrollment numbers, personnel issues, approval by accreditors, and legal or criminal issues when evaluating the President. In addition, the Board is assisted by the

external CPA firm, BKD, to go over the audited statements. BKD also provides a comparison of 10 similar universities (names not provided) that the CPA firm works with. These comparisons include enrollment trends, financial information, etc. All of this is taken into consideration by the Board in its evaluation. Any salary increase or bonus, if warranted, is then approved by the external members.

After the 2006 visit, the President and Board Chair became two separate positions, with an external board member now holding the Board Chair position. The University submitted a progress report on October 1, 2008, listing these changes, which was accepted by HLC. One concern that remains is the lack of diversity of the Board composition. There has been very little change in Board members; however, when a position does become available, all qualified candidates are evaluated and presented to the Board for a vote. The University will continue to strive to increase Board diversity while looking for the best qualified personnel.

Board Delegation

The Board fulfills its ongoing evaluation through an organized **standing committee structure**, each committee responsible to the Board in its entirety. In their role as representatives of UNOH, Trustees interact with key external constituencies such as employers, alumni, donors, and other professional organizations. These relationships provide contemporary insight into the educational needs, career development, and coming trends that assist in the Board's deliberations, helping to keep UNOH current with standards and direction.

The ***Code of Regulations*** states the President shall conduct himself in good standing and is the chief executive and administrative officer of the University. The President shall have general and active management control, directing the business operations, the educational activities, and other affairs as needed. These responsibilities should be done in conformity with the policies determined by the Board.

Year 4 Argument

*The University of Northwestern Ohio does not have any significant changes to Core Component 2.C and continues to meet criterion standards. In 2017, the University lost a member of the **Board of Trustees**, and a replacement was made. Please refer to 2.B for the updated Code of Regulations.*

Sources

- BRD of TRUSTEES - Committees
- BRD of TRUSTEES - Updated List of Members
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 191)
- UNOH - Code of Regulations - December 2008

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Academic Freedom

As described in Criterion 2A, UNOH provides guidance for operations via the policies and procedures in place at the institution. Another such example of this is the following: "The University of Northwestern Ohio is committed to the freedom of academic inquiry that assures faculty and students the opportunity to pursue knowledge with integrity." This statement, located in Section VI:A in the **Faculty Handbook**, connects with the University's Mission Statement.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 2.D and continues to meet criterion standards.

Sources

- FAC - Handbook - 2013-2014
- FAC - Handbook - 2013-2014 (page number 21)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Oversight & Support of Research & Scholarship

Although the University of Northwestern Ohio does not incorporate research into its Mission, the continued professional and personal development of faculty and staff include scholarly activity as an essential element of maintaining status as a qualified faculty or staff member. In their pursuit of scholarly practice, the faculty and staff model similar behavior for UNOH students. The Board Policy on Academic Inquiry is an overarching policy that states: "The University of Northwestern Ohio is committed to the freedom of academic inquiry that assures faculty and students the opportunity to pursue knowledge with integrity." Therefore, several policies serve to support scholarly practice and any research associated with that endeavor. These institutional policies include:

Entity	Policy Name	Location
Board of Trustees	Integrity	Code of Regulations
Board of Trustees	Academic Inquiry	Faculty Handbook September 2013
University Policy	Academic Integrity Policy (students)	Faculty Handbook September 2013
University Policy	Copyright Law Guidelines (An Educator's Responsibilities and Rights)	Faculty Handbook September 2013
University Policy	Publication Policy & Ownership	Faculty Handbook September 2013

University Policy	Ethics Policy	Faculty Handbook, September 2013

At the course level, students are introduced to and practice proper citation practices. In learning these practices, students are taught the necessity of academic integrity. The following courses indicate that the assessment of formatting skills is an identified student learning outcome objective as indicated below:

Course	Course Objective
EN180	Demonstrate proper use of grammar, punctuation, and MLA formatting.
EN200	Evaluate sources and cite them in appropriate format.

Additional **research skills** are taught in a variety of courses.

An additional check-point is available to faculty through the application **Turnitin.com**. The use of this application is to further reduce the incidence of plagiarism, either accidental or intentional, among students during their time at UNOH.

The University also describes the proper use of copyrighted materials through the **Instructional Materials Copyright Policy.** This policy describes the role of the faculty in determining if copyright encroachment is occurring.

Administrative oversight is provided for these policies to ensure that diversion from ethical practices does not occur. While faculty have the major responsibility to ensure that student work does not divert from ethical practices, administrators, through the designated lines of reporting authority, ensure that faculty do not divert from ethical practices regarding scholarly pursuits of knowledge and research. This is administered through the **Ethics Policy**.

With an increased emphasis on faculty pursuit of scholarly practices and the approval of the first Master's program at the University, it has been determined that a needed improvement is the formation of an Institutional Review Board (IRB). The IRB will uphold the established standards for ethical conduct of research, including the protection of human participants, while enabling the faculty, staff, and students to conduct research in a timely and efficient manner. The primary mission of the IRB will be to facilitate those standards by reviewing, approving, modifying, or disapproving research protocols submitted by individuals affiliated with UNOH. IRB mission, member list, proposal requirements, past submissions/approvals, and minutes can all be accessed at the UNOH-IRB course on the Moodle site.

Information Integrity

In the course, UN110 First-Year Experience, on-campus students are directed towards the MyUNOH portal where the UNOH Student Handbook resides. Students are encouraged to read the document as it applies to their University experience. The **Student Handbook** also outlines the necessary policies that students will need to know during their collegiate career at UNOH, including the Academic Integrity Policy and the Technology Usage and Ethics policy. While in UN110, students also take a "plagiarism quiz" to check for an understanding of academic integrity and the ethical use of information. Online and hybrid students are introduced to the academic integrity policy in VC099 and UN111 as well as the role of Turnitin in every course.

The Dr. Cheryl A. Mueller Library staff provides assistance on the ethical use of information in many forms. The staff works with faculty on **library information sessions** for courses, and **guides introduce students to the Library and the resources needed** for courses in their degree programs. The Library staff also assists individual students with research projects. Students are introduced to the Library in VC099, UN110 and UN111. On-campus students are required to visit the Library during the UN110 course. The Library and staff are introduced to online and hybrid learners in VC099 and the librarians facilitate a module in UN111. In 2016 the Library will have a greater presence in all hybrid and online courses via content added to relevant course modules as well as chats with the librarians through the use of Collaborate. The Library works with faculty in other ways upon request.

Proper attribution of sources is addressed in another institutional student learning outcome. This outcome states: *Oral, Written, and Visual Communication: Graduates should be able to communicate effectively using verbal, visual, and written language with clarity and purpose in workplace, community, and academic contexts.* This includes the attribute of using resources as part of the **rubric used to assess student work**. The rubric attribute expects that students will "Demonstrate skillful use of a high quality of credible, relevant sources appropriate to the topic; cites sources correctly." This rubric was developed based on the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics and was an outcome of the HLC Assessment Academy, which was attended by a team of UNOH faculty. The rubric was deployed at that time and has limited use across the campus. As the Capstone review occurs and as the development of measurable student learning outcomes for the institution has been achieved, wider usage of the rubric is expected to occur.

Academic Integrity

The University of Northwestern Ohio enforces an **Academic Integrity Policy**, which is stated in the Course Catalog, Student Handbook, and course syllabi. The policy defines cheating and plagiarism and states the consequence if an offense occurs.

When an incident of dishonesty is discovered, a faculty member follows this process:

It is up to the faculty member's discretion as to whether or not the incident warrants that a report be filed. Depending on the severity of the case, the instructor may choose to treat the incident as a learning experience, provide an explanation and warning to the student, and reduce the assessment's grade or award a zero.

Should the faculty member decide that filing a report is appropriate, academic integrity forms are located in the MyUNOH faculty portal and in the VC Faculty Support site.

Faculty teaching on-campus courses discuss the matter with the student, complete an academic

integrity form, and submit it to the Dean of the College. If the student requests a meeting to discuss the offense, the faculty member should arrange a meeting with the Dean and student, so that all three participate in the conversation.

Virtual College faculty complete the form and send it via-e-mail to the student and the Dean of Online Programs, along with any documented evidence, such as remote proctor test videos, and Turnitin reports. The Dean of Online Programs adds the report to the student's file and works with the faculty member to determine the appropriate consequence for the student.

Since many of the students take courses and programs in various UNOH colleges and delivery formats, the Deans maintain a shared **academic integrity report** to ensure that students' academic integrity records travel with them from college to college within UNOH regardless of delivery format.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 2.E and continues to meet criterion standards.. Please refer to 2.B. for the updated Code of Regulations.

Sources

- ACADEMIC - Integrity Report
- ASSESSMENT - GE Value Rubrics -2013
- CURR - Research Skills in Courses
- FAC - Handbook - 2013-2014
- FAC - Handbook - 2013-2014 (page number 21)
- FAC - Handbook - 2013-2014 (page number 23)
- FAC - Handbook - 2013-2014 (page number 24)
- FAC - Handbook - 2013-2014 (page number 32)
- FAC - Handbook - 2013-2014 (page number 49)
- FAC - Instructional Materials Copyright Policy
- HR - Employee Handbook - 2013
- INFO INTEGRITY - Turnitin
- LIBRARY - Information Sessions
- LIBRARY - Research Guides and Services
- STUDENT - Handbook - 2015-2016
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 81)
- UNOH - Code of Regulations - December 2008

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The institution has met Criterion 2 by providing evidence that it acts with integrity, and its actions are ethical and responsible. The MyUNOH Portal serves as one of the primary resource repositories for faculty, staff, and students. UNOH works diligently to comply with Federal and state regulations. In 2015 the institution implemented online training for Title IX for employees and students. This resulted in the creation of two new coordinator positions, one for students and one for employees, allowing each to focus on the specific needs of the groups they represent.

UNOH attempts to present itself in a clear and accurate manner through all of the material available, both internally and externally; this will be a continuous effort of the Marketing Department.

In response to the Mission's emphasis on a "quality education," UNOH maintains its accreditation relationships and seeks new ones as necessary. The University of Northwestern Ohio's Board of Trustees provides guidance and insight. With only one Board of Trustees' member leaving since 2006, It has been a stable source of support for many years. If and when openings on the Board become available, the Board will consider all recommendations in an attempt to fill the position with an individual who reflects the programs and student body of UNOH and who represents the guidelines provided by Mission Documents.

Year 4 Summary

The University of Northwestern Ohio continues to meet Criterion 2 regarding ethical and responsible conduct within its financial operations, communications with constituents, Board of Trustees operations, academic freedom, and support of research and scholarship of its faculty and employees. As UNOH celebrates its centennial anniversary in 2020, it is essential that the institution operates with ethical and responsible guiding principles to ensure it will be around for another 100 years. There is an agreed upon standard of practice to help maintain the University's integrity in this respect. While there have been no significant changes to elicit a rewrite, some operations have evolved to align with best practices including the implementation of parent newsletters and creating additional social media channels and groups to help enhance the bond and sense of community between different populations that the University serves. The University continues to follow this philosophy and make improvements as needed in line with the guiding principles of its mission.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Rigor & Relevancy of Courses & Programs

The University of Northwestern Ohio is a private, not-for-profit, four-year institution offering associate degrees, baccalaureate degrees, and a Master of Business Administration degree, with the majority of the degrees being associate degrees.

The Ohio Department of Higher Education authorizes the University of Northwestern to grant degrees and approves programs offered. Therefore, any degree offered by the University of Northwestern Ohio satisfies the requirements for the **Ohio Department of Higher Education's guidelines on degrees**.

Degree	Ohio Department of Higher Education General Education Requirements	UNOH General Education Requirements
Baccalaureate	54 quarter hours	Bachelor of Science Minimum of 64 quarter credit hours

Applied Associate	23 quarter hours	Associate of Applied Business Minimum of 32 quarter hours Associate of Applied Science 29 quarter hours

Diploma programs are designed to be building blocks into an associate degree program. Also, the diploma programs in the College of Applied Technologies have a math and communication component for General Education even though there is no external requirement.

UNOH has verified the currency of the programs and has differentiated between the levels of performance required by students and the degree or certificate awarded. In the Colleges of Business, Health Professions, and Occupational Professions and the Graduate College, an extensive **curriculum revision project** (2009-2012) was completed that included completing **external comparisons of the programs to similar programs offered at other universities**. During this process, the departments kept advisory boards updated and solicited feedback and recommendations. At that time program goals were reviewed and revised based on outcomes of what constituents desired of graduates in each respective program. Several departments sent **surveys to applicable employers** in the area to inform them of this process. Additionally, program currency is reviewed within the **program review process**.

Learning Goals Appropriate to Degree Level

Using the following nomenclature, the degree levels are differentiated as follows:

Degree Level	Numeric Level
Associate Degree	100 -200
Baccalaureate Degree	300-400
Master's Degree	500-600

The nomenclature is present in the **University's catalog**, program brochures, rotation sheets, view books, student transcripts, program web pages on the UNOH website, student schedules, and other publications available to the student and public. In addition to the articulation of course levels via the means discussed, extensive work on applying Bloom's Taxonomy as a means of ensuring the correct level of learning expectations is occurring. These changes are evidenced on the course syllabi via course objectives, in the catalog, and on the web site via Program Goals.

During the extensive curriculum revision project in the Colleges of Business, Health Professions, and Occupational Professions, **program goals were evaluated and revised and the appropriate level of all classes** (100-400) was determined, as applicable. Once courses were determined for each

program, the departments created key concepts for each course and sequenced them in the curricula from levels 100-400.

UNOH modifies the assessment program at the University, as appropriate. While assessment has been ongoing for over 12 years at UNOH, the actual process itself has changed several times. Data has been collected in various manners, from paper and pen to a variety of electronic databases. Part of the challenge has been the transitional periods between changes in collection means. As demonstrated in the **Historical Review of Assessment**, several electronic means have been employed to gather data. Each of these transitions involved the need for training on the new technology. As the need for technical training continued to occur, the actual training on the "how-to" for assessment itself diminished. This resulted in data being collected that was either not useful or in some cases data that didn't provide the correct information being sought. As expected, a great deal of data was collected, but the actual closure of the loop of assessment was often not achieved. In summer and fall of 2015, a SWOT was performed on the assessment process and potential needed improvements were identified.

In 2015, a need was determined to develop **measurable course objectives** for all courses. Previously, the Course Objectives were referred to as Key Concepts. A collaborative project was undertaken to facilitate departments through the process of transitioning "key concepts" into measurable course learning objectives. The undertaking required Department Chairs, Directors, and faculty to provide input and approvals to complete this project. In an effort to streamline the assessment process and to follow best practices, the University has **revised the assessment process** to reflect Program Goals and Course Objectives. Departments now have program goals and course objectives that are measurable and reflect appropriate levels of taxonomies for all colleges. Effective fall 2015, **updated Program Goals were introduced to online students** in the UN111 Foundations of Online Learning course in Module 10. In 2016 new or revised program goals will be introduced to students in the UN110 First-Year Experience courses. The UN110 course content will be revised to provide guidance to the students as to the location of Program Goals and Course Objectives. Currently, Program Goals are housed within TracDat with an anticipated fall 2016 publication in both the institution's website and in the catalog. Each course syllabus lists the course objectives. Program Goals will be reinforced throughout the programs and included in the Capstone courses. In the Capstone courses, the Program Goals will serve as the course objectives and be measured at that time.

As Program Goals and Course Objectives have been developed, the programs are now in the process of developing curriculum maps. These maps are being used as the catalyst for dialogues among the faculty. As the maps are reviewed and refined, they will be utilized for several purposes including curricular improvements, faculty education, advisory board education, advisor education, Program Review, and other uses as they arise. Development of these maps have stimulated conversations among general education faculty and technical faculty as well as Capstone review. They will also be used to further ensure quality of courses among the various delivery formats. The map development is scheduled to be completed by fall 2016. Curricular maps will not only include the discipline-specific objectives but also incorporate the General Education framework into the assessment process. In addition, the curricular maps will serve as a starting point for the next cycle of curriculum review scheduled to begin in 2017. The Self-Study process has afforded the opportunity to systematize the institutional assessment process, as a means of continuous improvement, by identifying gaps in the existing processes.

An outcome of the previous curriculum revision cycle included a **review of major courses** in the

College of Applied Technologies. That review revealed an unequal balance between 100- and 200-level courses. At that time in order to reflect the level of performance required from the student, courses that were identified as subsequent courses in a two-part series and courses that could easily be identified as having more rigor were renumbered as 200-level courses.

Effective Fall Quarter 2015, **all syllabi were placed in Moodle courses** for the Colleges of Business, Health Professions, and Occupational Professions, the Graduate College, and the Automotive Technology Supervision program housed in the College of Applied Technologies. The management of syllabi in the Moodle platform is a joint effort between the VC Support Department, Department Chairs, and Program Directors. This process ensures that the same course objectives are used in all courses, regardless of delivery format. Effective February Session 2016, the College of Applied Technologies started using the **updated syllabus template** to ensure content consistency. The office managers store and distribute syllabi to Division Heads who then provide them to department members based on teaching schedules. All Department Chairs, Program Directors, and Division Heads have **access to their department members' courses in Moodle** and are able to review Start Here pages and syllabi for consistency.

Course Quality & Consistency

The University of Northwestern Ohio is located on one campus in Lima, Ohio. Courses are delivered in traditional on-campus, web-enhanced, hybrid, and online classes. College Credit Plus courses are offered on campus and online; courses are not offered at another location. Quality consistency is achieved through using the same course objectives.

Year 4 Argument

*The University of Northwestern Ohio continues to meet criterion standards. The **program review process** continues and is on-going, aiding to verify that on-campus and online courses are of the same quality. As referenced in the 2016 report, course objectives and program goals were aligned in all courses no matter the instructional venue. The program review process includes faculty who provide perspective for course content and content delivery, making adjustments to aid student learning. Examples of two program reviews, **Medical Assistant Technology** and **Robotics & Automation Technology**, are included as sources. These Program Reviews have been submitted to administration for consideration to determine action plans.*

Sources

- ASSESSMENT - Evolution
- ASSESSMENT - Med Asst Prog Rev 2019-2020
- ASSESSMENT - Program Review
- ASSESSMENT - Robotics Automation Prog Rev 2019-2020
- ASSESSMENT - Updated Program Review Template
- COMMITTEE - Deans Council - Meeting Handout - 2016 Jan
- CURR - CoAT Alignment of 100-200 Courses
- CURR - CRA #1 - Peer Institutions
- CURR - CRA #3 - Sample Surveys
- CURR - CRA #3 Ranking & CRA #11 Goals and Objectivves

- CURR - Curriculum Review Assignments
- CURR - Measurable Course Objectives
- CURR - Program Goals Introduction
- CURR - Shared Tasks for On-Campus and Online - 2015 June
- CURR - Syllabi Templates
- CURR - Syllabus Management
- OBR - Guidelines & Procedures for Academic Program Review - Apr 2015
- UNOH - Catalog - 2015-2016

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

General Education Relevancy

The general education program is appropriate to the Mission because the general education philosophy is designed to prepare students for success in their coursework and careers, as well as provide a basis of skills for lifelong learning. Through a variety of courses, both required and elective, **students develop competencies** in areas of communication, math, natural and physical science, social and behavioral sciences, and arts and humanities.

Following the **guidelines established by the Ohio Department of Higher Education**, all programs must be comprised of "no less than 54 quarter hours for BS degrees" and "23 quarter hours for applied associate degrees." The general education component must include an English Composition and a math course, equal to at least nine quarter hours. A minimum of nine quarter hours must come from the following three categories and at least two of the three categories must be represented: Arts & Humanities, Social & Behavioral Sciences, and Natural Sciences. For bachelor's degrees (BS), the minimum general education requirements are the same as for the associate degrees. However, UNOH requires additional general education coursework beyond the minimum expectations as demonstrated in the **University catalog curriculum pages**.

A General Education Curriculum Audit was performed summer 2015 to determine compliance with the general education requirements. The **resulting matrix** shows that 100% of the curriculum was in alignment with the required elements in the curriculum. Because the audit indicated that most of the programs did not include the Arts & Humanities options, a **survey of department chairs** was done to determine if this topic was being taught across the technical curriculum as it is an Institutional Student Learning Outcome.

The two areas of general education curriculum most often not measured in the technical courses are Natural Science (10 of 24 units surveyed indicated they did not cover this curricular focus) and Arts & Humanities (8 of 24 units surveyed indicated they did not cover this curricular focus).   While students are exposed to these realms of knowledge via the General Education curricular components, they are not exposed as to how these topics are applied to their discipline-specific topics.   Therefore, faculty education regarding the **integration of these skills into the technical curriculum** needs to occur. As of writing of this document, all of the 24 units surveyed had responded to the survey.

