

Assurance Argument

University of Cincinnati Blue Ash College - OH

1/15/2019

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

1.A.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.

The University of Cincinnati Blue Ash College (UCBA) is an open access regional college of the University of Cincinnati. It is one of the largest regional colleges in Ohio with an enrollment of just over 5,000 students. The [mission, vision, and core values](#) reflect the institution's dedication to serving all students in over 50 academic degree programs, including bachelor's degrees and transition programs within the larger University. Our mission aligns with the [University's mission](#). UCBA has a history of commitment to shared governance and providing meaningful learning opportunities for students, which is evident in these guiding documents. These mission, vision, and core values are regularly reviewed as part of the College's strategic planning process.

The mission, vision, and core values documents are the product of the multi-constituent, College-wide Strategic Planning Committee. In 2014, these documents were revised after a two-year process. The process included [shared governance contributions](#) through the Strategic Planning Committee, surveys from all represented communities of the College, and open forums. In accordance with UCBA bylaws, the current version was voted on and approved by the Faculty, Staff Council, and Student Government ([Mission Vision Packet](#)). The strategic direction is designed to promote collective engagement from all constituents. This process is inclusive and ensures that our guiding documents and actions remain nimble, relevant, ambitious, and central to our mission ([Strategic plan minutes and faculty approval](#)).

1.A.2. The Institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

UCBA's academic programs are consistent with its mission statement. To promote an excellent and accessible education for students from a wide array of educational and cultural backgrounds, the College offers approximately fifty [academic programs](#). Programs include various certificates as well

as associate and two baccalaureate degrees. The College also offers transition programs, general education courses, developmental education, and technical degrees. Most of the program offerings are open-access, with the technical programs such as Dental Hygiene, Medical Assisting, Nursing, Veterinary Technology, and Radiologic Technology employing more selective admission requirements.

The College provides opportunities for a wide-ranging student population. In addition to traditional program offerings, UCBA serves working adults with a fully online Bachelor's degree program (Bachelor of Radiation Science) as well as a Bachelor's degree offered through evening, day, and some online courses (Bachelor's in Applied Administration). UCBA student [demographics](#) are the most diverse of all of the University of Cincinnati colleges. As of fall 2017, the [College reported](#) an underrepresented student enrollment of approximately 31%, including 22% African American and 5% Hispanic/Latino. Roughly 52% of our incoming first-year students are also likely to be first generation.

Student support services at UCBA have been thoughtfully designed to provide opportunities for students to gain skills and knowledge for success throughout their academic and professional careers. In 2011, the Advising Center was [restructured](#) to better provide full-time advisors for all students. Students without a major are placed within the Exploratory Studies program. This program provides students with extensive face-to-face advising and courses built to stimulate thoughtful reflection on goals, jobs, and majors. ([Exploratory Studies](#), [Exploratory Studies Program Guide](#), [MLTI1021 Syllabus](#)).

Students are also able to visit the College's OneStop Center and talk one-on-one with University Service Associates about registration, financial aid, scholarships, and student accounts. All of these services are available 24/7 to students online at [onestop.uc.edu](#).

In keeping with our mission of providing an accessible education, UCBA has developed a conditional admission program for at-risk students, the College Program for Academic Success ([CPAS](#)). CPAS students are required to engage with professors and support services, and to meet certain academic benchmarks in order to continue their academic career at UCBA. CPAS is assessed every semester in order to review the effectiveness of program requirements and interventions.

The [Accessibility Resources Office](#), renamed from Disability Services in 2017, is committed to providing all students equal access to learning opportunities. The office works with students and faculty to provide accommodations. Services provided include, but are not limited to, interpreting services, quiet environment, extended testing time, note taking, test reading, and specialized equipment.

In addition, UCBA has well-established [academic support services](#) available to all students. In accordance with the College mission, UCBA has a variety of discipline-specific student support centers. These support centers are free of charge for students and include the Writing and Study Skills