Articulation of General Education Outcomes

Recognizing that the Mission of *preparing students for careers and productive citizenship* requires more than a discipline of specific skills, a team of faculty and administrators participating in HLC's Assessment Academy revised the University's General Education philosophy and framework. As described in the catalog, faculty identified six curricular concentrations that all graduates of UNOH should be afforded the opportunity to explore. In addition to discipline-specific student learning outcomes, there are six **Institutional Student Learning Outcomes** identified to determine if graduates are successfully acquiring the skills necessary for a productive personal and professional life.

General Education Philosophy

The General Education philosophy is articulated in the University catalog *Overview* section. Each discipline identifies the Technical/Related courses as well as the General Education courses. In addition, appropriate learning outcomes and program goals are articulated on all course syllabi.
The University employs the TracDat electronic assessment application to house the programs' and departments' assessment plans. This application also provides opportunity to include the learning outcomes and curriculum mapping. Therefore, the goals and outcomes are reported to appropriate internal and external constituents via reports generated by TracDat.

Breadth & Depth of Knowledge

In September 2015, curriculum maps were developed for each program in all of the colleges that connect the general education assessment goals of the Institutional Student Learning Outcomes to courses. These matrices provide evidence of courses that engage students in collecting, analyzing, communicating information, and mastering modes of inquiry or creative work. The **matrix** indicates which courses from the general education curriculum are required in the programs.

Human & Cultural Diversity

In recognizing the human and cultural diversity of the world, the University has the following Commitment to Diversity statement and Non-Discrimination Policy:

Commitment to Diversity: Diversity at UNOH refers to social differences, the intersections, and interactions among identity categories such as background, perspective, values, culture, race, ethnicity, religion or secularism, age, gender identity, sexual orientation, physical and mental abilities, and economic status. Embracing diversity has the positive potential to broaden thinking, enhance experiences, and solve problems in unique ways. Therefore, the University of Northwestern Ohio recognizes, embraces, and seeks to enhance representations of diversity within its student body and family of employees.

Non-Discrimination Policy: The University of Northwestern Ohio is committed to a policy of non-discrimination. It admits students of any race, color, national and ethnic origin, gender identity, age, and sexual orientation to all the rights, privileges, programs and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. The University monitors compliance with Federal and Ohio civil rights laws, including Title IX.

One of the **institutional outcomes** addresses the need to have graduates "assess…diversity in human experiences." The General Education Survey Chart notes the courses that address this institutional outcome. Additionally, all students in the associate or baccalaureate level programs are required to take UN220 Introduction to Diversity Issues.

International Day began over 15 years ago as an extracurricular activity with the Multicultural Voices course that has grown into a day-long activity in the University's Event Center. It now includes participation from various courses to include international business, travel, and other diversity-based courses. What was once an instructor-led activity has now become a part of the International Student Services Department and currently includes participation from our international student body presenting information on their home countries in addition to presentations from various classes.

The UN210/UN310 International Travel course gives students cultural awareness while being immersed in countries around the world through short-term trips between terms. Ten trips were offered from the years 2006-2012. While the trips taken during these years provided students with culturally diverse experiences, the University felt that it needed to postpone future trips until such a time that it could evaluate the course curriculum that corresponded with these trips, investigate service learning opportunities, and establish a better management system administratively. The University will be reintroducing these travel opportunities to students starting in the fall of 2016 with a **trip to Lima, Peru**. The Dean of Online Programs will manage international and domestic trips with faculty, serving as a second chaperone on trips, and administrative representation. The Dean of Online Programs will be revising the course curricula for UN205/305 U.S Travel and UN210/310 International Travel to ensure proper rigor and taxonomies are represented prior to the fall 2016 offerings. Additionally, the Travel Policies and Procedures Handbook for faculty will be updated and distributed for future trip planning.

In September 2012, UNOH added an **International Student Advisor** position to assist in the growing needs of this student population. UN125/UN325 Language and Culture in the United States was developed and introduced in fall 2013. In August 2014, the University created the International Student Services Department, consisting of a Director of International Student Services, two International Student workers, and is considering a full-time International Student Services Advisor as the number of students served continues to grow.

Over the past five years, the **number of international students** studying at UNOH has steadily increased. To help increase awareness of the many different cultures now represented on campus, it was decided to display the flag of each country from which a student came. This resulted in 31 flags being displayed in the lobby of the Student Commons Building.   Since being installed, many students, staff, and community members have commented on the number of countries students hail from, and international students have expressed a feeling of recognition. For the international

students it is a sense of pride to discuss why the flags of the **various countries flags** are hanging in this building. Simon Gonzalez, who is from Columbia, stated that he has been told by other international students it is a welcoming feeling (almost like a little piece of home is with them) to see the flag of their homeland and the country that they proudly represent. Knowing that UNOH cares about them as a student is encouraging them to learn not only about the United States but the other countries represented on campus. It has also led to dialogues related to cultural diversity among the campus community.

UNOH recognizes the need to ensure courses offered through the online and hybrid platforms need to be **ADA Compliant and accessible to all students**. The VC Support Department started training in 2015 and began revising courses to meet accessibility standards. A new Moodle theme was selected and an updated template was designed to make the navigation through courses consistent, logical, and efficient. Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness. Course pages have links, files, and icons that are labeled with easy-to-understand, self-describing, and meaningful names. Icons used as links also have HTML tags or an accompanying text link. The course design enables learners to easily locate where they are within the course and to easily return to the home page from any location. Tables are used to organize data and have appropriate table headers. Data cells are associated with their appropriate headers, making it easy for learners to navigate and understand the data. Course design elements maximize usability by facilitating readability and minimizing distractions. Additionally, the purchases of Collaborate and Kaltura were made to ensure that the instructional technologies being used in courses is consistent and ADA compliant.

This project will continue through 2016 and then will be ongoing as courses are updated with new materials. Learners with disabilities will have access to information on the accessibility of the learning management system and all additional required technologies. The courses will include links to the accessibility statements for all required technologies. The courses will provide alternatives to all non-text content so that all learners have access to equivalent information. Course elements will maximize usability by ensuring multimedia used as a vehicle for content or feedback (e.g., images, audio, animation, video, and interactive components) are easy to use, intelligible, and inter-operational across devices.

Scholarship, Creative Work, & Discovery of Knowledge

While the UNOH Mission is not research oriented, one of the requirements for faculty is a level of **scholarly activity**. In an effort to increase scholarship activities, the University is exploring improved accountability for the graduate faculty. Following the Boyer model of scholarship, which is reflected in the **faculty vita**, the University continues to refine scholarship definitions to make efforts towards compliance. The definition of qualified faculty at UNOH follows all guidelines for both institutional and programmatic accreditation requirements.

In April 2014, the Vice President for Academic Affairs/Provost instructed the review of the evaluation and **promotion guidelines**. The group started with the **revision** of the evaluation process, which included a faculty standard to engage in scholarly activity within their performance review. The group then worked on the promotion guidelines which included a **matrix** to define appropriate scholarship for academic departments. The revisions were paused with the adoption of Department Chairs. In **January 2016**, the Dean of the Colleges of Business, Health Professions, and Occupational Professions engaged a small group of faculty members to continue the conversation of

scholarship and instructed the group to revise the standard by 2017.

In an attempt to provide faculty with more time for research and scholarship, teaching in the Virtual College is now optional for full-time faculty in the traditional colleges. If faculty choose to only teach on-campus, it reduces the professional development requirements and teaching preparations that coincide with teaching online. Additionally, the traditional student schedule for on-campus classes has been revised to reflect that of other traditional institutions. The even/odd schedule has been removed; this should free up faculty schedules by no longer requiring them to teach on campus daily.

In 2016 the **Capstone courses will be reviewed** to determine that they integrate a level of research and scholarship at the student level. During the first Department Chair meeting in 2016, Chairs shared capstone structures with each other and common elements were recorded. Next, Department Chairs created curriculum maps for each program beginning the analytical discussion of curriculum gaps, proper leveling of taxonomy, and appropriate assessments. The topic of assessment and college improvement has been discussed with faculty during faculty meetings. Utilizing the information from curriculum maps and meeting discussions, the Department Chairs will dialog with faculty and Department Chair peers as to how research and scholarship will continue to be incorporated in program Capstones.

__Year 4 Argument__

The University of Northwestern Ohio does not have any significant changes to Core Component 3.B and continues to meet criterion standards.

Sources

- ACCESSIBILITY - ADA Compliant Services
- ASSESSMENT - Project Management Plan
- COMMITTEE - Faculty Development - Minutes - 2016 01 11
- CURR - Capstone Course Assessment
- CURR - General Education Matrix
- CURR - General Education Survey Chart
- CURR - International Travel - Lima Peru
- FAC - Agendas for Eval & Promotion Standard Mtgs
- FAC - Request for Promotion
- FAC - Scholarly Activity Matrix
- FAC - Vita Template
- HR - Faculty Qualifications & Prof Dev - 2014-2015
- HR - Job Desc - International Student Advisor
- INTERNATIONAL - 2015 International Day - 17th Annual
- INTERNATIONAL - Flags in 13000 Building
- INTERNATIONAL - Newly Admitted Students
- OBR - Guidelines & Procedures for Academic Program Review - Apr 2015
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 23)
- UNOH - Catalog - 2015-2016 (page number 24)
- UNOH - Catalog - 2015-2016 (page number 96)

- UNOH - Mission Portfolio
- UNOH - Mission Portfolio (page number 5)

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Faculty Capacity

The **student-to-faculty ratio** at UNOH has remained stable with a slight improvement over the past four years. The ratio during the 2014-2015 academic year was 26:1 while the ratio in the 2011 reporting year was 30:1, using the formulas as required by HLC. Using the total headcount of 4,111, the total faculty of 212 provided a ratio of 19.39. Using the total headcount numbers and total faculty count, the trend for student-to-faculty ratio has steadily decreased from 25.43 in 2011 to 19.39 in 2015 for a downward trend of 6.04.

The **longevity of faculty** at the University of Northwestern Ohio ranges from first-term instructors to instructors with more than 30 years of service. Approximately 30 faculty in the Colleges of Business, Health Professions, and Occupational Professions and 60 faculty in the College of Applied Technologies have been employed between 6-20 years.

Faculty responsibilities are listed in the **Faculty Handbook**. It is the responsibility of the faculty to keep credentials and records updated. Department Chairs, Program Directors, and Division Heads work with faculty within their departments, the Deans, and the VC Support Department to ensure that curricula and expectations for student performance are current, including that all program goals and course objectives are consistent regardless of delivery format. Institutionally, the philosophy of the University is that assessment is the responsibility of all departments and, more specifically, the responsibility of faculty, as is listed in their **job descriptions**.

In 2015, during the program goals and course objective revision process, the VC Support Department worked with courses in the Virtual College to ensure that the course objectives are the same online as they are in the traditional courses. As curriculum maps are created, the faculty in all delivery formats

will have an opportunity to collaborate on the curriculum via identified lead course instructors.

Additionally, the institution is no longer requiring full-time faculty to teach both traditional and virtual courses. In the past, the responsibility of building and maintaining all traditional and virtual curricula was that of the full-time traditional faculty. Since the removal of the requirement of full-time faculty teaching online, the Virtual College Support Department has started to work collaboratively with part-time faculty in the Virtual College. Faculty are supported as they work with curriculum in the online courses aligning with **best practices** for designing and teaching online, while maintaining the same course objectives as those used in the traditional courses.

Faculty Credentials

The University of Northwestern Ohio hires and assigns faculty in specific disciplines with expertise in the areas or courses they will be teaching. Preference is given to those candidates holding the **highest credentials in their disciplines.** Both traditional and online courses follow the same course of action for hiring. Staffing is completed in compliance with the guidelines established by accrediting bodies the University is affiliated with as well as the Ohio Department of Higher Education.

Technical faculty in the College of Applied Technologies are required to have a minimum of a baccalaureate degree or must be currently completing this degree. In 1992 when UNOH requested authorization as a not-for-profit institution, the Ohio Department of Higher Education mandated baccalaureate degrees for technical faculty; later the institution asked that the mandate be amended to read that if faculty do not have their baccalaureate degrees, they must be actively working towards their degree. If they had their associate's degree, they must fulfill all of the requirements for a baccalaureate degree within three years. Certifications are also an important consideration of faculty credentials.

Faculty Evaluations

Full-time faculty members teaching traditional on-campus courses in the Colleges of Business, Health Professions, and Occupational Professions are evaluated annually in the elements of teaching, course assessment, student service, course administration, University participation, professional development, and service**.** Effective Winter Quarter 2016, faculty must develop a **Growth Plan** outlining specific areas the faculty member would like to improve within the aforementioned elements. Each individual meets with the Dean of the College and his/her respective Department Chair or Program Director to review the Growth Plan and schedule classes to observe during the year. **Administration will observe two to four classes** over the year and debrief with the faculty member after the visit to discuss areas of concentration from the Growth Plan. At the end-of-the-year performance review, the Dean will review the **Faculty Performance Rubric** score, quarterly student evaluations, class observations, and other relevant administrative reports and comments to determine next steps. Faculty members who demonstrate success with the Growth Plan continue their responsibilities. Faculty members who demonstrate the need for development work with administration to define their positions within the University.

In the College of Applied Technologies administrative faculty evaluations are conducted on an annual basis. A **pre-evaluation form** is completed by the faculty and returned prior to the formal evaluation date. When received, the pre-evaluation form acts as one of the topics discussed in the formal meeting with the Deans. The annual performance evaluation is then completed, and the instructor is rated based upon the evaluation system used within the **performance review form**.

In the College of Applied Technologies, **midterm evaluations** are another form of student evaluation that provide students with an opportunity by which they can relay difficulty understanding subject matter or concerns with the instructors' teaching methods. The midterm evaluation forms are provided to the students by the instructors to complete and return to the faculty. Faculty review the evaluations and provide guidance or take immediate corrective action to improve the learning environment.

Student course evaluations are done through the use of **IDEA evaluation forms** in the traditional on-campus courses in the Colleges of Applied Technologies, Business, Health Professions, and Occupational Professions. The evaluations are completed by students in class and then hand-delivered by a designated student to the office manager. This process assures that instructors do not come into contact with the evaluations before being viewed by administration. In the Colleges of Business, Health Professions, and Occupational Professions, the faculty are evaluated each quarter; the College of Applied Technologies' instructors are evaluated once every other six-week session. Specific courses that faculty teach are evaluated and sent to the IDEA organization for tabulation. The **results are provided to administration and the IDEA Diagnostic Form Reports are shared with the faculty** who have the opportunity to visit the Center for Educational Excellence (CEE) for assistance in translating the results into action steps toward classroom teaching improvement. There are times when faculty must be referred by administration to the CEE. The **CEE Faculty Referral Tracking Form** is completed by administration. The Deans review the student evaluations and monitor them for student concerns at the end of each term.

Effective summer 2015 faculty teaching in the Virtual College are **evaluated on a quarterly and annual basis**. On a weekly basis, the Virtual College Support Department **reviews all online courses** to monitor faculty participation and to ensure that established **policies and procedures** are followed. If concerns arise from these weekly observations, faculty are contacted and provided with guidance to get back into compliance. On a quarterly basis faculty are provided with the overall results of their performance, which include meeting course preparation and readiness expectations, course delivery expectations, and the submission of final grades. Additionally, **end-of-course student evaluations** are provided in all online courses, and the results are provided to faculty at the end of each quarter. Overall areas for improvement are noted by the Dean of Online Programs. On an annual basis, faculty will be provided with a comprehensive evaluation that includes an analysis of the combined quarterly VC Support Department tracking reports and end-of-course student evaluations. Additionally, faculty are evaluated on meeting established **professional development requirements** as well as on their performance in the workshops. The Dean of Online Programs will hold individual performance evaluation meetings with online faculty through the use of Collaborate in the fall of 2016. Areas for improvement will be discussed and areas for support will be identified.

Faculty Development

The University of Northwestern Ohio values the unique perspectives and the diversity of backgrounds that each of its students and faculty brings to the University. It is important to UNOH that all students feel welcomed, supported, and a part of the greater UNOH community. The purpose of teaching excellence, therefore, is to enhance the experience of all students in order to maximize student satisfaction with their courses, instructors, and the University experience as a whole, with the ultimate goal of increasing persistence and ultimately graduation rates. Support and guidance for faculty to achieve teaching excellence is provided by the following University departments and resources.

Center for Educational Excellence (CEE): For traditional on-campus faculty teaching in the Colleges of Applied Technologies, Business, Health Professions, and Occupational Professions, the Center for Educational Excellence is available. The CEE exists to assist traditional, on-campus UNOH faculty as they strive to achieve excellence in teaching in order to promote student learning and achievement. The CEE seeks to advance teaching and learning at UNOH by promoting a learner-centered approach founded on scholarly research and proven best practices through a **variety of professional development opportunities**.

Virtual College Support Department: For faculty teaching in the Virtual College or hybrid courses in the Colleges of Applied Technologies, Business, Health Professions, and Occupational Professions and the Graduate College, the Virtual College Support Department is available. The mission of the VC Support Department is to ensure student satisfaction and increase retention by instituting a systematic process to support teaching excellence in the UNOH Virtual College and hybrid formats. The goal of supporting teaching excellence is to increase Virtual College student and faculty engagement in the classroom in pursuit of teaching excellence. More information about how the VC Support Department provides faculty support can be found on the UNOH portal by visiting the VC Faculty Support site. This resource provides access to professional development materials and training opportunities, shared best practices and lessons learned, and discussions on current research and teaching methodologies for the online teaching and learning environment. There are numerous **professional development workshops**planned for the years 2015-2017 that represent a mix of Quality Matters, Online Learning Consortium, and internally developed courses. Faculty teaching in the Virtual College or teaching hybrid courses will be required to complete these workshops.

Professional Development Resources: Full-time faculty teaching in the Colleges of Business, Health Professions, and Occupational Professions and the Graduate College are eligible to apply for **professional development funds** two times per year. These funds may be used to attend professional development training in their respective disciplines. In addition to UNOH requirements, programs with specialized accreditors may have additional professional development obligations. In the College of Applied Technologies, the Associate Dean is responsible for making sure all instructors are meeting the required National Automotive Technicians Education Foundation (NATEF) program requirements and Automotive Service Excellent (ASE) certifications required by NATEF each year. Similarly, in the Colleges of Business and Health Professions faculty are required to secure professional development and training by their respective accrediting bodies in addition to the expectations for all UNOH faculty. The Program Directors of Health Information Technology and Medical Assisting are responsible for monitoring faculty within their program for professional development and training in order to meet the requirements of their specialized accreditations.

Faculty Accessibility

To maintain accessibility for student inquiry, all full-time faculty in the Colleges of Business, Health Professions, and Occupational Professions are required to have five office hours during a week, scheduled at the instructors' discretion. This information, along with email address, phone number, and office location, must be listed on the syllabi each quarter. **Contact Information Sheets** are also to be posted by the faculty offices; the Administrative Assistants have these contact sheets as well to help direct students when looking for faculty.

Faculty in the Virtual College have always been required to respond to student questions and

concerns within 48 hours via e-mail. Providing phone numbers has been optional. Effective Winter 2016, faculty teaching in the Virtual College and teaching hybrid courses will be required to start holding one weekly office hour, per course in Collaborate.

In the College of Applied Technologies, student inquiry is embedded within the classes, during break times, or via email, which allows students to speak to the instructors on a personal level. With a 20:1 student-to-faculty ratio and classes that are five hours in length in the technical classes, faculty are consistently accessible to the students.

Staff Qualifications & Professional Development

Recognizing that student success is the result of what happens inside and outside the classroom, staff at UNOH must also be appropriately qualified, trained, and supported in their professional development. In alignment with the **Vision Statement**, the University strives to attract, retain, and encourage qualified employees regardless of their role in the students' experience at UNOH. Examples of these efforts include:

The Student Success Department has five employees with a Master's degree, one who is a Licensed Social Worker and one who is a Licensed Mental Health Counselor. The employees attend trainings, seminars, and conferences in the areas of disabilities, counseling, and tutoring, as well as take online courses for Continuing Education Units. The University supports all endeavors when it comes to staying up to date with the latest information and encourages employees to attend professional development.

Financial Aid staff members have been employed in the Financial Aid Office and profession for many years. The number of years for work and related experience range from two to thirty-five. The University is a member of the National Association of Student Financial Aid Administrators (NASFAA). All staff members have individual membership in the Ohio Association of Student Financial Aid Administrator's (OASFAA) professional organization. The Director is also a member of the Midwest Association of Student Financial Aid Administrators (MASFAA). He is a Past-President of OASFAA, the state of Ohio Delegate to MASFAA and has served on a number of advisory boards and Higher Education agencies. These include the College Board, Great Lakes Higher Education, the Ohio Board of Regents and Sallie Mae. Staff members attend annual workshops and webinars to obtain updates and training in areas that require updated information to ensure they are aware of the most current awarding policies, practices and regulations. Some of those areas include US Department of Education regulations and verification update training, Department of Veteran Affairs training, and Datatel User Computer System updates. The University supports the staff development by providing the necessary resources for these training opportunities and engagements.

<u>*Year 4 Argument*</u>

*Significant changes to Core Component 3.C. include that IDEA evaluation forms and the Center for Educational Excellence are no longer a component to evaluations. The University has created its own **student course evaluation**. The results are collected by VC Support, delivered to the office manager, who tabulates the scores into a spreadsheet report. This process assures that instructors do not come into contact with the evaluations before being viewed by the administration. After the review of the results, the evaluation reports are shared with faculty, who have the opportunity to discuss results with the respective Dean as action steps toward classroom teaching improvement. The Deans review the student evaluations and monitor them for student concerns at the end of each*

term. Scholarly activity and professional development are handled within the University departments, which include [academic faculty](#) and [administrative and support staff.](#)

Sources

- ACADEMIC - IDEA Institutional Summary & Diagnostic Form Reports
- CEE - Faculty Referral Tracking Form
- CEE - Professional Dev Report - 2014-2016
- CURR - MBA500 Intro to Graduate Studies
- DATA - Faculty-Student Ratio - 2011-2015
- FAC - CoAT Faculty Performance Review - Pre-Evaluation Form
- FAC - Contact Information Sheet
- FAC - Handbook - 2013-2014
- FAC - Handbook - 2013-2014 (page number 10)
- FAC - Highest Degree Earned - July 2014 - June 2015
- FAC - Longevity
- FAC - Observation Form
- FAC - Performance Rubric
- FAC - Prof Dev - VC--MBA Hybrid--ONAW
- FAC - Professional Development Funding Requirements
- FAC - Professional Growth Plan
- FAC - VC-Hybrid Evaluation
- FAC - Weekly Checks for VC ONAW MBA Hybrid
- HR - Admin Staff - Credentials Prof Dev 2019-2020
- HR - Employee Performance Review
- HR - Faculty Qualif - Dev - Scholarly Act - 2019-2020
- HR - Job Desc - Faculty
- ONLINE - VC Course Content Review & PD Timeline
- ONLINE - VC Professional Development Workshops
- STUDENT - CoAT Midterm Evaluation
- STUDENT - End of Course Survey
- STUDENT - End-of-Course Evaluations - MBA Hybrid--VC
- STUDENT - IDEA Evaluation Form
- UNOH - Fulfilling CRAC Requirements
- UNOH - Mission Portfolio
- UNOH - Mission Portfolio (page number 2)

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Support Services Appropriate to Student Population

The University provides students with general student support services suited to the number of students who are enrolled. (More information about these services is available on **MyUNOH**.) Student support services on campus are open a total of 52 to 75 hours per week depending upon the calendar. Each student support area has an email response time of 48 business hours. The support service areas include:

Academic Advising: Academic advisors are available to help students in the College of Business, College of Health Professions, and College of Occupational Professions in the following areas: Selecting or changing a program, setting educational goals, answering current course-scheduling questions, learning the importance of staying on track with their rotation sheets and required courses, learning how to create their own customized long-term scheduling plan, inquiring about the impact of taking a hiatus (leave of absence), and understanding the scheduling and planning processes that lead to completing their degree/diploma requirements in a timely manner.

Business Office: The Business Office helps those students who need payment plans, processes excess financial aid refunds back to the students, and applies financial aid or scholarship payments to their accounts. They also work with the various state agencies, such as vocational rehabilitation, billing the agency for tuition, fees, books, etc.

Career Services: Resume writing, mock interviews, career fairs with various employers recruiting graduates with degree specific focus, and attending capstone courses to explain resume writing and interviewing techniques are all responsibilities of the Career Services Department. They have regular office hours to assist walk-in students, answer questions for local employers, as well as manage the Career Magnet website that posts jobs for current students and alumni.

Counseling Center: In the fall of 2015 the University hired a Psy.D. to manage the University efforts in providing more psychological counseling to students. For the past several years, the University had contracted with a third party to provide a Student Assistance Program (SAP). The University will continue to provide assistance to students through the SAP as it evaluates and defines the role of the Counseling Center. **Since May 2014**, 90 students have utilized the SAP.

Dr. Cheryl A. Mueller Library: With 35 computers, quiet and group study rooms, 52,000+ materials, and issuable laptops, the Library can easily accommodate all study habits. Hand-selected materials, focusing on UNOH's curriculum and research needs, adorn the shelves, while the collection of databases offer unparalleled access to more than 211,000 journals and magazines. As a member of the OhioLINK consortium, students also have access to more than 50 million materials found in academic libraries across the State of Ohio.

Financial Aid: Financial Aid assists incoming students in understanding their lending responsibilities while attending college and beyond. Over 80 percent of the students at UNOH receive some type of Financial Aid assistance.

Food Service: The University has three food service areas on campus. The Food Court is located on the main floor of the Student Commons Building on the west end of the University's campus. The Food Court features full-service and made-to-order meals at a variety of stations. The Racers Café, located north of the 100 Building, features express service dining perfect 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 three types of meal plans for all enrolled students—one-, two-, and three-meal per day options.

Housing: There are four residence areas located on campus: College Park, Northwestern Park, Sherwood Park, and Racers Village. Current statistics on the use of Housing is found in the **Dorm Housing Report**. As the University continues to grow, additional housing may become necessary.

Information Technology Department: The Information Technology (IT) Department provides many support services to students, faculty, and staff to enhance their educational and working experience. The Department is always looking at new technologies as they are developed and installs them where appropriate to stay on the leading edge of the technology wave.

International Student Advising: The International Student Advisor assists the growing needs of the international student population, including culture-shock, classroom etiquette, maintaining F-1 student status, and orienting them through their first year in the United States to reduce homesickness and increase retention.

Military Relations: The Military Relations Coordinators assist all military and veterans with the enrollment process and counseling towards their chosen career path.

Registrar's Office: The Registrar's Office maintains educational records, statistical data, academic status, and degree progress to help facilitate the educational timeline necessary for students to achieve academic goals.   The College of Applied Technologies students are scheduled for classes by the College of Applied Technologies Registrar. All other students self-schedule for classes.

<u>Safety Services</u>:   The Safety Services Department provides protection and looks out for the welfare of all students. Safety Services Officers patrol the residence halls, parking lots, and all real property owned and operated by the University of Northwestern Ohio. A copy of the **Annual Fire & Safety Report** is accessible on the University website.

<u>Student Activities</u>:   The University encourages all students to become involved with **student organizations** and activities.   Student involvement is essential to the growth of any activities program and is also a positive way to make lifelong friends. The University offers a wide variety of special events throughout the year. Some of the more popular events include Welcome Week activities, Halloween Costume Party, intramural sports, free bowling nights, and involvement in various clubs.   The University also plans events and activities to help new students become better acquainted upon arrival to campus. In addition, International Day presents customs, foods, displays, and entertainment of various cultures. To provide the activities required by ever-expanding enrollments, the University has a gymnasium, an indoor athletic complex, and an Event Center that houses the University's own night club, Club UNOH.   These facilities provide excellent opportunities for activities that develop skills in leadership and responsibility, as well as activities that are necessary for success in today's business world. All hours of operation are posted in their respective areas.

<u>Student Success Department (formerly Counseling & Academic Skills)</u>:   The Student Success Department supports the student population by providing assistance with courses and disability services. Students who have learning, emotional, or physical disabilities can seek assistance through this department to ensure they are receiving proper accommodations to be successful in their classes. Students must provide the department with documentation of the disability, and accommodations are made accordingly. Students can come to the Student Success Center if they are having difficulty in a course and can receive assistance in several ways:

--Drop-in tutoring (no appointment necessary) or peer tutoring (appointment-based only)

--Writing assistance, by visiting the department in person or by submitting work to writinghelp@unoh.edu for feedback

--Mathematics lab, available to assist those student who need extra assistance in a math course or help with remedial skills

<u>Student-Athlete Advising</u>:   Student-Athlete Advising assists this specific population with eligibility concerns, certification for NAIA athletics, and monitoring of grades and academic progress, as well as scheduling assistance and long-term planning for graduation.

<u>Testing Center</u>: The Testing Center provides a comfortable and secure testing environment for students to take tests. The Center services all students at its on-site location and offers the use of a remote proctoring system for Virtual and hybrid students if selected.

<u>VC Support Department</u>:   The VC Support Department provides students with a variety of online resources that encourage success in their academic endeavors, including ways to improve studying, writing, time management, and research skills. This department provides support for the Moodle Learning Management System and the instructional technologies integrated into online and hybrid courses. Additionally, this department offers accessibility to University resources such as online tutoring and academic integrity tools.

Developmental Education, Placement, & Orientation

The institution provides developmental education in the form of two courses, EN070 and MH065, which provide learners with developmental English and basic math skills. All students may submit ACT or SAT scores in lieu of taking a placement test to meet the entry-level requirements listed in the University's catalog. The Colleges of Applied Technologies, Business, Health Professions and Occupational Professions have different processes for directing entering students to courses for which they are adequately prepared.

On-Campus Students

The **Colleges of Business, Health Professions, and Occupational Professions orientation** prepares students for their academic paths during Orientation. Two sessions are offered during each Orientation and consist of the prospective students scheduling their first quarter's classes and understanding expectations for the first day of class. In the first session, the Registrar's Office and Advising Office inform the prospective students about the self-scheduling application associated with the MyUNOH web portal and discuss the rotation of courses for the chosen degree program. The Advising and Registrar representatives provide tips on placement of general education courses within their educational plan and give feedback regarding scheduling terms, questions about degree program expectations, and allowable exceptions to a rotation plan. Students who have provided ACT or SAT results are advised on which entry-level courses need to be taken the first quarter. Students who have not provided ACT or SAT scores are given the opportunity to take placement exams in Math and English to determine the proper entry-level courses for them.

Students taking on-campus courses in the Colleges of Business, Health Professions, Occupational Professions, and Applied Technologies are required to take UN110 First-Year Experience. This course introduces students to the requirements of college-level academics and acclimates them to the University. Recognizing early faculty contact as a best practice for retention, in 2016 the University will continue to explore ways to fit this course into the faculty advising models for on-campus students so they will be introduced to faculty in their selected fields as well as activities related to their future careers.

The **College of Applied Technologies orientation** is designed to get students ready to start classes by familiarizing students with the campus environment and physical facilities, gaining a better understanding of student support services, reducing anxiety about the transition to college life, and understanding the necessity of students taking ownership of financial and academic responsibilities in their educational process. To accomplish this goal, the students listen to presentations from the campus departments and faculty about what to expect while they are at UNOH. They are then grouped with Racer Leaders for icebreakers and a hands-on tour of the campus. During this time, parents are offered presentations from all of the departments so they also know what to expect when their students leave for college.

All College of Applied Technologies students are scheduled for their classes by the Registrar's Office. Students may submit ACT and SAT scores, and the Registrar's Office will schedule appropriate courses. Students who have not taken the ACT or SAT tests are given the opportunity to take placement exams for Math and English or they may choose to "opt out" of taking the placement test. Based on those test results or the student's decision to not take the placement exam, the Registrar schedules students for the appropriate courses.

Online Students

As of summer 2015, all students new to online learning were enrolled in **VC099 Classroom Success**. This is a self-paced, non-credit, no-fee course that serves as the orientation for online learners and is team-facilitated by the VC Support Department. Learners are introduced to the requirements of being an online student, provided with tips for being successful, and introduced to the VC Support Department as well as other resources available to them. Materials from the VC099 course as well as other resources are available at the VC Student Support site located on the UNOH Portal.

Students who are only taking courses online are required to take UN111 Foundations of Online Learning. This course is similar to UN110 that on-ground students complete. It introduces students to the requirements of college-level academics and the skill base required to be successful online learners, as well as acclimates them to the University. The course is team-facilitated by the VC Support Department. A goal of the course is to ensure that learners leave knowing whom to contact when they have questions about their Virtual College experience.

Students who have provided ACT or SAT results are advised on which entry-level courses need to be taken the first quarter. Students who have not provided ACT or SAT scores are given the opportunity to take placement exams in Math and English to determine the proper entry-level courses for them.

The institution works with **All Campus** to assist with marketing the portion of the MBA program offered online. In addition to assisting with recruiting, All Campus works with the MBA Program Director to admit new students to the program. All Campus provides UNOH with a dedicated enrollment manager that helps to ensure online students in this program have a smooth transition into their first quarter and continues to monitor these learners' process on a weekly basis throughout their program. This oversight can include All Campus initiated contact to students who appear to be encountering challenges.

Academic Advising

The Advising Department at the University of Northwestern provides walk-in assistance for any student wishing to discuss scheduling concerns. This department also assists students who are having academic difficulties in the selection of courses and/or majors. All students in the Colleges of Business, Health Professions, and Occupational Professions and the Graduate College are provided iteration sheets that show the sequence of courses and list prerequisites for those courses. These sheets assist students in determining the proper order in which courses are completed. College of Applied Technologies' students are scheduled by the Registrar and are only required to determine their major and class meeting time preference.

Since 2013 when the University began working with Ruffalo Noel Levitz (RNL), the Academic Skills and Counseling Departments were **changed to the Student Success Department**, with the Counselors being renamed Student Success Coaches. This was done in part due to comments from students that some of them viewed the action of being sent to a counselor as a negative but being contacted by coaches was a positive. The **Director of Student Success** oversees academic skills and advising. The other part of the rationale behind the name changes was in preparation for the development of a mental health counseling department. In September 2015 the University hired a **Director of Counseling Center** to guide the development of that department.

Through the work with RNL, the University started to establish "Advising" models for the following student populations:

    College of Applied Technologies Students

In the Fall of 2014 (October Session start), the College of Applied Technologies piloted an advising model that used faculty teaching the UN110 First-Year Experience class as advisors during the term with follow-ups with students for four subsequent terms. The personal contact and follow-up had a **5.1% increase in retention** for March 2015 when compared with retention for the Fall 2013 cohort in March of 2014. Determining that this type of model was not sustainable, it was scaled back. The **UN110 instructors mentor and assist with advising** in the first session with the Student Success Department performing follow-up activities for Sessions 2-9.

On-Campus Students in the Colleges of Business, Health Professions, & Occupational Professions

Currently, the Advising Department assists students regardless of the mode by which they take their courses. The MyUNOH Portal provides all the resources students need to guide progress towards graduation in a self-service environment. Rotation sheets for every program are available to assist students in their course sequences. The Master Schedule of Course Offerings and all rotation sheets are updated every year in June as curriculum changes, and course offering changes are made ensuring students are using accurate resources. Other assistance available to students are the monitoring and updating of graduation dates, reviewing and updating program evaluations, and assisting students with long-term planning. Traditional students are introduced to resources available during orientation and schedule themselves using those resources. A **revised advising model** is under development for these students.

Online Students

The VC Support Department implemented the first phase of the **advising plan** for online students in summer of 2015. Students are introduced to the VC Support Department staff in VC099 Classroom Success and then again in UN111 Foundations of Online Learning. These courses are team-facilitated by the department in hopes of forming a connection with learners that will last throughout their program. The VC Support Department reviews the results of the RNL College Student Inventory survey and determines the individuals who would benefit from additional resources, motivation, and support. The department then continues to follow those students throughout their programs in hopes of facilitating on-going communication.

The VC Support Department's advising effort is in conjunction with efforts from the Student Success Department. The Student Success Department reviews student grades entered into Retention Manager and reaches out accordingly to offer assistance. In the future the University will ideally have someone in the Student Success Department dedicated to working with the VC Support Department to customize advising efforts best suited to online learner needs. Sections on the Retention Manager reports will be updated to better match the components of online courses. Students who are on academic probation are monitored by both the Student Success Department and the VC Support Department. The Dean of Online Programs makes contact with students during the first few weeks of every quarter and invites continuous communication.

In 2016 the VC Support Department plans to develop positions for online program chairs to assist with program-specific advising. In 2016 faculty wishing to teach 100-level courses will participate in a professional development workshop that focuses on the needs of these early learners. Additional processes and requirements will be put in place to ensure faculty are providing an extra level of interaction in these first-year courses. Additional resources will be added to these courses as well.

Infrastructure for Teaching & Learning

As the University has grown, the need to expand facilities and technology has become essential. It has always been in the mission to provide current, new technology that graduates seeking employment will find in the industry. The demands of ever-changing technology continue to be met as those needs become apparent.

In addition to technology upgrades, since 2006 the following expansions have occurred. The **Campus Description and Floor Plans** document gives more information about these buildings.

- 500 Building – 12,800 square feet addition to east end of building
- 600 Building (High Performance Motorsports Complex)
- 700 Building (Ag Equipment)
- 800 Building (CDL)
- 900 Building (UNOH Event Center, including Club UNOH for students)
- 1000 Building (Administration, Housing & Safety Services, Computer Labs and Classroom)
- Barnes & Noble
- 1100 Building (Hunter Engineering)
- 1200 & 1400 Buildings (Athletics)
- 13000 Building (Student Commons – Student Success, Counseling Center, Library, Food Court, classrooms, faculty and administrative offices)
- S&S Volvo Motorsports Racing Complex
- Indoor Athletic Complex
- 1500 Building (Robotics & Automation)
- Racers Village Dorms

One of the highlights of the building additions since 2006 was the construction of the 13000 Building. It was the first major building added for the Colleges of Health Professions and Occupational Professions and the Graduate College. The 13000 Building is also the largest and most expansive increase in library space and includes a new full-service dining facility. Classroom spaces that were added include the following:

Science Labs: The addition of laboratory science classrooms was completed when the 13000 Building was designed in 2013. Research was collected and faculty teaching in the sciences as well as the health and occupational professions were consulted. In order to satisfy a concern expressed by the Higher Learning Commission, a classroom was specifically designed for teaching physics and a classroom was specifically designed for teaching ecology and biology. Microscopes on the counters around the room allow students to work in groups. Sinks located on both sides of the lab are used to clean materials when students are finished. An additional room is located beside the laboratory which is designed for students to prepare materials for the class without interfering with space in the classroom.

Medical Assisting Classrooms: The design of the Medical Assisting classrooms and clinical area was determined by the need to have more than one medical class at a time. It was essential that both classrooms have access to the clinic. At any time, either class has the ability to access the equipment that is located in the lab. The design of the actual clinic is to simulate two medical office settings which include two exam stations and a reception desk. The clinic also includes the required "dirty" sink and eyewash station as well as biohazard equipment.

Information Technology Classrooms: The Information Technology classrooms consist of two

interactive labs in which students work alongside the network/system infrastructure that runs both labs. There is also a workroom for IT-related extracurricular activities.

Dr. Cheryl A. Mueller Library

There are more than 52,000 materials in the UNOH Library catalog. More than 11,000 of those resources are print materials housed in the Mueller Library at UNOH. More than 41,000 of those resources include electronic books (e-books) and other electronic resources.

UNOH is a member of the OhioLINK consortium, which includes 156 university libraries and the State Library of Ohio. OhioLINK institutions participate in cooperative collecting and collaborative service offerings. OhioLINK membership provides UNOH students, faculty and staff access to nearly 50 million print books and other **library materials**; more than 100 electronic research databases that include millions of electronic journal articles; more than 130,000 e-books; thousands of images, videos, and sounds; and over 54,000 full-text theses and dissertations from Ohio students. **OhioLINK** resources and services may be accessed in the library or from home. Electronic resources available through OhioLINK include but are not limited to:

EBSCOHost Expanded Database Collection: More than 65 databases that cover a wide variety of subject disciplines and include full text access to newspaper, magazine, and academic journal articles. As part of this collection, UNOH students, faculty, and staff have access to the databases *Business Source Complete*, the world's largest resource of full-text business publications.

OhioLINK Digital Resource Commons (DRC) Provides audio, video, and image collections on a variety of subjects in the arts, humanities, social sciences, sciences, and technology.

Additionally, the UNOH Library maintains institutional subscriptions to *ProQuest's ABI/INFORM Complete Business Suite*, *Hoover's Knowledge Base*, and the *ProQuest Research Library*.

Resources for Research & Information

All students in the associate- and baccalaureate-level programs are required to take **EN180 Composition l and EN200 Composition ll**, which introduce students to the effective use of research and information resources. These skills are reinforced in other courses, as demonstrated on the General Education Survey Chart mentioned earlier in Criterion 3.

The Library is introduced to online students in VC099 Classroom Success and various library assignments are completed in UN111 Foundations of Online Learning. Traditional students are required to complete various library assignments in UN110 First-Year Experience. The Library provides half-hour personal instruction sessions for on-campus students and tours and orientations as requested for on-campus classes. Through the use of Collaborate, these services will be provided for online students in 2016 as well as virtual office hours. The Library is working with the VC Support Department to build an information literacy course in Moodle and develop citation presentations in Collaborate that will be available to all students, both on-campus and online.

To further provide learning support for online students, the VC Support Department integrated **Smarthinking** into all courses. This tool provides 24/7 tutoring support for accounting, economics, finance, math, English, office applications, and science courses, as well as reading comprehension. The University has also integrated the tutors from the on-campus **math lab** into all math courses to provide additional support in the form of discussion forums, weekly announcements,

and additional resources in the modules. The Math Lab Coordinator has a module in the UN111 course to help ensure learners know about the resources they have available to them for their math courses. In 2016 through the use of Collaborate, the math lab tutors will be able to offer weekly office hours. In the near future the University hopes to be able to do something similar with an English tutor to assist in writing courses.

The VC Support Department worked with the Library Director in summer 2015 to develop tutorials and resources for the Start Here pages of all online courses. These were completed and integrated in the summer. There are modules for the Library in both VC099 and UN111. The Library Director facilitates the UN111 module so that students can connect with the people and resources available to them. In 2016 through the use of Collaborate, the Library will hold chat and informational sessions for learners. The Library Director will work with the VC Support Department to develop resources customized to specific courses at both the undergraduate and graduate levels. The Library Director with the assistance of the VC Support Department will also build a free, non-credit information literacy course that will be available to all students.

Year 4 Argument

Significant changes to Core Component 3.D. include the addition of Student Planning; a faculty advising model for the Colleges of Business, Health Professions, and Occupational Professions' students; and the change in First-Year Experience for the College of Applied Technologies' students.

*All students in the Colleges of Business, Health Professions, and Occupational Professions and the Graduate College are responsible for self-registration using the **Student Planning** system which was implemented in Fall 2016. Student Planning was a significant financial investment which allowed the integration of degree audits, iteration or rotation sheets, and long-term planning into a single system to which students, staff advisors, faculty advisors, and administration all have access. Students are more able to focus on their long-term educational plans and can share those plans with University offices with the goal of improving retention, persistence, and completion. The implementation of Student Planning has allowed the development of a faculty advising program.*

*Traditional students are introduced to resources available during orientation and schedule themselves in the Student Planning system using those resources. A **faculty advising model** was developed for these students. Beginning in 2017, on-campus students were assigned to a faculty member in their department as their faculty advisor. Students are encouraged to visit their faculty advisors in addition to the Advising Office and Athlete Advisor to address program- and career-related questions. Faculty advisors have access to their assigned students' academic information that is found in the Student Planning system. The Dean of the Colleges of Business, Health Professions, & Occupational Professions leads the faculty advising program, and the Director of Advising assigns new students to their faculty advisors and regularly reviews the assignments to ensure students are properly assigned to a department faculty member and reassigns students who change their program.*

A modification to the delivery format for UN110 First-Year Experience for the College of Applied Technologies' students was made to remove obstacles to help students succeed. The obstacles were that new students had to take above normal hours in time and workload, while adjusting to campus life. This put the students in class for five-hours, then a one-hour class at a totally different time frame. Students would skip the UN110 course or forget to attend. This created a situation where students would fail this course, causing graduation dates being delayed, losing scholarships from low grade point averages, students not starting because of the schedule, and not being able to

graduate because of failing the course three times. The course was changed to UN112 and put in an online delivery format to better fit the needs of the students and to take away components of UN110 that hindered students' success. All the same core components that were in UN110 are in UN112, such as advising, mentoring, university information, and delivering university policies to make the students' transition into college life a better experience. Since moving into the UN112 format, the [pass rates](#) *have increased.*

While Student Planning and faculty advising are used in the Colleges of Business, Health Professions, and Occupational Professions, students in the College of Applied Technologies are scheduled by the Registrar's Office each six-week term, based on seniority and need.

Students in all Colleges have a mentor or advisor point of contact during the First-Year Experience course and after to guide the students through their UNOH experience.

Sources

- ACADEMIC - Student Success Department - Sept 2015
- ADVISING - CoAT - First-Year Experience
- ADVISING - CoB CoHP CoOP Advising Model
- ADVISING - Online Advising Model
- ADVISING - Student Planning Registration Instructions
- ADVISING - Update - Faculty Advising in CoB CoHP CoOP
- COUNSELING - Student Use of SAP
- CURR - MBA Online - All Campus
- CURR - Syllabi - EN180 EN200
- CURR - VC099
- HOUSING - Dorm Report
- HR - Job Desc - Director of Counseling Center
- HR - Job Desc - Director of Student Success
- LIBRARY - List of Resources
- LIBRARY - OhioLINK
- MARKETING - MyUNOH Portal - Menu Items
- RETENTION - UN110 - UN112 FYE Pass Rates 2013-2019
- RETENTION - UN110 Retention Rates
- SAFETY - 2015 Annual Safety Report
- STUDENT - CoAT Orientation
- STUDENT - CoB CoHP CoOP Orientation
- TUTORING - Math Lab
- TUTORING - Online - Smarthinking
- UNOH - Campus Description & Floor Plans
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 68)

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Co-Curricular Offerings

Students are prepared for business, corporate, and technical occupations in which education itself opens new opportunities for the students' careers. The University prepares students for careers by actively partnering with the industries in which the University is training its students. Students have a clear understanding of their industries and why it is important to become involved in their chosen career paths.

Students are also prepared to become productive citizens of society by being a member of a civic or career organization, which enhances their vision and personal growth. Following are examples of opportunities that students can have:

As an affiliate of Optimist International, the student members of the **UNOH Optimist Club** enhance their community involvement as a University Club and as a community outreach for young children to offer community projects. Examples are Christmas projects for families in need, bike-a-thons, and food donations for their fellow students as well as for those in the community.

From 2005-2013 the Heating, Ventilation, Air Conditioning (HVAC) Program generously donated its personnel and classroom time installing heating, ventilating and air conditioning systems in 15 different homes for **Habitat for Humanity**. This experience gave the students valuable hands-on training with the installation and start-up of residential air-conditioning and heating systems and also provided the students a chance to give back to the community that has embraced them.

The University's Diesel Club, Collegiate FFA Chapter, Drag Race Club, and Motorsports Team organized an effort to transport a semi-load of goods to **Joplin, Missouri,** to help with relief efforts after a devastating tornado in June 2011.

In the College of Applied Technologies, designated students participate in a **week-long internship with Specialty Equipment Market Association** (SEMA), which works with the aftermarket industry and original equipment manufacturers (OEM's) who are directly responsible for hiring UNOH students.

The American Marketing Association (AMA) and Business Professionals of America (BPA)

clubs organized **"Backpacks for Oklahoma"** which collected school supplies for Moore, Oklahoma, after a tornado disaster.

The Medical Assisting students help yearly with **community sports physicals at the Orthopaedic Institute of Ohio** along with students from other area colleges. The Medical Assisting students also assist with sports physicals for all UNOH athletes.

Business Professionals of America members hosted a 90-minute class for young adults with autism at **Betty's Farm** in October 2015. Several of the young adults were getting ready to enter the workforce; the class focused on preparing to enter the workforce with tips on applying and interviewing for a job.

The University's co-curricular offerings are a direct response to its constituents' needs in the respective career fields that the University offers. Without the input of the community, the University would not be able to keep abreast of the technology and educational changes that need to occur within the various career fields.

Contributions to the Educational Experience

As the UNOH Mission speaks to student success, the University has implemented two best practices, as evidenced by the First-Year Experience (for students enrolled in programs delivered on-campus), Foundations of Online Learning (for students enrolled in programs delivered hybrid and online), and Capstone courses. First-Year Experience and Foundations of Online Learning introduce UNOH students to the elements of college life specific to the selected delivery format of their program. These courses include study and test-taking skills and reading and note-taking skills, in addition to personal skill development, such as financial skills relevant to a college student. Many of the students are first-generation college students and do not always have the support networks available in their background. Therefore, the University plays a supporting role to help students navigate the academic pathway. First-Year Experience and Foundations of Online Learning are the cornerstone courses of all programs and have stayed current with student needs through the years.

The second best practice that has been introduced into the academic experience at UNOH is a Capstone course for all majors. The Capstone serves as the culminating experience for the degree students and also serves as the capture point for program student learning outcomes. A Capstone course has been offered in some iteration for many years and changes with student and faculty needs.

An opportunity for improvement has been identified in linking the First-Year Experience and Foundations of Online Learning courses (cornerstone courses) to the Capstone course for the purpose of assessment of student learning. Capturing assessment of the students' knowledge levels with regard to the Institutional Student Learning Outcomes at both the pre- and post- levels should demonstrate growth of the student while attending UNOH. Viewing these courses as the "bookends" of the student's journey at UNOH will not only allow the University to measure student growth but also encourage students to view their own personal development while attending the University. In addition, these measurements will allow the University to determine areas for curricular improvement with regard to the Institutional Student Learning Outcomes. The guidelines are being refreshed as of the writing of this document and will be implemented Winter 2016.

The **services offered and learning experience**s at UNOH are linked to the Mission Statement.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 3.E. and continues to meet criterion standards. Programs continue to extend the learning experience outside the classroom with co-curricular activities, which are recorded in the **Community Engagement** *report. Examples include but are not limited to:*

- *Students in the Sports Marketing and Management program were selected to volunteer with the NFL's Super Bowl activities in 2019 and 2020. The students and two faculty traveled to Atlanta and Miami to work the NFL Activities at the Super Bowl sites. They were responsible for volunteer intake, Kids Play stations, and evening event hosting. The students were able to experience a large-scale event related to the management and marketing of a sports event.*
- *Students practice skills and concepts outside of the classroom by participating in activities and competitions held by the International American Marketing Association Collegiate Division. Students have participated in several regional competitions, as well as the international competition. The competitions focus heavily on the writing, research, sales, strategy, and professionalism, skills taught in the classroom, but relative to co-curricular activities with AMA. The students also have worked with a NASCAR cup team, local nonprofits, and an international children's magazine. The experiences have enhanced the opportunity to build social media, advertising, sales, and other critical marketing skills required in the job market outside of a classroom setting.*
- *Students in programs such as High Performance, Medium/Heavy Diesel, Alternate Fuels, Robotics, and Automotive volunteer with various opportunities to learn outside the classroom. Some of these different opportunities include Ohio Trucking Association Trouble Shooting Contest, where students gain knowledge and training; National Truck Equipment Association (NTEA) Truck Show, where students are ambassadors and run the alternate fuels demonstrations; Specialty Equipment Market Association (SEMA) show, where students are ambassadors for the shows different events; Automobile Racing Club of America (ARCA), where students are members for different race teams from fueling the race car to building the car; and Robotic internships, where students gain experience in robotic maintenance with companies such as Crown and Honda. In these many different opportunities, students learn to work with outside organizations with management, training, leadership, and learning to interact with various people and situations.*

Sources

- COMMUNITY - Community Engagement
- COMMUNITY - Habitat for Humanity
- COMMUNITY - MA Students - OIO Physicals - 2015
- STUDENT - CLUBS - BPA - Betty's Farm
- STUDENT - CLUBS - BPA AMA - Backpacks for Oklahoma - July 2013
- STUDENT - CLUBS - Joplin MO Relief Effort - 2011 June
- STUDENT - CLUBS - Optimist Club - Service Projects - 2011-2014
- STUDENT - SEMA Internships
- UNOH - Services and Learning Linked to Mission

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

The University has met Criterion 3 by providing quality education, wherever and however its offerings are delivered. UNOH has completed several projects and implemented many changes that provide evidence of meeting this Criterion requirement. The institution recognized the need to establish measurable Program Goals and Course Objectives in all colleges. This project led to the revision to measureable statements of Program Goals in all colleges and the conversion of Key Concept phrases into measurably written Course Objective statements for all courses in all colleges. The institution also identified the need for a process to oversee the consistent application of Course Objectives in all courses across the delivery formats and this led to the new plan for syllabi oversight in Moodle.

The institution recognized the need for changes in the management structures providing oversight for assessment and the online and hybrid delivery formats. A position was created for a Dean of Online Programs, which led to the development of a new Virtual College Support Department and the placement of the University's Testing Center within this new department. The oversight of the online and hybrid delivery formats is now centralized. This change led to focused student and faculty support, professional development offerings, accessibility standards, evaluation of faculty performance, and faculty collaboration for course content.

A position was created for a full-time Director of Assessment & Institutional Effectiveness. A project for the upcoming year is to manage the integration of all Institutional Student Learning Outcomes throughout the programs. Additionally, the first-year transition and Capstone courses will be reviewed to ensure there is entry- and exit-level program assessment incorporated into the designs. Development of curriculum mapping tools will also promote quality within the academic programs and enable better delivery of support services such as advising.

Additionally, the institution contracted with Ruffalo Noel Levitz to develop retention plans and processes for supporting student success, re-established international travel opportunities for students, and expanded the Library and its offerings.

Year 4 Summary

*In 2016 the team expressed concerns with the on-campus and online student experience. Through continuing program review efforts, the program goals and course learning objectives were aligned. This process helped the University monitor and observe faculty involvement in courses related to the credit hour. The VC Support team utilizes a **faculty checklist**, using best practices from Quality Matters, to aid the faculty members' engagement with the online students to ensure that faculty are actively involved in the course as they would in alive setting class.*

Sources

- FAC - VC Faculty Checklist

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Program Review

An insight gained during the reaffirmation process is the need to formalize previously informal processes and procedures. Intentional transparency of the processes will lead to better communication surrounding the processes which in turn will allow the University to operate more effectively.   One example of this is the restructuring and implementation of an **updated Program Review process**. After the prior Higher Learning Commission (HLC) visit, the Program Review process was refined to a more formal process occurring periodically. This process has been utilized since the 2006-2007 academic year.   Recognizing that assessment requires regular rather than episodic application, a review and update of the Program Review process is necessary.   Changes in the academic administration organizational charts, from **2012-2013** academic year to **2014-2015** academic year, include a new Vice President for Academic Affairs/Provost and appointing a designated Dean for the Colleges of Business, Health Professions, and Occupational Professions as well as a Dean of Online Programs to oversee the online and hybrid delivery formats; the hiring of a new full-time Director of

Assessment & Institutional Effectiveness; the re-establishment of Department Chairs; and the need to recognize the different delivery formats reinforced the need for revision.

In addition to the introduction of TracDat to support Program Review, the separation of an institution-wide curricular review process from the Program Review process resulted in an unsustainable procedure. It was determined that a refresh of Program Review was necessary. The process has been formalized by the Office of Assessment & Institutional Effectiveness (OAIE) and is currently under review by the appropriate organizational structures. The new process is based upon a five-year cycle and should result in a sustainable process that is more reasonably managed as opposed to an institution–wide process that has all programs completing the review at the same time. A staggered process will permit better resource management. Aligning with a **five-year cycle, curricular review** is included within this process and would streamline the two former processes into one—a noted time-saving efficiency for UNOH.

Transcripted Credit Evaluation

The institution's process for managing credit hours is based on **best practices** as followed in American Association of Collegiate Registrars and Admissions Officers (AACRAO) Standards. The institution maintains a **policy** concerning how students are provided credit for courses as stated in the University Catalog. Credit hours completed at the institution are granted by the Registrar's Office for placement on a transcript. **Grade requirement standards** are in place and must be met by students in order to receive credit for courses.

Decisions concerning the number of credit hours assigned to courses are determined by faculty during the annual curriculum review and new course creation processes. The decision is based on the institution's credit hour policies, the course objectives, and course meeting times. Through the creation of consistent syllabi, specific course objectives are outlined. This allows for a comparison of consistency between courses, sections, delivery formats, and faculty.

For students transferring to the University of Northwestern Ohio, the Residency Requirement policy states that students must take a minimum of 45 credit hours from the University for a Baccalaureate degree, 27 credit hours for an associate degree, and 18 hours for diploma programs. This requirement is modified for military personnel. The University Catalog outlines the **policy for transfer credit**. Only credits from another regionally or nationally accredited college are accepted and only through the receipt of an official transcript sent directly from the original college to the Registrar's Office. Credit is evaluated based on comparable course descriptions and credit hours using best practices from recognized organizations such as AACRAO. Credit may be granted for comparable course descriptions and credit hours in which students have received a grade of C or better. Because of dynamic changes of disciplines, courses may need to be retaken due to relevance and currency. Additional courses in math and English may be required based on deficiencies

Acceptance of Credit Transfers

Students who have graduated from the University of Northwestern Ohio or are transferring from another institution with a completed associate's degree or bachelor's degree may be eligible to have the appropriate general education requirements waived when they start a new academic program. This policy supersedes the 20-credit-hour general education limit for College of Applied Technologies associate's degree programs. Transfer students must send an official transcript which shows graduated status before requirements can be waived. Additional policies concerning general education requirements are outlined in the catalog.

Students who have completed courses at a nationally accredited institution (not regionally accredited), may have their credits transferred conditionally. Upon successful completion (2.0 cumulative Grade Point Average (GPA) of one quarter of full-time work in the Colleges of Business, Health Professions, and Occupational Professions, or two sessions in the College of Applied Technologies, the transfer credits will be recorded on their permanent transcripts; otherwise, the credits will be recorded when a 2.00 is achieved. Grades are not transferred.

The institution maintains a policy for dual enrollment in the University Catalog. For 2012/2013, the institution only had one dual enrollment agreement. The instructor at the high school met the institution's faculty qualifications requirement and taught the course at the high school. There were no dual enrollments after the 2012/2013 academic year; however, the University does participate in the **College Credit Plus (CCP) program** developed by the State of Ohio. Students in CCP may take classes on campus or online. By requiring students to participate in that manner, the University is assured that CCP students are getting the same course objectives as the rest of its student body.

Additionally, the University of Northwestern Ohio has a partnership with many area high schools, career centers, and vocational schools to grant enrolled students **articulation credit** if certain course requirements are met through their high school or vocational center. The University offers articulation credit in the Colleges of Applied Technologies, Business, Health Professions, and Occupational Professions. Students may be required to take a course proficiency test at the University of Northwestern Ohio for credit. Interested students may contact the Registrar's Office for information about schools that currently have articulation agreements with the University of Northwestern Ohio. If an agreement has been established with the school, then students must visit their secondary school counselor to have their articulation application completed. All completed applications should be returned to the Registrar's Office.

Prerequisites & Rigor

UNOH has a **process for the review** and evaluation of prerequisites and rigor of courses, expectations for learning, access to learning resources, and qualifications for faculty. Rigor in courses and prerequisites are **presented by Department Chairs**, Program Directors, or Division Heads to the Curriculum Committee. The Curriculum Committee is made up of the Vice President for Academic Affairs/Provost, Deans, and selected faculty. The Curriculum Committee reviews and approves the courses.

Expectations for Learning

Expectations for student learning and achievement of outcomes are stated in the Course Objectives for each course and in the Program Goals for each academic program. In addition, the Institutional Student Learning Outcomes express the general education learning expectations for all courses and programs. Achievement of these outcomes are monitored within the Assessment Process at UNOH. The recent activities to formulate measureable outcome statements have been completed and will allow data to be captured at the course, program, and institutional level. Review of these outcomes will determine actions necessary for improvement of learning.

Access to Learning Resources

UNOH provides access to learning resources through the Library and connected databases, the MyUNOH portal, Student Success Center, and Math Lab as well as Moodle, the institution's learning management system and its various plugins. More detailed descriptions of these resources are

provided in Criterion 3.

Faculty Qualifications

The Deans review credentials and recommend staffing of courses based on best practices from UNOH's accrediting and certifying bodies, such as the Higher Learning Commission, Ohio Department of Higher Education, Accreditation Council for Business Schools and Programs, Commission on Accreditation of Allied Health Education Programs, Commission on Accreditation of Health Informatics & Information Management Education, and National Automotive Technicians Education Foundation, etc.

Specialized Accreditations

The institution's quality is further demonstrated through its various accreditations. The institution is accredited by the following specialized accrediting agencies:

Specialized Accreditation	Program Accredited	Initial Year of Accreditation	Most Recent Year Accredited	Next Date in Cycle
The Commission on Accreditation of Allied Health Education Programs upon the Recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (CRB-AAMAE) (AAMA)	AAS - Medical Assistant Technology	1998	2008	2018
Association of Collegiate Business Schools and Programs (ACBSP)	MBA BS – Business Administration as well as concentrations AAB*	2013	--	2023

Commission on Accreditation for Health Informatics & Information Management Education (CAHIIM)	AAS - Health Information Technology	2015	--	Progress Report February 2016
Partnership for Air Conditioning Heating Refrigeration Accreditation – Air-Conditioning Refrigeration Institute (PAHRA-ARI)	Heating, Ventilation, Air Conditioning, & Refrigeration Technology	2008	2013	2019
Heating, Ventilation, Air Conditioning, and Refrigeration program (HVAC) Excellence Accreditation	Heating, Ventilation, Air Conditioning, & Refrigeration Technology	2014	--	2020
National Automotive Technicians Education Foundation (NATEF)	Automotive Diesel	1988 1995	2014 2011	2019 2016

*UNOH's associate degree programs in Accounting, Business Administration, Information Technology, Marketing, Medical Office Management, and Office Management were first accredited by ACBSP in 1997. The accreditation of the MBA and BS degrees occurred in 2013 and more accurately reflects the composition of the current structure of the colleges.

Evaluation of Student Success Indicators

The institution demonstrates concern for student success through the Mission Statement. Student success is a component of the UNOH Mission. As such, in order to determine Mission fulfillment, data measures such as course/degree completion, retention rates, credentialing exam results, and job placement are essential indicators of program and, thus, institutional effectiveness.   The Career Services Department collects **employment data at graduation and again six months after graduation**. This data is reported as part of the Program Review process which has been utilized in the past and is also a part of the revised Program Review process. These measures are part of the Standardized Data Set that has been included in the revised Program Review process. This data will be available to administrators, including Department Chairs/Program Directors/Division Heads.

Development of the Standardized Data Set will allow the Institution to access data used for decision making on a regular basis. It will be beneficial to the institution in that all stakeholders will be using the same data consistently. This will improve the quality, accuracy, and integrity of the data shared both internally and externally, in some instances.   This will also be a basis for the establishment of relevant trend data allowing the institution to more effectively plan for the future.

For programs with specialized accreditation, the required data from the Standardized Data Set is provided to the agencies during their regularly scheduled update (usually annually or biannually). These programs are often required to not only provide current data but trend data to determine the projected likelihood of future student success. Programs, with or without specialized accreditors, have been instructed to utilize these as performance measures to indicate the effectiveness of all academic programs. Many programs are required to report more indicators than these minimally required by the institution.

Placement rates are difficult to track because the University does not have a strong alumni association, and graduates do not usually update their contact information after leaving the institution, despite requests from faculty and administration to do so. Faculty members, program department chairs, Institutional Development, Alumni Office, and Career Services staff are encouraged to find additional ways to improve connections with graduates using a variety of formats, including the Alumni Newsletter and a variety of other conventional methods in addition to social media sources such as Facebook, Twitter, and Instagram.

Information related to students who withdraw from UNOH and subsequently attend or graduate from other institutions can now be collected and imported into our data system more effectively. In November 2015 the University began utilizing the Student Tracker service provided by the **National Student Clearinghouse** to research subsequent enrollment data. It was first used to gather the subsequent enrollment data required for the IPEDS Outcome Measures Survey. The Student Tracker system will allow the University to regularly identify students who transfer to other institutions and attempt to contact them seeking information about their reasons for transferring. In February 2016, UNOH sent a query to NSC requesting information about the 2007 cohort. The results listed 182 students as having enrolled at another institution after leaving UNOH. This information can be used by the University to determine any underlying issues that are within the University's control.A plan for the usage will need to be developed as more data becomes available. The Colleague data system currently does not support the process for submitting research files; however, a support ticket has been submitted to request the creation of a process. In the meantime, a Business Objects reporting solution has been created. Having a Colleague-based process will make gathering data more efficient and timely.

Year 4 Argument

The University of Northwestern Ohio continues to meet criterion standards. Please refer to the Criterion 4 Summary Update for the update on Program Review.

Sources

- ACADEMIC - AACRAO Standards
- ADMISSIONS - Articulation Agreements
- ADMISSIONS - College Credit Plus
- ASSESSMENT - Program Review Process
- ASSESSMENT - Program Review Schedule
- ASSESSMENT - Standardized Data Set

- CAREER SERVICES - Tracking Graduate Employment
- CURR - Curriculum Proposal Form
- CURR - Prerequisites - Minutes - Dept Fac Mtg - 2011 Nov
- DATA - NSC Subsequent Enrollment Results
- HR - Org Chart - Academic Affairs - 2012 - 2013
- HR - Org Chart - Academic Affairs - 2014-2015
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 32)
- UNOH - Catalog - 2015-2016 (page number 77)
- UNOH - Catalog - 2015-2016 (page number 85)

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Assessment Process with Clearly Articulated Expectations

The Assessment process at UNOH is based upon a tri-level collection of data:

Institution

Institutional Student Learning Outcomes were developed during the University's participation in the 2007 HLC Assessment Academy. At that time, six curricular foci were identified. The team had developed rubrics based upon the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics for several of the areas to be assessed. One problem that became apparent was the lack of measurable outcome statements. Although curricular areas were identified, they were not stated as measurable outcomes and, therefore, collection of data stalled as constituents were unsure as to what they were measuring. Upon review of these statements, the following measurable Institutional Student Learning Outcomes statements were revised in summer of 2015 by the reorganized Office of Assessment & Institutional Effectiveness. These statements are:

Oral, Written, and Visual Communication: Graduates should be able to communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Mathematical Data Analysis: Graduates should be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.

Arts & Humanities: Graduates should be able to describe how the interaction among social, economic, political, cultural, environmental and/or historic events affect the individual and society.

Social and Behavioral Sciences: Graduates should be able to demonstrate the ability to critically assess social issues, human behavior, and diversity in human experiences.

Natural and Physical Sciences: Graduates should be able to explain the major concepts in the Natural and Physical Sciences and apply those concepts to problem solving, including ethics.

Competency in Major: Graduates should be able to demonstrate expertise and integration of ideas, methods, theory, and practice in a specialized discipline of study.

With measurable statements now available, the faculty are directed to capture these outcomes in their Capstone courses, as appropriate.

Programmatic

Program Goals and Outcomes: In Summer 2015, a review of all program goals and learning outcomes was undertaken as part of the leadership transition in both the Academic and the Assessment / Institutional Effectiveness areas. Working in collaboration with faculty, the OAIE reviewed the Program Goals and Learning Objectives for measurability and accuracy of taxonomy level based upon degree earned. Changes to outcomes were made only as necessary to establish the desired measurability and taxonomy level. Program Goals are stated within TracDat and are publicly stated on the UNOH website.

Course

Course Objectives: In Summer 2015 as part of the revision process for program level goals and outcomes, the course objectives were also reviewed for measurability and accuracy of taxonomy level. Faculty will be encouraged to match the objectives with the appropriate tool for measurement. In addition, they were encouraged to be mindful of the progression of learning that should occur throughout the delivery of program courses. Working in collaboration with faculty, the OAIE reviewed the course objectives for measurability and accuracy of taxonomy level. Course objectives are the same no matter what delivery format is used for a course.   All course objectives are clearly articulated on the course syllabus.

TracDat is the repository for maintaining all levels of assessment and planning at the University. Entry of the Institutional Learning Outcomes, Program Goals, and Course Objectives allows for linkage of learning at the three levels. In addition, when all information is completed, the application produces a curriculum map which enables the Deans, Department Chairs/Program Directors/Division Heads, and faculty to ascertain that learning is occurring and in the proper sequence for maximum student success.   Currently the faculty are creating curriculum maps outside of this system as the TracDat system is scheduled to be updated in late spring 2016. As many faculty are not comfortable with the TracDat system at this time, the decision was made not to do technical training in winter 2016 that would have to be redone in spring 2016 once the new version is installed. This would not be an efficient use of manpower. Therefore, training is occurring on the basics of assessment and will be used to enter the revised Program Goals, Course Objectives, and Curriculum Map as the newer version is released.

As part of the natural evolution of assessment at UNOH, the evaluation of the assessment process demonstrated the following **areas for improvement**:

- Clarification of terminology used within the process,
- Expanded training in the use of the TracDat system to achieve more usable data,
- Clarification of expectations for the Capstone Course to include the capture of Institutional Student Learning Outcomes,
- Necessity of measurable outcome statements at all levels of assessment, and
- Identification and development of Assessment Champions, both academic and non-academic, to serve as peer mentors during the revitalization of the assessment process at UNOH.

Several of these identified improvements have already been accomplished while the others are works in progress. Assessment is a continuously evolving process as improvements are identified during each cycle.

Assessment of Student Learning Outcomes

The University has made several strong commitments to the refresh of the Institutional Effectiveness process (including Assessment) at UNOH. Several monetary and human resources commitments demonstrate that commitment. They are:

- Purchasing and implementing of TracDat
- Hiring of a new full-time Director of Assessment & Institutional Effectiveness
- Restructuring of the Academic Colleges to include Deans and Chairs/Division Heads who are responsible for assessment within the programs

These commitments and the presence of an improved infrastructure will facilitate assessment more effectively, thus producing usable data for decision making.   Data is available within the TracDat system as well as results. However, it is apparent that an area of needed improvement for both the curricular and co-curricular areas is the part of assessment known as "closing the loop". Constituents are not demonstrating how they are using the data collected to inform improvements with the program or department.   Although anecdotal improvements are occurring, the documentation of those changes are not always apparent in TracDat. Therefore, training on how to identify necessary changes, planning actions for improvement, and implementation of the **plans for improvement** are the next steps necessary to strengthen assessment at UNOH.

Assessment, however, occurs both within the curricular arena and the co-curricular arena.   Student surveys are a common source of co-curricular assessment.   With development of measurable Institutional Student Learning Outcomes, the improved linkage between co-curricular activities and student learning should be more transparent to support units.   Many are assessing their services as of the writing of this report; however, the link to student learning and assessment was not always apparent to the units.

Improvement Actions Based on Assessment Results

The infrastructure, TracDat, is in place to gather assessment data and develop plans for improvements. The relatively short time that TracDat has been implemented at the University has not allowed full-cycle assessment to occur at this time. There are some examples of implementation of improvement actions within TracDat but very few examples of documentation of the results of those improvement actions.   Anecdotally, faculty and staff will share the results of their actions but documentation of those results is weak at this point in time. Identified as an area for expanded training, the Institution has an opportunity to produce a profusion of data for decision making. With student success centric to the Mission, faculty and staff are inclined to identify means of improvement. This is demonstrated by a recent initiative on campus that provided more in-depth data. **Retention trends** indicate inconsistent retention of new students from 2009-2012. This factor, along with a predicted decline in high school graduates and increased competition, prompted UNOH to seek assistance in developing and implementing a retention plan. This action, as reflected in the **Cabinet minutes from November 2013**, resulted in the contracting of Ruffalo Noel Levitz (RNL) to assist the University in the development of a plan and implementation of a program of activities aimed at improving retention.   Provided with a variety of data, a committee was able to identify needed improvements in the advising, counseling, scheduling, and other areas.

The retention project that is currently being implemented includes several best practices for retention, many of which are discussed in Criterion 4.C. The data available has been instrumental in guiding the work done so far with regard to retention. Trend data is being used to help establish the institutional retention goal. The **retention goal established** varies for each of the Colleges due to the diversity of student populations within each of the Colleges and within the various starting cohorts. In order to be consistent, the one-year retention dates that have been defined institutionally are for the College of Applied Technologies, the 10th day of the cohort's 9th session; and for the Colleges of Business, Health Professions, and Occupational Professions and Graduate College, the 15th day of the 5th quarter. The table below contains the goals that have been established for the 2015-2016 Academic Year.

Cohort Date	Retention Goals	Percentage	Comments
June 2015	Retain 102 of 150 students	68%	
August 2015	Retain 530 of 737 students	72%	
October 2015	Retain 148 of 217 students	68%	
Fall 2015 Cohort	Retain 217 of 361 students	60%	Traditional Students Only
Fall 2015 Cohort	Retain 30 of 49 students	60%	Virtual College Only Students

Assessment Best Practices

Institutional commitment to the Institutional Effectiveness process reflects many components of assessment that have been identified as best practices. As identified by the American Association of Colleges & Universities, the following **high-impact assessment practices** are in place at UNOH:

- First-Year Seminars and Experiences
- Common Intellectual Experiences (Core Curriculum)
- Collaborative Assignments and Projects
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

The high-impact practices listed above are all faculty-driven aspects of the students' UNOH learning experience. Faculty are provided the structure for the assessment process. As the discipline experts, they provide the content and knowledge required to ensure that students are work-place ready and productive citizens when they complete their journey at UNOH. Because not all learning is occurring within the classroom, the support staff must also be able to assess the co-curricular activities contributing to the graduate's overall UNOH experience.

As stated in the **Nine Principles of Good Practice for Assessing Student Learning** (American

Association for Higher Education (AAHE), 1992, p.2), "Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time." UNOH recognizes that assessment, like learning itself, is a complex process. One must determine what a student knows, what the student can do with that knowledge, and how habits, values, and attitudes can influence their performance. Assessment, therefore, must be reflective of the knowledge of and application of the knowledge of the students' chosen discipline. Therefore, cookie-cutter assessment will not and does not work at UNOH. Because of the diversity of the students, faculty, and programs, assessment must be germane to the given circumstances and, therefore, must be driven by the faculty expert.

Year 4 Argument

Please refer to the Criterion 4 Summary Update for updates on Program Review and Assessment.

Sources

- ASSESSMENT - AACU High Impact Assessment Practices
- ASSESSMENT - Nine Principles of Good Practice
- ASSESSMENT - Project Management Plan
- ASSESSMENT - TracDat
- COMMITTEE - Pres Cabinet - Minutes - 2013 11 19 - Noel Levitz Contract
- RETENTION - 10-Year Comparison
- RETENTION - RNL Follow-Up Report -November 2015 Visit

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Student Retention, Persistence, & Completion Goals

Although the institution had informal processes being used, historically UNOH did not have defined goals for student retention, persistence, and completion. Those programs at the University with **specialized accreditors did collect data** on these indicators using the definitions as defined by their respective accrediting agency. Realizing that this needed to be addressed as an opportunity for improvement at the institution, the **institution contracted with RNL in late 2013** to begin the process of defining goals for these areas and improving overall retention at the University. During the three-year contract with RNL, specific goals are being identified and articulated with plans for data collection and analysis and ultimately institutional improvement.

In collaboration with RNL, the following principles have been identified as integral to the successful development and implementation of a retention plan at UNOH:

- Use data as the foundation for decision making;
- Collect all data relevant to student success;
- Analyze the data and take actions based on the findings from the data;
- Make early alert and early intervention a priority;
- Facilitate academic recovery for struggling students;
- Monitor second-year students;
- Use what is learned about retention to guide recruitment.

Retention, persistence, and completion are indicators of the effectiveness of UNOH in the delivery of its Mission. As such, the following elements provide the framework on which a successful plan for improvement is based. These include:

- Development of a goal-driven enrollment plan with assigned accountability

- Implementation of Retention Best Practices
- Development of a profile of the persisting students and the leaving students
- Tracking of retention of identified cohorts
- Increased emphasis on advising
- Use of a qualified institutional research staff/department
- Adapting of a *Prospect Funnel*
- Monitoring of key indicators of application/admission/retention/persistence/completion

With the assistance of RNL, the University established retention goals by looking at previous years' data to determine realistic and obtainable goals.

Ongoing work is being guided by the **Student Success Committee**. On-campus sessions with RNL staff are also held to guide the process and prepare UNOH for the next "steps". Engagement of the entire campus community is essential to the success of the retention plan and thus the UNOH students.

The institution has defined **measurable goals for student retention, persistence, and completion**. Over the years it has collected a wide range of data which is now being stored in the data warehouse. Recently, the **Presidential Cabinet agreed on October 15** as a static date for data collection as a trend analysis. Since the University now has a common date, and data has been stored in the data warehouse, the University can go back and generate historical reports relating to retention, persistence, and completion. An example of the use of this historical data is shown in the **retention trend charts**. This information has been used to establish the retention goals at UNOH.

Student Retention, Persistence, & Completion Data Collection & Usage to Identify Improvements

The University of Northwestern Ohio has several reporting instruments that are used to assist in the retention and graduation of students. The reporting instruments currently being used are:

Withdrawal Reports/Academic Standing Reports

The Student Success Department has a process in place for identifying students who are at academic risk through **withdrawal reports** and **academic standings reports** that are supplied by the Registrars' Office at the end of each term. These reports always include a comparison of the withdrawal statistics for the last four years so that trends can be identified.

A number of departments review these reports, beginning with the Presidential Cabinet. In addition, the Student Success Department contacts students on the reports to discuss academic and personal issues that may be affecting their academic performance. At this contact, the Department can suggest tutoring and other assistance as needed. Through work with RNL, the Student Success Department is making plans to have access to more specific retention numbers so that staff can analyze where most problems occur and better adapt their strategies for helping students before they are withdrawn (or withdraw) from a course for academic reasons.

Retention Manager

In 2012/13, UNOH piloted and then implemented the in-house **Retention Manager** program to collect both qualitative and quantitative data on athletes, military students, probation students, and any at-risk student as identified by administrators or faculty. Specific grades for all course evaluation categories are entered into the Retention Manager program by faculty in the third and seventh week

of the quarter for faculty in the Colleges of Business, Health Professions, and Occupational Professions, and weeks two and four for faculty in the College of Applied Technologies. Faculty are also provided an open comment area to provide details and observations about course grades. Coaches and staff are notified when the data is entered and then are able to access and analyze the performance of their students.

In order to have a better picture of students' progress in courses, as of January Session/Winter Quarter 2015, the Student Success Department now has access to see grades that are entered into Moodle by faculty members.

Statistics for Retention Manager are as follows:

Academic Year	# of Early Alerts Submitted by Faculty Requesting Counseling for Students	# of Assessment Requests Completed by Faculty Requesting Grades and Comments	# of Students who had an Open Case in Retention Manager
2012/13	304	10,857	1,938
2013/14	472	18,121	2,238
2014/15	389	19,990	2,656

The data placed into Retention Manager by faculty have been used in a number of ways. For athletic coaches, once grades are entered into Retention Manager, coaches start meeting with their student-athletes to counsel them on their grades and academic progress. The Student Athlete Advisor has access to run a report that shows all the data that has been entered in Retention Manager during a certain time period. The report is run daily or every other day, and coaches are emailed directly if the Student Athlete Advisor needs to follow up on comments written by faculty. Each coach uses the early alert data in different ways. Some coaches choose to meet with the student individually or in some cases the coach asks the Student Athlete Advisor to meet with the student.

The Student Success and Military Relations Departments use the data entered into Retention Manager for probation students and military students as a chance to counsel the students on their academic progress. Student Success Coaches meet with this population in much the same way that the coaches meet with their athletes. Individual meetings are arranged to discuss the student's progress and suggest improvements that need to be made.

Early Alerts

For students who are not part of one of the populations outlined in Retention Manager, faculty have the opportunity (using the same technology as Retention Manager) to submit the same information for review by the Student Success Department. These reports are called **Early Alerts**. All Early Alert data is reviewed and followed up by Student Success Coaches. In addition and because of the shorter session term, if any faculty member in the College of Applied Technologies has a student who is showing a lack of progress, a form must be completed and signed by one of the Deans, and the

student must meet personally with one of the Deans for counseling.

Information entered for other students in the Early Alert area is used by the Student Success Department to counsel students on their academic progress. Although an Early Alert can be submitted for attendance and other issues, faculty most frequently use the Early Alert system to ensure that students in danger of not successfully completing a course (based on current course grade and progress) are identified. Student Success Coaches then reach out to the students to arrange a conversation. This conversation allows Student Success Coaches to ascertain why the students may be struggling in the class and explain the resources the institution offers for students. Student Success Coaches may also contact other faculty who have the students in class to see if the issue is course-related or if there is a more pervasive issue for the students.

C- and Below Lists

In addition to turning in final grades in a course, on-campus faculty in the Colleges of Business, Health Professions, and Occupational Professions are also asked to complete an **Excel spreadsheet** listing any student in their courses who will receive a grade of C- or below, and based on the faculty member's analysis, determine the reasons for this grade. (i.e., low test scores, missing homework, large number of absences). This data is collected and reviewed by the Dean for use in the Academic Meeting that occurs at the end of each quarter/session. Graduate faculty are asked to complete a similar list for any student receiving a B- or below and the data is used in a similar manner.

The data provided by faculty on the C- and below Excel spreadsheet for the Academic Committee are used by administrators and staff during the meeting at the end of each quarter/session while making decisions about academic probation and suspension. By using the quantitative and qualitative data provided on these faculty reports, and also through the data collected by the Student Success Department, the Academic Committee is able to prevent some students from being suspended by recommending various actions for the students to consider. These actions then become stipulations placed in the students' files. This process has allowed students who would otherwise have been dismissed from the institution the chance to continue on with their education. If students are ultimately placed on academic probation, the Student Success Department divides the students and assigns a specific Student Success Coach to each. For the future, in order to make sure that all students receive their academic probation letter with their stipulations, the Student Success Department is making plans to send a notification to the students' classes telling them to see the Student Success Department. Students will have three days to respond to the notification or they will not be permitted back in class. Upon seeing a Student Success Coach, they will be given their academic probation letter with the stipulations clearly outlined.

College Student Inventory (CSI)

In 2012 the institution was initially investigating the use of the National Survey of Student Engagement (NSSE) as a way to collect and analyze data relating to student engagement. With plans being outlined for the three-year contract with RNL, the University is using their **College Student Inventory (CSI)** to collect and analyze data from students within the first few terms of their enrollment. The Student Success Department will use the information to determine the best pathway to success for the individual student.

Because of the different populations of students in the College of Applied Technologies compared to the other colleges, two different approaches to advising are being developed for on-campus students. A separate advising model for students who are taking classes online is being developed to provide

the support unique to online learners.

In the College of Applied Technologies (CoAT), students are introduced to the Student Success Coaches in the UN110 course. An explanation of the services that the Student Success Department provides is given. The students in these courses take the College Student Inventory survey and are classified according to the Student Retention Predictor. These scores are used to reach out to the groups of students that are most likely to be retained if they are provided some support services, as opposed to those students who will remain regardless of the outreach or those who will leave regardless of the amount of support they are given. The **UN110 pilot in October 2014** resulted in a 5.1% increase in retention over the prior year's cohort. As a result of the positive results during the UN110 pilot, all Colleges are using the CSI to collect information. Each college uses the CSI as determined appropriate for the delivery format.

The new CSI data being collected through RNL will allow departments (Student Success, Finance, faculty, etc.) another opportunity to identify students who have indicated that they are not likely to be "successful" at college. This advising function will serve as another contact opportunity to improve retention. Faculty and other departments will attempt to reach out and help these students through counseling, support, study skills, parental support, finances, etc. This will give the institution a better target group of students to focus on, as these are potential students who "could be saved," rather than focusing on all students (some who may not need assistance and some who even with assistance may not be successful).

Good Practice for Collection & Analysis of Performance

UNOH collects data for some of the key performance measures from the Integrated Postsecondary Education Data System (IPEDS) database. Using IPEDS definitions, the reliability and validity checks built into that database serve to ensure that the data being collected and used by UNOH are consistently reported. As the University's culture for data-based decision-making continues to evolve, the need for collection of additional internally oriented data has been noted. The Data Governance Committee is currently standardizing data definitions to ensure consistency on internal data collection. In addition, as a result of the RNL project a retention goal has been established, which is discussed in Criterion 4.B. Currently an Ad Hoc Committee is working to establish the institutional measure for graduation/completion that aligns most closely with the current need of internal and external constituents. To ensure program quality, programs with specialized accreditors must use any thresholds identified within their standards or guidelines.

<ins>*Year 4 Argument*</ins>

The University of Northwestern Ohio does not have any significant changes to Core Component 4.C. The University continues to meet criterion standards. The College of Applied Technologies Registrar automatically registers students currently attending and who indicated they will return from hiatus in a specific term. For the Colleges of Business, Health Professions, and Occupational Professions, students currently attending self-register in Student Planning, and those on hiatus are contacted by the Advising Office. The Advising Office periodically notifies unregistered students by email, text message, and MyUNOH Portal notification and shares the list of students with other departments for them to take custom action. Additionally, staff in the Virtual College Support Department and University Services call the students. The Admissions Office contacts students in all colleges who are returning from a hiatus in a specific term and treat them similar to new students in an effort to ensure a smooth transition as they return to their program.

Students on academic probation are monitored by the Student Success Coaches. The students are required to meet with a Success Coach on a weekly basis to discuss progress, academic concerns, personal well-being, and future scheduling. The Success Coaches also monitor academic stipulations assigned to the students to help with the trajectory of academic work and progress. The Student Success Department also offers tutoring to all students in two different formats. Students can drop-in and meet with a tutor with no prior scheduled meeting or they can request a one-on-one private tutor. All tutors are students who have previously taken the course(s) in which they are tutoring and meet the requirements set forth by the department.

Please see Criterion 3.D. for information about the faculty advising program for on-campus students in the Colleges of Business, Health Professions, and Occupational Professions, which is designed to address issues related to retention, persistence, and completion.

Sources

- ACADEMIC - Standings Reports
- ACADEMIC - Withdrawal Report
- COMMITTEE - Pres Cabinet - Minutes - 2015 08 13 - Approval of Oct 15 as Static Date
- FAC - C- and Below Form
- RETENTION - 10-Year Comparison
- RETENTION - College Student Inventory Survey
- RETENTION - Committee and Planning Groups
- RETENTION - Retention Manager and Early Alerts
- RETENTION - RNL Follow-Up Report -November 2015 Visit
- RETENTION - RNL UNOH Memorandum of Agreement - 2013 Nov 18
- RETENTION - UN110 Retention Rates
- UNOH - Specialized Accreditations - Student Info Collected

4.S - Criterion 4 - Summary

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

Summary

The University has met Criterion 4 through a continued focus on the quality of the institution's educational programs, learning environments, and support services as well as the processes required to ensure continuous improvement. The program review process was evaluated, and a new plan and timeline for implementation were developed. The institution invested in TracDat to assist with the management of assessment data collection. New plans for assessment and a timeline for implementation were developed. The institution is aware of the need to maintain a retention focus and to continue establishing goals and using the goals to inform work efforts. The institution recognized a need to broaden the management tiers in the Colleges of Business, Health Professions, and Occupational Professions and in doing so re-established the department chair role. Lastly, the institution is aware of the need to develop a standardized data set to inform decisions moving forward.

Year 4 Summary

Overall, there have been no changes in the Assessment process. The Institutional Learning Outcomes have not changed since the previous report and remain the guiding principles of the University programs.

Program Reviews are ongoing. Robotics & Automation and Medical Assistant Technology have submitted their Program Reviews to administration for consideration to determine action plans. Marketing, Automotive, and Diesel faculty are currently in the process of completing their reviews for administrative review. Since the 2016 HLC visit, the two individuals responsible for managing program reviews, the Dean of Online Programs and the Director of Assessment, are no longer with the University. Therefore, there was a delay in moving forward with the program review process. In 2019, the review process was revitalized with the management assigned to the Deans, Department Chairs, Division Heads, and the new Director of Assessment and Institutional Effectiveness.

In 2019, the TracDat subscription was discontinued. Moodle, the current LMS used by UNOH, was considered as the tool for collecting assessment data from all courses. It was used by the OAIE to obtain data from predetermined courses and assignments to assess specific program goals. Excel spreadsheets were created by the previous OAIE Director; however, the files were cumbersome and difficult to create usable information. Therefore, the OAIE is looking for new tools to assist the University with reportable information to aid in decision making.

As mentioned, there are no changes to the UNOH Assessment process. Examples of information being collected for review include the following:

- *The Capstone courses for Business Administration and Marketing have both used the*

Peregrine Exam since 2016 to measure students' success of program goals. The results are normed and compared to outcomes of participating colleges and universities around the world. Moving forward, the new Director of OAIE would like to include more Peregrine Exams within more programs.

- *Course level objectives* are assessed within each course by the individual instructors. These will be reviewed, revised, or updated, including input from Virtual College instructors, for program consistency and integration between the two instructional modalities.
- *The COAT has systems of assessment in courses, as each meets the requirements of skill mastery. Course level objectives are assessed within each course by the individual instructors. The College of Applied Technologies is accredited by the ASE Education Foundation and follows the standards to keep the programs current. The standards are assessed by ASE every two and a half years with a re-accreditation every five years.*

Moving forward, the OAIE is working closely with the Deans on campus to conduct the program reviews in a timely manner, as well as work with departments and divisions in reviewing and revising program goals and course objectives. This also includes the opportunity to determine assessment plans for each program and time to work with the faculty to provide workshops and training sessions on the linkage of program goals, course objectives, Institutional Learning Outcomes, and assessment.

Sources

- ASSESSMENT - CoAT Program Goals 2018-2019
- ASSESSMENT - Crse Learning Obj Example
- ASSESSMENT - Peregrine BU BS

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Availability & Allocation of Resources to Support Operations

UNOH dedicates itself to the educational programs it offers and allocates the necessary resources in order to maintain and improve them whether they are offered on campus or online. Educational programs are supported by qualified and trained staff whose goals are to fulfill the University's Mission and continuously improve their performance by evaluating their institutional effectiveness. The University employs effective processes for planning, budgeting, resource allocation, and monitoring which ensures revenues are directed primarily to educational programs and future plans are achieved.

Fiscal

The University generates income through the following sources: tuition and fees, monetary donations and non-cash donations, government grants, contributions of gifts, and grants not included in government grants. Financial performance trends are monitored monthly by the University President, Controller, and Vice President of Finance, and the **results are reported to the Board of Trustees** at quarterly meetings. Adjustments are made to ensure long-term goals are met. As demonstrated by the Audited Financial Statements, there are sufficient resources to support the fiscal, human, physical, and technological operating needs to support the programs being delivered in the classroom or online. The net change in assets has ranged from a positive 4 percent to a positive 16 percent over a

15-year period. Over the most recent eight-year period of time, a range of 76 percent to 80 percent of revenues was dedicated to educational programs. See also Criterion 1.D.

Physical Infrastructure

The University has 13 buildings dedicated to its on-campus programs and student services, 4 dorm communities, 11 facilities for athletics and student wellness, 1 building dedicated to student activities, 1 building for the student bookstore, 3 food service locations, and an event center that can be used for institutional purposes.

Physical resource additions and improvements to accommodate new programs and a growing student population have been completed, including classrooms, laboratories, shop space, dormitories, athletic fields and facilities, and campus-wide technology enhancements. Academic support areas including the Student Success Department and an expanded Library in 2013 demonstrate the emphasis on program-related improvements while a new cafeteria, indoor fitness center, and student activities center demonstrate improvements to the quality of campus life for students. A new student activities center is currently being built and is scheduled for completion in summer 2016. These additional services help to attract, support, and retain students of all kinds, including military students, student-athletes and international students, who are an important source of new revenue as well as a source of diversity and increased campus spirit among the student body.

Technological Infrastructure

The Information Technology (IT) Department's **technology projects and activities** are guided by its **Strategic Plan**, which is just one component of the University's Strategic Plan. The IT budget is proposed, approved, and executed each year with an eye to the future, while meeting the needs of today's constituents. This is done to ensure that appropriations are budgeted to not only satisfy the day-to-day operational demands placed on the infrastructure but to move the infrastructure in a direction that will satisfy future needs.

To manage growth, the University uses pre-built and highly available services that are hosted in the cloud. There are several benefits to the University in moving services to the cloud. From the human resources perspective, IT staff are able to collaborate with other department personnel as they are divested from maintaining a 24x7x365 technology environment. This approach also reduces the need for a larger IT staff who are required to maintain all systems locally and to operate them on a 24x7x365 basis. Implementation times for new services are shortened considerably and cloud-hosted services are always available regardless of what may be happening physically on campus. Lastly, from a disaster recovery and business resumption perspective, services in the cloud are untouched by weather-related outages or emergencies that might otherwise take down the University infrastructure for extended periods of time.

Several initiatives in the IT Department's section of the Strategic Plan are currently in various stages of development and implementation including:

"Next Generation Network Infrastructure Initiative" – designed to improve the campus network speed of the backbone as well as network speeds to desktop and laptop computers;

"Bring Your Own Device Initiative" – continuous improvement of Wi-Fi resources and speed while providing students, faculty, and staff access to network resources from their personal devices

"Identity Management Initiative" – creation of an automated system that can create/update/delete user accounts while provisioning all services required based upon their role at the University.

Many other technologies are also used to support student success at UNOH including: Moodle (Learning Management System used by all delivery formats); Smarthinking, Turnitin.com, Collaborate, and Kaltura (used for verifying the integrity of student work, online student tutoring, online collaboration and multimedia applications in hybrid and online courses).

Allocation Resources: Educational Programs

Educational programs receive primary **resource allocations and expenditures**. Innovative methods of financing capital improvement projects ensure that assets are free for educational programs and that outlays for educational programs are not affected by elective, non-educational programs such as athletics and infrastructure improvements. Racers Village is an example of how the University increased its housing without using its capital or debt. Outside investors constructed the dorm community and leased the buildings back to the University, allowing University funds to be used for academic needs.

UNOH's ability to support the Mission, values, and vision are evidenced by the **positive growth** in the academic degrees awarded, part-time student population, part-time faculty, staff, physical, and fiscal resources.

Planning for the Future in Support of the Mission

Strategic Planning

The Strategic Goals identified in the most recent UNOH Strategic Plan fully identify activities and resources which support the Mission of the University.   The strategic planning process historically has been led by the President's Cabinet and has always kept the Mission centric to the identified strategies.   The Strategic Plan then goes to the Board of Trustees for final approval. The current Plan contains the following Criterion Statements:

Entrepreneurship

The University will evolve according to its entrepreneurial spirit.

The University will offer a diversified curriculum of programs valued by employers that are delivered in formats that meet the needs of students.

Compliance

The University will pursue quality and excellence by enhancing accreditations and certifications.

Quality Environment

The University will grow in a manner that encourages and supports a diverse campus population.

The University will continually attract, retain, and encourage the development of a talented and qualified University family of employees.

The University will aggressively pursue student body growth.

Student Success

The University will assess and measure students' academic performance and its institutional effectiveness, connecting the results to continuous improvement and the dedication of its resources.

Community Outreach

The University campus will become the center of community life with improved aesthetics, facilities, and services.

The University will share its resources with community and global partners.

Fiscal Stewardship

The University will enhance its financial security and expand the development of all employees.

The Strategic Plan includes major initiatives, in progress or future, for all University departments and offices. The cost of new strategic items is categorized as low ($25,000 or less), moderate ($25,000-$50,000), high ($50,000-$100,000), or substantial ($100,000 or greater). The budget is prepared in a way that supports the Strategic Plan. Goals are set each year in the budget process for a positive change in net assets, which allows the University to pursue future plans. When new strategic initiatives are added to the Plan, new budget items are also created. Departments submit their budget requests during budget meetings with the President, Vice President for Finance, Controller, and Accounting Manager.

UNOH has expanded its international student outreach, online programming, new academic offerings, and enhanced branding and marketing to recruit new student populations, both in-state and out-of-state as well as international populations. Throughout these endeavors the University has demonstrated good stewardship of the resources available and continues to look to the future with an entrepreneurial vision. **Annual audits** also attest to the fiscal accountability of the University.

Resource Allocation – Human Resources

The University strives to **hire individuals** with the appropriate **credentials**. Background and education continues to be a focus of hiring.

> All Departments**:** All departments have the opportunity for formal and informal training in the form of in-services, seminars, conferences, and webinars. Funds for professional development and specialized training are allocated in each department's budget. Memberships in appropriate professional organizations may be funded for staff members. The University encourages its employees to pursue advanced education in several ways. See also Criterion 3.C. response for information about faculty development. According to the Employee Handbook, full-time administration and staff are eligible for the **tuition waiver benefit** which grants 205 credit hours of undergraduate credits free of charge. A limited number of employees each year are offered tuition waiver benefits for the Master of Business Administration (MBA) program. Fiscal support of pursuit of advanced education is illustrated in the **charts showing the degrees funded by UNOH**. The first page demonstrates the degrees at UNOH which were earned by employees as part of the employee benefit package. The second page demonstrates degrees

funded by UNOH at other institutions.

Registrar's Office: The Registrar's Office employs a philosophy of developing the talent from within the department and allows a variety of educational backgrounds. There are four levels of staff positions in the Registrar's Office organizational chart including Assistant Registrar, Associate Registrar, Registrar, and Director which creates the opportunity for promotion from within. The current Director and College of Business, Health Professions, and Occupational Professions Registrar started in Assistant or Associate Registrar positions. Four of the five full-time employees have bachelor's degrees in various areas. Additional **training and professional development** in related areas is done on an annual basis at a minimum.

Advising Office: Since 2005, the Advising Office has required **advisors to have a minimum education level of a master's degree**. Current and former advisors have held master's degrees in such areas as Business Administration, Education, Workforce Development & Lifelong Learning, and Leadership Dynamics.

Virtual College Support Department: **All staff in the Department have credentials and qualifications** that align with their job duties of curriculum design, instructional technology, and/or oversight and management of the learning management system and department services. All staff have participated in Smarthinking training to ensure integration and support of this tutoring tool in all online and hybrid courses; in webinars hosted by the Online Learning Consortium on the topics of accessibility and copyright; in Collaborate training to ensure implementation of this interactive instructional technology in online and hybrid courses, collaborative curriculum work, and professional development; and in the *Quality Matters, Applying the QM Rubric*, two-week online workshop and earned certification for completion. Applicable staff members went through training for Kaltura to begin the implementation of this video creation application. All staff participate in quarterly Blackboard/Moodle webinars to ensure they are prepared for updates, aware of new tools for implementation, and able to support current uses of the learning management system for the institution.

International Student Services: The Director of International Student Services has attended Association of International Educators (formerly National Association of Foreign Student Advisors) NAFSA Region VI **conferences** and the NAFSA National conference. Both of these opportunities provided sessions that pertained to advising international students and networking with other colleges and universities across the world. In addition to these **conferences** the Director attended a 2½ day seminar about advising international students on their status and working in SEVIS.

Educational Assistance, Travel, Meetings and Conferences, and Training and Development **funds are budgeted** for the Academic Department beyond faculty. Funding varies based on recommendations from Department Heads and approval by the President.

Resource Allocation & Management – Fiscal

The University has an annual budgeting process, resulting in a final budget that is approved by the Board of Trustees. The fiscal year extends from July 1 to June 30 of the following calendar year. The budgeting process begins in the spring when the department heads review actual spending from the previous years, consider new project expenses, and evaluate their needs for the next fiscal year. Any capital expenditures are identified and presented at budget meetings in May by the department heads to the President, Controller, and Vice President for Finance. Justification for the budget is provided,

and the final budget is presented by the President to the Board of Trustees for final approval. Budgeting for large capital expenditures and new employees is linked to projects outlined in the Strategic Plan. Department heads are responsible for monitoring their budgets to ensure they do not exceed their approved budget. Expenditures have been controlled during a period of expanding student support services and additional facilities, which is evidence of effective budgeting and planning processes. The percentage of expenditures dedicated to educational programs satisfies the Higher Learning Commission's Composite Financial Index as reported in the Institutional Update.

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 5.A. and continues to meet criterion standards. The University continues to support academic programs and the necessary infrastructure to promote continuous improvement of its educational operations. Examples include, but are not limited to,

- *the **Diesel Advanced Technology Education** certificate (DATE; associated with Mack/Volvo),*
- *the addition of **Light Duty Diesel Associate of Applied Science** degree,*
- *the HLC New Program Application for **Motorsports Marketing Bachelor of Science** degree,*
- *the building of additional learning space for the Robotics program,*
- *a continued upgrade to the IT infrastructure.*

Sources

- ACADEMIC - Resource Allocation
- CURR - AAS Diesel Technology - Light Duty
- CURR - BS Motorsports Marketing - HLC New Prog Appl
- CURR - Diesel Adv Technology Education DATE
- DATA - Funded Degrees Charts
- DATA - Growth
- DATA - Number of Employees
- FINANCE - Audit Report - 2015 June 30 and 2014
- FINANCE - Financial Reports to Board of Trustees
- FINANCE - Resource Allocations and Expenditures
- HR - Admin & Staff Credentials & Prof Dev
- HR - Employee Handbook - 2013
- IT - Infrastructure Improvements
- UNOH - Campus Buildings & Square Footage - 2006 and 2015
- UNOH - Strategic Plan

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Institutional Governance

UNOH's Board of Trustees provides oversight of the institution. The powers of the trustees are enumerated in the **Code of Regulations** of the University of Northwestern Ohio. The powers of the trustees are to "have charge, control and management of the business, property, personnel, affairs and funds" and have "the power and authority to do and perform all acts and functions permitted for an organization." The Board is engaged with its internal constituencies through the President, the Vice President for Academic Affairs/Provost, and the Controller who provide **institutional updates** as internal members on the Board of Trustees. The President provides an update report on the enrollment management and business components of the institutions. The Controller provides financial updates for the institution. The Vice President for Academic Affairs/Provost provides an academic update for the institution. The Board of Trustees meets quarterly.

The **President's Cabinet** meets monthly and brings together selected deans, vice presidents, and directors providing representation across the University. The President's Cabinet establishes policies as well as makes recommendations to the Board of Trustees for policy enactment. The President's Cabinet meeting also serves as a venue for open discourse about initiatives taking place around campus and possible effects these initiatives might have on other departments.

Collaborative committees serve to broaden the governance structure at UNOH. The institution has standing committees that encompass multiple departments and develops ad hoc committees as necessary for special projects. The **Faculty Handbook** provides guidelines, policies, and procedures for standing institutional and ad hoc academic committee participation as well as faculty and department meeting attendance. All of these groups meet regularly.

Governing Board Oversight

UNOH entrusts the leadership of its governing board and upper-level administration to assure Mission fulfillment. The Board conducts itself in accordance with its legal and fiduciary obligations by following its *Code of Regulations*. Conflicts of interest are identified and members abstain from any action related to them. Specific responsibilities include approval of the annual budget, audited

financial statements, the Strategic Plan, and monthly financial reports. It approves any expenditure of $200,000 or more and receives updates about retention efforts, graduation rates, and admissions trends as evidenced by the **Board of Trustees' meeting minutes from 2015**. The Board has committees made up of the external members to review the audit and to annually evaluate the University President. The committees report their results to the Board. The Board's role in legal oversight includes reviewing legal cases and judgments involving the University and ensuring the bylaws by which the Board operates meet all legal requirements. The Board of Trustees approves policies and procedures, and employees act as agents to implement them. The Board empowers administration, faculty, and staff to identify areas where change is needed and to effect change.

The University seeks legal advice when needed to ensure compliance with outside regulations and to ensure the University's actions adhere to the law. University policies and procedures are influenced by regulations set by outside agencies, such as the Department of Education, Higher Learning Commission, Ohio Department of Higher Education, auditors, and other regulators and specialized accreditors. Departments are kept abreast of regulatory changes and adjust policies and procedures due to new rules and regulations. The Financial Aid Office is one example where constant vigilance is needed to stay in compliance with Federal regulations that are subject to change with little notice. Clean **audit results** for the last five years are evidence of UNOH's effectiveness. Internal constituencies participate in the development of policy and procedure proposals that affect both academic and non-academic departments. Governance in the form of policies and procedures is designed to achieve the best outcomes for the students and to execute the University's Mission.

Collaborative Operations

The institution provides collaborative administrative, staff, faculty and student involvement through the **following committees**:

Administration	**President's Cabinet**
	Core Team
	Deans' Council
	Academic Leaders
	Division Heads, Department Chairs, & Program Directors
	Scholarship Committee
	Data Governance Committee
	Admissions Review

Faculty	**Faculty Meetings**
	Department Meetings
	Promotion Committee
	Grade Appeal Committee
	Institutional Review Board
	Curriculum Committee
Staff	**Disciplinary Review Board**
	DRB Appeals Committee
	Financial Aid Appeals Committee
	Athletic Bridge Committee
	Student Success Committee
	Academic Review Committee
	Orientation Committee
Student	**President's Student Advisory Council**

Year 4 Argument

The University of Northwestern Ohio does not have any significant changes to Core Component 5.B. and continues to meet criterion standards. The University continues to engage its stakeholders and constituents in conversations to better the campus. Please refer to Criterion 2.B. for the updated Code of Regulations.

Sources

- BRD of TRUSTEES - 2015 Meeting Minutes
- COMMITTEE - Athletics Bridge - Minutes - 2015 11 02
- COMMITTEE - Core Team - Minutes - 2016 01 26
- COMMITTEE - Curriculum Committee - Minutes

- COMMITTEE - Deans Council - Minutes - 2016 01 21
- COMMITTEE - Disciplinary Review Board - Minutes - 2016 01 26
- COMMITTEE - Div Head Dept Chair - Minutes
- COMMITTEE - Faculty Department Meetings - Minutes
- COMMITTEE - Faculty Meeting - Minutes
- COMMITTEE - Financial Aid Appeals Committee - Minutes - 2016 02 24
- COMMITTEE - List of UNOH Committees
- COMMITTEE - Orientation - Minutes
- COMMITTEE - Pres Cabinet - Minutes - 2016 01 12
- COMMITTEE - PSAC Minutes - 2015 11 24
- COMMITTEE - Student Success Minutes
- FAC - Handbook - 2013-2014
- FINANCIAL AID - Audit Letter and Summary - 2010-2014
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 191)
- UNOH - Catalog - 2015-2016 (page number 198)
- UNOH - Code of Regulations - December 2008

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Mission Centric Planning, Assessment, & Resource Allocation

UNOH's planning is grounded in the "entrepreneurial spirit" found in the Mission.   Implementation of the Strategic planning originates at the Presidential level and determines the initiatives the University will pursue during the span of the Strategic Planning period.   Dependent upon development of program and department goals that deliver services centric to the Mission, the plan is implemented.   Prioritization, and thus funding, of these activities occurs within the President's Cabinet and is ultimately reviewed and approved by the President and Board of Trustees. Proposed identification of Mission criteria and the associated performance indicators will generate better alignment with the Mission documents and permit a higher level of accountability for Institutional Effectiveness.

The University's commitment to structured planning and resource allocation is demonstrated by the purchase of TracDat software designed to house both assessment and strategic planning data. Linking the Institutional Initiatives to Program/Department Goals provides a more transparent environment for the planning process. While the University is in the early stages of employing this technology, the University does have a structured Strategic Plan in place.

Expanded use of TracDat to facilitate completion of the assessment loop will provide for decision-making regarding allocation of resources that is based upon the findings of assessment. Currently that piece of the planning is not as clearly articulated for all areas within the University.   The direct linkage between Mission documents, assessment results, and the allocation of funds and other resources will be more transparent. The system to demonstrate that linkage is currently being refined and will reside in the updated version of TracDat.

Currently, the alignment of resource allocation is monitored at the University. The **2014 expenditures chart** indicates the current expenditure patterns. This chart illustrates that the largest expense is Instruction at 29%, with Academic Support (3%), Student Services (11%), Admissions (11%), and Institutional Support (17%) providing additional indirect support and services for student success.   Seventy-one percent of expenditures contributed to the learning and success of UNOH

students in 2014.   Thus, it is evidenced that the University provides, via resource allocation, a *quality education and training* to its students as stated in its Mission.

Keeping with the entrepreneurial spirit of the evolving institution while responding to findings of assessment and strategic planning, focused, specialized planning may be integrated into the process as needed.   One example is that the University has retained **Ruffalo Noel Levitz** consultants to review aspects of the University's operations, particularly those related to retention. Also, the Data Collection Planning Group was formed to become a driving force for developing consistent definitions of data collected and reported from offices across campus. As of May 2015, this group was dissolved into the Student Success Committee and a separate Data Governance Committee was created with a broader focus on the monitoring of Data usage throughout the University.

Institutional Effectiveness via Integrated Planning, Assessment, and Resource Allocation

UNOH's ability to fulfill its Mission as an *entrepreneurial institution of higher learning* that delivers *quality education and training* relies on strategic planning for future fiscal, physical, and human resource stewardship resulting in ongoing institutional effectiveness. Development of a strong institutional effectiveness agenda is based upon a set of ongoing and systematic, institutional processes and practices that include:

- planning at the institutional and program/department which includes course-level input,
- evaluation of programs and services (including academic, administrative, and student services),
- identification and measurement of outcomes across all institutional units (including learning objectives and performance measures in instructional programs as well as non-academics), and
- utilization of data and assessment results to inform decision-making (culture of evidence) including resource allocation.

At UNOH these practices are currently evolving as the University undergoes a transitional period of organizational changes.   Planning at the program/department level including course assessment plans has been ongoing and was evidenced at the **HLC Assessment Academy** which a team attended in 2007.   The non-academic departments have entered performance measures into the TracDat application and have been capturing results since 2013. With the addition of a new full-time Office of Assessment & Institutional Effectiveness (OAIE) in May 2015, concerted efforts have been made to ensure that all academic programs now have measurable Program Goals entered as well as measurable Course Objectives. The Program Goals, as well as the Course Objectives, were reviewed for measurability and consistency across delivery modes and for appropriateness for degree-offering. Review by the OAIE indicates that, although some data has been entered into TracDat, the final phase, or "closing the loop", has not been completed by all areas of the University.   As the infrastructure for assessment is reviewed and refined, continuous improvement of institutional efficacy monitoring can be achieved.

Program Review

Historically, the University's intent was to review all programs on an annual basis. This was not completed for all programs. Documentation is available for past Program Reviews. One concern is how the results were used to make improvements.   Heavily weighted in curricular review, the former process did not include all components of a thorough program review process. Thus, the OAIE was charged with providing written process and procedure guidelines as part of the continuous improvement efforts of that office.   The revised process has been developed and is scheduled for implementation in fall 2016.   The new **program review process** (presently addressing only

academic programs) includes not only review of the curriculum but also fiscal review as well as currency and relevancy of the program to the needs of constituents. In addition, faculty qualifications are reviewed as part of this process. Identification of needs for resources – physical, human, technological, and fiscal – is made through the revised Program Review process and, thus, will link this process to resource allocation and budgeting. This process will become much more transparent as it is housed within the TracDat application which will enable access to the findings of the review.

The adoption of the revised Program Review process strengthens the institution's utilization of data and assessment results to inform decision-making including resource allocation. This process will enhance the **evolution of a culture of assessment** at UNOH. As the evolution of the academic programs matures, the work already begun on non-academic departments will continue as well. While the non-academic areas have collected the data, it has not been widely used for decision-making purposes at this time. On-going professional development for these managers will facilitate growth of an expanded use of data and its analysis in the decision-making process.

One improvement made in the process was an attempt to "close the loop" on Program Review. An aspect of Institutional Effectiveness that is often overlooked is not only what can be added to improve the efficacy of the organization but what should be sunset or modified to meet the changing needs of constituents. A leveling process built into Program Review will require follow-up actions on programs not meeting established guidelines.

Constituent-Engaged Planning

UNOH seeks input from a diverse group of constituents during the planning process. One essential unit that is an active participant in the planning process is the Board of Trustees, providing oversight and input into the future of the institution. Bylaws govern the Board's actions and ensure actions in the best interest of the University as a whole while avoiding conflicts of interest.

In addition, other external advising entities include the programmatic advisory boards, programmatic accrediting agencies, alumni, employers, and other community groups.

Internally, multiple levels of engagement are utilized. Employees are engaged at the program/ department level by submission of assessment findings and recommended actions for improvement. During the review of the assessment process, TracDat was modified to include an opportunity for the departments and programs to also provide insights for a strengths, weaknesses, opportunities, and threats (SWOT) analysis.

As internal stakeholders, the University provides avenues for students to voice potential future needs and improvement ideas. An example of **students' involvement is through participation in the President's Student Advisory Council**. Another avenue for students to give feedback to the University is through Graduate Critiques, which are completed at or near the end of the students' program.

The President's Cabinet gathers the information from internal and external stakeholders, compiling a list of prioritized strategies which are then recommended to the Board of Trustees. As a living document, the Strategic Plan is then finalized and approved by the Board of Trustees. Once the Strategic Plan is approved, the budget is reviewed and resources are allocated. Recognizing the need for flexibility, the strategic document may be adjusted by the President and Cabinet as necessary. These changes are shared with the Board of Trustees.

Data-Driven Decision Making Based on Capacity

As illustrated in the **enrollment growth charts**, UNOH has shown steady growth during the first decade of the new millennium. As compared to other institutions in Ohio with similar numbers of enrolled students and geographic similarities, UNOH has shown the most significant growth at 90% from 2000-2009. While other institutions maintained a steady enrollment, a few showed actual decrease in enrollments. As a result of this growth, UNOH saw a need for an increase in physical, fiscal, and human resources. The report has demonstrated a need for new program offerings, new facilities to accommodate the increased student population, and faculty/staff level management increase to support the growing student population. In addition, the entrepreneurial spirit of UNOH secured new fiscal opportunities to support the demands of the growing University community. The University is acutely aware of the need to retain recruited students for completion of their chosen pathway. Initiatives to retain the already-recruited students were undertaken, specifically by hiring RNL consultants to assist UNOH with implementation.

The institution contracted with RNL in November 2013 and began meetings with them to increase retention in January 2014. Part of their contract includes the development of a strategic enrollment plan. Restructuring within the Admissions Department during mid-year of 2015 has opened up opportunities for the use of data analysis tools in order to target specific student populations that match programs at UNOH. An example of target marketing includes leveraging the National Research Center for College and University Admissions (NRCCUA) database to locate students most likely to succeed at UNOH. As planning for this type of enrollment moves forward for 2016/2017, the University will be able to target market in order to boost enrollment in certain low-enrollment programs.

Demographic changes are expected to impact many colleges and universities as the number of high school graduates declines. The continuing state of the economy is resulting in students intending to pursue education better suited to employment. The issue of overall affordability can also become a greater concern for students and parents when they are impacted by economic hardship. The University has addressed these issues primarily by keeping **tuition and fees stable** over the last five years. The University is also focused on offering programs specifically tied to multiple employment opportunities. This has been achieved by effective planning and budgeting, cost management, cost cutting, and by expanding revenue sources to attracting more international students, student-athletes, and military students and their dependents.

Changes to financial aid regulations, particularly at the Federal level, are being monitored and the University is adapting to the changes. Ad hoc committees are routinely formed to study these kinds of issues. The Board of Trustees, President's Cabinet, administration and staff monitor these changes to ensure compliance. The Director of the Financial Aid Office is a Cabinet member and reports information to the Cabinet on a routine basis.

Since the last HLC re-affirmation in 2006-2007, the University has been seeking a broader constituency of students. Potential new degree programs are evaluated using market trend data to guide research. An example of efforts to add new programs, resulted in the associate's degree in Health Information Technology, the associate's degree in Robotics & Automation Technology, the bachelor's degree in Sports Marketing and Management, and the bachelor's degree in Automotive Technology Supervision.

Entrepreneurial Approach to Future Opportunities

The entrepreneurial spirit, as identified in the Mission, speaks directly to UNOH's ability to anticipate and respond to the emerging needs of today's students and the community at large. Due to the risk element involved in entrepreneurial based actions, the planning at UNOH is based upon the top-down, Cascade Planning. Examples of such responses to emerging needs include, but are not limited to:

Technology

New Program Offerings – The **needs of local industry** were identified that indicated a shift away from engineering and towards maintenance support, thus the Robotics & Automation Technology associate degree program was developed. Due to shifts in the way health records are maintained, the Health Information Technology (HIT) associate degree program was implemented. The HIT program was also awarded specialized program accreditation. Plans to request approval for a baccalaureate degree in HIT exist as capacity allows and/or demand increases.

Wireless Environment – The IT Department has anticipated advances and upgrades needed to accommodate technology changes. Wireless Internet access has been added to ten academic buildings and four other buildings on campus. The campus has provided a "bring-your-own-device" (BYOD) environment since 2012, with wireless printing from any student's device to network printers added in 2015.

IT Assessment - During summer 2015, an Information Technology assessment was performed by an external entity to determine the level of network security at UNOH. The **Executive Summary**, dated August 6, 2015, offered a summary of both the strengths and areas of vulnerability that exist on the internal and external facing IT components at the University. Recommendations for corrections of these were offered. A remediation roadmap was included with the summary to prioritize the work flow on correcting issues based upon the level of security breach. Work on these corrections is ongoing at this time.

Demographic Shifts

Virtual College – This area was restructured to support a focused effort to increase enrollments and quality of offerings for online and hybrid students, as well as expand technology available for traditional on-campus courses.

MBA Program – Recognizing that students enrolling in the MBA program have been out of school for a number of years, many were challenged with the adjustment to graduate-level expectations and taking several courses in one quarter. To provide learners with more options and to transition them more appropriately, the **MBA500 Introduction to Graduate Studies** course was **revised**. This course is offered four quarters per year in the online format and two quarters per year in the hybrid format. This allows students an entry point into the program four times per year and allows them to take just the MBA500 course their first quarter to get acclimated to the program before they start taking multiple courses at a time.

One-Night-a-Week Program (ONAW) – Non-traditional students enrolling in the undergraduate ONAW program have often been out of school for a number of years, work full-time jobs, and have families. While the concept of meeting one night a week and utilizing a hybrid course format is well suited for this demographic of students, the University made improvements to begin Spring Quarter 2016. The University noted a **consistent attrition issue** with this delivery format. During their scheduled class time, students met with each of their 3-4 instructors consecutively. The entire quarter

they were expected to absorb the content of a full-time load of courses in one night and then work on their own in an online component until the next week's meeting. Effective Spring Quarter 2016, the **format is being restructured** so students will meet with fewer instructors for a designated number of weeks and will be able to focus their efforts primarily on one or two courses during their class time, while having access to the hybrid course rooms for all courses they are enrolled in for the duration of the quarter. Learners will have assignments in all courses in the online component for the entire quarter but the content will be constructed in such a way that the most heavily weighted work will not be due until learners have met with faculty in the face-to-face environment. There are high standards set for faculty teaching in this format. They must be active in the online component of the courses the entire quarter, responding to discussion forums, holding office hours in Collaborate, grading, posting announcements, etc.

Athletics – The **increase in the number of collegiate athletic teams** has added a new pool of potential applicants/enrollees resulting in an investment in staff and physical infrastructure. Athletic training facilities and fields were constructed to accommodate those sports. To accommodate the shift in student population, a Director of Athletics was hired along with coaches and assistant coaches.

International Students – As the number of **international students enrolled** at UNOH increased, a focus group of international students met in 2011 resulting in the addition of an International Student Advisor position along with international student workers. Services were expanded again in 2014 to include an International Student Services Department which addresses student needs, student status, and Federal Compliance for this student population.

Veterans/Military – A **pathway for Army ROTC** has been articulated with Bowling Green State University in 2008, allowing interested students to prepare for a military career.   On-campus and online degrees are available for military members, veterans, spouses, and their dependents at a discounted rate. **Policies** are in place to allow active duty members time away from class to fulfill their deployment orders and return to school following such deployments. The **Yellow Ribbon Program** is available to assist veterans with funding of a college education.   A military relations staff member and student worker were hired and are dedicated to working with local veterans' organizations and military bases to ensure the University's resources were appropriate for this specific student population and their families. From 2009 to present, the University has earned its status as a **Military Friendly® Institution** from Victory Media.

Globalization

To assist international students and their acclimation to campus, specific courses have been added to provide cultural adjustment for students.

International Course – Language and Culture in the United States **(UN125/325)** courses were developed to assist students not only in their adjustment to life on campus but also life in the greater community.   Students are introduced to activities of daily living, including finances, food, social customs, holiday customs, etc.

International Experience Course – In this course the students are provided an opportunity to study the culture(s) of other countries and participate in a trip. **(UN210/310 International Travel)**

Including the entrepreneurial spirit in the Mission indicates that the University is willing to assume measured risks when the right opportunities arise.   The examples provided in this section indicate

that with the proper planning and development, otherwise risky endeavors often result in success for the University but, even more importantly, success for the students of UNOH.

Year 4 Argument

The University of Northwestern Ohio continues to meet criterion standards. The University continuously reviews enrollment, retention, and graduation rates for programs offered to assist with the goal of making data-driven decisions with regard to systematic planning for future years. Please refer to the Criterion 4 Summary Update for additional updates on Program Review and Assessment.

Sources

- ASSESSMENT - Evolution
- ASSESSMENT - HLC Assessment Academy Presentation
- ASSESSMENT - Program Review Process
- ATHLETICS - Athletic Team Listing
- COMMITTEE - PSAC Student Involvement
- CURR - AAS Robotics & Automation - OBR Approval Jan 2015
- CURR - MBA500 Intro to Graduate Studies
- CURR - Syllabi - UN125 UN325
- CURR - Syllabi - UN210 UN310
- CURR - Syllabus - MBA500
- DATA - Enrollment Growth Compared to Other Institutions
- DATA - Tuition & Fees - Comparison Worksheet
- FINANCE - Resource Allocations and Expenditures
- INTERNATIONAL - Student Numbers from 2012-2015
- IT - UNOH Network Security Assessment
- MILITARY - ROTC Agreement
- MILITARY - UNOH named Military Friendly School for 2016
- ONAW - Fall Term Enrollments
- ONAW - Requirements & Format
- RETENTION - RNL UNOH Memorandum of Agreement - 2013 Nov 18
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 38)

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Throughout the last decade, UNOH has been undergoing many transitions, including but not limited to organizational changes, degree offerings, program offerings, co-curricular offerings, and expanded fiscal, physical, and human resources. All of these changes were made in response to the needs of the stakeholders—both internal and external. As the University has grown, it has become more intentional in its efforts to improve performance and realize the strategic goals as they relate to the Mission of the institution. Improvements at UNOH occur even as linkage of the planning process, student learning outcomes, and program/department effectiveness continues to evolve. While the campus has been embracing a culture of assessment, it is recognized that additional work is necessary.

Evidence provided in 5.D demonstrates UNOH's commitment to continuous improvement and ongoing assurance of institutional effectiveness.

Development of Performance Indicators & Use of the Results to Improve Effectiveness of the Institution

Institutional effectiveness is demonstrated via development of framework based upon a set of ongoing and systematic, institutional processes and practices that include:

- planning at the institutional and program/department level which includes course level input of student learning outcomes,
- evaluation of programs and services (including administration, student services, and academic),
- identification and measurement of outcomes across all institutional units (including learning and performance measures in instructional programs), and
- utilization of data and assessment results to inform decision-making (culture of evidence) including resource allocation.

As an institution of higher learning, UNOH models life-long learning to its students and the community by planning, assessing, and acting upon the results to continuously improve the operations of the University. Continuous improvement is inspired by internal and external reviews, professional development training, recommendations for improvements by constituents, as well as comparisons of best practices in the higher education arena. Examples of these processes include, but are not limited to:

Fiscal Evaluation

The fiscal health of the University is evaluated annually by an external auditing firm, BKD, LLP. Both an **audit** of the University's Consolidated Financial Statements and the 403(b) Retirement Plans are done annually during fall quarter. This audit is used to evaluate the adequacy of internal controls, accuracy of financial records and compliance with standard accounting practices, government, and state regulations, and University policies and procedures. Such an audit reinforces integrity, ethics, sound business practices, and leadership within the institution.

Other audits which may occur:

- Financial Aid entities to confirm compliance
- Athletic entities to confirm compliance
- Accreditation entities to confirm compliance
- Annual Security & Safety Report, Annual Fire Safety Report

These annual audits provide an external review of the financial health of the institution, as well as satisfy reporting requirements for accreditation and state or Federal regulations. In addition to verification of compliance with generally accepted accounting procedures, the audit provides a view of regulatory trends such as the **Department of Education Stability Ratio and the Default Rate** as benchmarked with peer organizations. It also provides peer benchmarking with regard to Statement of Financial Position and Activities & Cash Flows. Furthermore, the audit provides an industry outlook for consideration in University Planning activities. The information gleaned from this audit assists the University in evaluating performance, assessing plans, and improving institutional capabilities.

Other external audit and reporting opportunities provide compliance assurance in areas such as financial aid, athletic compliance, campus safety, program curriculum, and faculty qualifications.

Institutional Assessment

As a result of the 2007HLC Assessment Academy, a team of faculty and administrators worked to identify and develop **Institutional Student Learning Outcomes**. Student learning outcomes are also assessed at the Program and Course levels.

UNOH instituted a requirement that all programs/majors must include a Capstone in their curricula as a capture point for Program Assessment.

While Program Review is currently an academic activity, the intent is that it will be modified and applied to non-academic areas as a measure of program/department effectiveness. This policy is currently under development with an anticipated date of implementation in 2017.

At the institutional level, assessment enables UNOH to determine the Mission to "*prepare students for careers and productive citizenship*" is delivered. This is verified by measuring students' knowledge as they enter the University and comparing that to when they leave the University. It is also accomplished indirectly by monitoring recruitment, admission, retention, placement, and graduation rates, as well as credentialing pass rates. Employer and graduate satisfaction surveys also inform the University whether graduates and their employers feel UNOH has delivered viable workers to the workplace.

An implemented action for improvement at the institutional level is the aforementioned hiring of RNL consultants in 2013 for a three-year period starting in January 2014 to address student retention

and student engagement issues. The College Student Inventory and Student Satisfaction Survey instruments are being used with students across the University who start in the fall term. Retention planning groups have been formed to examine areas such as data collection, orientation, policy/procedures, residential experience, and First-Year Experience.

Academic Assessment

The Program Review process at UNOH is required to occur every five years unless a program has reduced cycle due to a deficiency noted during the previous review. Under the direction of the Vice President for Academic Affairs/Provost, the Program Review process can be expedited for programs due to a variety of potential causes for concern. The process includes student success, student learning, student demographics, curriculum, faculty demographics and qualifications as well as resources—physical, fiscal, and technological. All academic programs must undergo this process once adopted. In addition, those programs with an external accrediting agency also undergo periodic updates and self-studies as part of their compliance requirements. These documents may be offered as supplemental documentation for the program's internal Program Review but may not be substituted for the University's internal process.

Program Review is a regular part of the continuous improvement cycle at UNOH. The revised process is an integral part of the resource allocation process. The review provides an opportunity to look at those programs which may be in need of curriculum repackaging and/or discontinuation due to changes in the marketplace, thereby affecting currency or relevancy of the program. The process at UNOH has been intentionally designed to align with the HLC Criteria so that as the cyclical program review occurs, continuous alignment with the Criteria are assured on a program by program basis. Using this format, this evaluation has several benefits to the University community including:

- increasing understanding of the institutional accreditation requirements,
- reinforcing the idea that accreditation is a cycle of continuous improvement, not just an "occasional" event that occurs on campus,
- encouraging the University to minimally review their compliance with accreditation standards on an annual basis, and
- supporting the use of data in the decision-making processes connected to Program Review.

Academic assessment generally applies to student learning and success or program improvement. Changes to curriculum that can bolster student success are frequently identified at the course level when students fail to meet course student learning objectives. At the curricular level, changes are most often related to pedagogy, policy, course offerings, and supplemental learning opportunities. Occasionally these issues are exposed at the program level through the use of curriculum maps. Curricular changes often facilitate improved recruitment, retention, and credential achievement in addition to graduation and completion. For a more in-depth discussion of assessment of student learning, please see discussions in Criterion 3 and 4.

Graduate Critiques are completed online by students in the Capstone courses, which run every term. There are 26 questions related to the Registrar's Office, Financial Aid, Housing, Safety Services, and the University overall. The **results** from each term are emailed to members of Cabinet who recommend dissemination to department heads. Department supervisors decide whether or not to take action based on the survey's feedback. Action can include adding items to the Strategic Plan if a long-term solution is needed. In 2014, there were 816 student responses to the Graduate Critique surveys in the Colleges of Applied Technologies, Business, Health Professions, and Occupational Professions. Responses overall indicate a high level of satisfaction on many of the questions. The

most consistent level of dissatisfaction was with the quality and price of student housing, especially from students in the College of Applied Technologies.

Several processes were reviewed in the Testing Center and the following changes were implemented to provide better customer service to students:

Off-site proctors were not receiving testing information in a timely manner for online and hybrid courses so the communication responsibilities moved to the Testing Center. The Testing Center sets all passwords on tests and communicates this information to off-site proctors prior to each quarter or session start.

Too many departments were involved with the process of orienting new students to testing requirements so this responsibility moved to the Testing Center exclusively. The Testing Center runs weekly reports to identify new online students and provides them with a **Testing Center Orientation**. More information can be found at the Testing Center site on the MyUNOH Portal.

In the College of Applied Technologies, the Graduate Surveys are sent to the Deans. The comments pertaining to the CoAT are reviewed and given to the Division Heads who then contact the students to seek more information. Based on this feedback, changes can be made in programs or policies.

Non-Academic Assessment

Evaluation of performance measures in non-academic departments provides an opportunity to ensure those departments are contributing to the overall effectiveness of the institution. Utilizing the same format as academic areas, performance measures are identified in TracDat and data is collected. Departments then have the opportunity to identify actions for improvement and monitor the progress that those improvements have produced within the department's services or activities. For those areas providing co-curricular activities, there is the option to track student learning outcomes, if appropriate. These outcomes contribute to the overall effectiveness of the institution in measuring the Institutional Student Learning Outcomes.

Evidence of non-academic assessment, institutional effectiveness in operations, is stored in TracDat in the form of data and information related to stated goals and objectives. Departments use the institutional effectiveness processes to identify weak areas, propose improvements, implement proposals, and measure outcomes, thereby making individual department more effective. This process creates a more effective institution overall. Institutional effectiveness processes will continue to be developed and integrated with the goal of improving decision-making processes through the use of data instead of anecdotal evidence.

Non-academic assessment includes many of the student support activities, either direct or indirect, that promote recruitment, retention, and completion/graduation rates. Information gleaned from these assessments contributes to strategic planning, campus event planning, and student services. Some examples of non-academic activities include:

All non-academic departments are in the second year of using TracDat to record institutional effectiveness actions and results and have articulated goals and objectives which are measured throughout the year.

The IT Department assisted the Admissions Office to **change representative mapping process** by using new database and software applications/apps to reduce the mapping process from six

hours to 30 minutes.

Each year Financial Aid reviews all their processes, identifies areas that need improvement, and sets a theme for the year. The 2016 theme is to "help those who are not doing the right things to obtain financial aid, know how to do the steps correctly, and when to do them." Some past themes have been "improve the quantity of awards completed in a timely basis," "the quantity has improved, now let's improve the quality," "provide timely service to those who are doing the right things," and "don't let late applicants or students who didn't plan use up office time for those who did." The improvements took a number of years but asking staff to consider them gradually altered their thinking and the students' thinking. The issues/challenges that the Financial Aid staff addresses with students are much easier to explain with a direct relationship to timing.

The Student Activities Department monitors attendance at student events. Attendance measurements, in addition to **feedback from student surveys**, allows the Department to make decisions on what events to bring back each year and what activities to postpone until there is more student interest.

Annual Performance Evaluation of Faculty and Staff

As one of its most valuable assets, the University seeks to improve its operations through annual performance evaluations of its faculty, administrators, and staff members. This is done through the annual evaluation of job performance. The annual performance review is a means of assessing the strengths and areas for improvement among all employees. In the spirit of continuous improvement, annual evaluations are designed to identify opportunities for growth that ultimately increase the effectiveness of the employee and the institution as a whole. See Criterion 3.C.3. for faculty evaluation; see the **Employee Handbook** for staff evaluation.

The President is evaluated annually by the Board of Trustees at its quarterly meeting. Only external Board members evaluate the President.

Environmental

In compliance with the Clery Act, the **2015 Annual Security & Safety Report/2015 Annual Fire Safety Report** is published each year in October. This report serves as a communication to the campus community with regard to matters of safety and security throughout the campus. A review of the policies concerning the safety of campus citizens is offered as well as a reporting of crime and fire statistics. This report serves as a monitor for these issues as well as a basis to plan for needed improvements depending on the statistics generated. It also serves as a link to fire and police services in the surrounding communities and townships. The report is available on the UNOH website.

The Annual Security and Fire Safety Report is reviewed each year by the Safety Committee for any actions for improvements that may be needed. The following actions have been instituted on campus to improve the safety and security of all entities:

- Implementation of table-top drills based upon either identified needs from the report or from trends occurring in the greater society
- Assignment of media communications chain of command in the absence of the President
- Live drills in conjunction with the greater society such as fire, tornado, etc.
- Parental response assignments in the case of emergency situations on campus

- Back-up power sources identified
- Lockdown process/procedure
- Computers in Security vehicles for quicker access to information

While these changes/improvements are not all-inclusive, they indicate the spectrum of issues covered by review of this report as well as institutional awareness of trends in the greater community.

Assessment of Planning, Assessment, and Allocation System

While the framework has been established for a robust assessment, planning, and allocation system, it is in the evolving stages of implementation. Historically, assessment data has been collected through an evolutionary series of processes and technologies. Sustainability has been difficult throughout the technology changes and closing the loop on the assessment continues to be a challenge. A few areas have implemented improvement actions; most have not yet reassessed their improvement actions and determined the success or failure of their implemented action plans. To ensure quality programs, assessment of the assessment process is essential.

As shared throughout this report, the evolving assessment process at UNOH has recently been involved in revisiting the essentials of assessment. Writing measureable program goals and course objectives has been undertaken. In addition, Chairs and faculty have been working on curriculum maps as a tool to ensure quality of the academic programs. Next steps include development of appropriate measures and recording of the findings. In addition, the revised version of TracDat will be installed and the technical entry of data and findings will also be a subject of user training sessions.

As a result of the "assessment" of the process, an example of an implemented action plan for improvement was the development of six curricular areas of focus identified at the HLC Assessment Academy. The team had also developed rubrics based upon the VALUE rubrics for several of the areas to be assessed. Although curricular areas were identified, they were not stated as measurable outcomes, and therefore, collection of data stalled as constituents were unsure as to what they were measuring. Upon review of these statements, the following measurable Institutional Student Learning Outcomes statements were revised in summer of 2015. These statements are:

Oral, Written, and Visual Communication: Graduates should be able to communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Mathematical Data Analysis: Graduates should be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.

Arts & Humanities: Graduates should be able to describe how the interaction among social, economic, political, cultural, environmental and/or historic events affect the individual and society.

Social and Behavioral Sciences: Graduates should be able to demonstrate the ability to critically assess social issues, human behavior, and diversity in human experiences.

Natural and Physical Sciences: Graduates should be able to explain the major concepts in the Natural and Physical Sciences and apply those concepts to problem solving, including ethics.

Competency in Major: Graduates should be able to demonstrate expertise and integration of

ideas, methods, theory, and practice in a specialized discipline of study.

With measurable statements, the faculty are directed to capture these outcomes in their Capstone courses, as appropriate.

Another area of evolving assessment structure was the mandate for the addition of a Capstone course to all curricula. Identified as a best practice, the Capstone course is the culminating experience which demonstrates the effectiveness of the program to prepare graduates for the workplace and citizenship, as stated in the UNOH Mission. Capstone courses have evolved over the decade through several iterations. However, beyond the mandate for a Capstone course, insufficient guidance was given to provide the content and expectations of this course. During the fall of 2015, work began to restructure the Capstone course and utilize it as part of the assessment framework, as intended. In addition, all students are required to complete a First-Year Experience course, which when used appropriately should be linked to the Capstone. Using a Cornerstone (FYE) and Capstone model, a pre- and post-opportunity for assessment can be utilized. This opportunity for improvement is currently being examined to determine the best approach for UNOH.

The biggest opportunity for improvement of the linkage of assessment, planning, and resource allocation lies in a Mission review, which is due to occur at the University, later in 2016. By encompassing the departmental/programmatic SWOT introduced in TracDat, UNOH can obtain a wealth of information to begin the planning refresh. In addition, it has been recommended that after review of the Mission, Vision, and Values, identification of the Mission criteria should also occur. With the appropriate Mission criteria, it will be much easier to measure Mission achievement and make a determination of Mission alignment. Also, identification of performance indicators for each Mission criterion would permit formation of an institutional dashboard to measure institutional effectiveness in a manner that is easily understood by a wide variety of constituents, both internal and external. Development of such criteria will facilitate the intentional alignment of the Strategic Plan with Mission criteria. The University has already taken the first step in financial commitment to development of this robust assessment structure by purchasing TracDat, necessary to support this process and make it sustainable. The second investment was in the hiring of a new full-time Director of Assessment and Institutional Effectiveness whose only responsibility is Assessment & Institutional Effectiveness. This role was previously filled by an administrator who taught one or two courses per term and also served as Director of Assessment. This did not permit sufficient time to structure and maintain the system. Therefore, institutional commitment is present.

Another insight gained during the reaffirmation process is the need to formalize previously informal processes and procedures. Intentional transparency of the processes will lead to better communication surrounding the process which in turn allows the University to operate more effectively. One example of this is the restructuring and development of an updated Program Review process. Another example would be the refresh of the University's Mission Documents to include Mission Criteria and Performance Measures. Consistent use of terminology is another means of improved communication that would allow the University to operate at improved levels of effectiveness.

As stated throughout the Self-Study, when viewed as a continuous improvement project, accreditation serves to review areas where improvements are needed and highlight "best practices" occurring across the campus that can be emulated University-wide to improve effectiveness. Many, if not all, of these opportunities are revealed through the assessment, planning, and allocation process—thus driving decisions being made every day at the University of Northwestern Ohio.

Year 4 Argument

The University of Northwestern Ohio continues to meet criterion standards. The use of student and faculty input, both formal and informal, continue to lead to discussions on evaluating the effectiveness of all University operations. This feedback, in addition to input from program advisory boards, allows the University to continually strive for improved performance year after year. Please refer to the Criterion 4 Summary Update for updates on Program Review and Assessment.

Sources

- ADMISSIONS - Representative Mapping
- ASSESSMENT - Program Review Process
- ASSESSMENT - Program Review Schedule
- FINANCE - Audit Report - 2015 June 30 and 2014
- FINANCIAL AID - 2016 Feb - DRAFT 3-Year Cohort Default Rate
- HR - Employee Handbook - 2013
- ONLINE - VC Welcome Guide & Testing Center Orientation Process
- SAFETY - 2015 Annual Safety Report
- STUDENT - Activities - Welcome Week Surveys
- STUDENT - Graduate Critique Questions
- STUDENT - Graduate Surveys - Response Summary - 2015FAL 2015NOV
- UNOH - Catalog - 2015-2016
- UNOH - Catalog - 2015-2016 (page number 23)

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The institution has met Criterion 5 by being fiscally responsible. The institution monitors spending and ensures that its educational endeavors are financially supported. While the Strategic Plan is not typical, it permits the institution the ability to be flexible in exploring opportunities. Since not all of the institution's decisions are part of a formal process, it has the flexibility to make decisions in a shorter timeframe than many larger state institutions that require many layers of approval. Many decisions are the outcome of ad hoc conversations among upper administration. The President still leads the approval process, and the Board of Trustees still oversees decisions regardless of the shorter timeframe. The institution believes this structure complements the entrepreneurship component of its mission as well. An example of this would be the ability to purchase buildings previously used for movie theatres and retail establishments, remodel them, and then repurpose them for other purposes related to the institution.

The institution feels that a strength of its structure is an effort to decentralize power to give all department heads and vice presidents the ability to make decisions and bring forth ideas in a timely manner. An example of this would be the decision to re-establish department chairs in the Colleges of Business, Health Professions, and Occupational Professions so that they could start making decisions at the department level.

Year 4 Summary

As previously mentioned, the program review process is ongoing, and examples are included in Criterion 3.A. The Code of Regulations were reviewed and revised to reflect the practice that the President of UNOH and the Chair of the Board are two separate individuals. The updated Code of Regulations is included in Criterion 2.B.

Conclusion

In 2016, the University of Northwestern Ohio provided the Higher Learning Commission with a Self-Study. The Year 4 update provides information and efforts made by the University under the advice of the HLC Review team and in compliance with the criterion. Plans were created, processes developed, and efforts were made to stay in line with higher education best practices. The University and all its employees operate to satisfy the mission statement and meet the needs of the University constituents.

The Introduction section of the 2016 Self-Study established that the landscape of higher education is constantly changing. The statement is very relevant during the current pandemic. The University of Northwestern Ohio continues to comply with the mission statement and follow HLC's criterion. However, the pandemic has influenced future plans and decisions. Plans and processes described in the Self-Study and the Year 4 Update will change due to COVID-19. The University, as an institution

serving its community, remains flexible serving its constituents and stakeholders.

Due to the impact of the current global pandemic, adjustments have been made to allow the University to move forward while following guidelines put in place by local and state government and health organizations. On-campus, face-to-face classes for the College of Applied Technologies are set to resume on August 24, 2020, with classes in the College of Business, College of Health Professions, and College of Occupational Professions beginning September 14, 2020. To accomplish this, the University has implemented policies and procedures including mandatory face coverings for all faculty, staff, students, and visitors, enforcing social distancing guidelines with markings in all campus buildings, installing barriers where distancing is not feasible, such as reception areas, providing easy access to hand sanitizers, disinfecting sprays, and disinfecting wipes, as well as enhancing cleaning procedures to focus on high-touch surfaces including door handles, light switches, shared equipment, machinery, and tools.

*The financial expenditure to adapt to these changes, coupled with the limited availability of offering all College of Applied Technologies courses in an online environment will impact the University, at least, in the immediate future. Planned expansion projects will be put on hold in order to adjust the University's forecasting models. While **adapting to the current circumstance**, the University will reference the criterion while listening to its stakeholders. The University will make changes to aid its survival and continue to serve the community.*

Sources

- UNOH - HLC Notification of Coronarvirus Changes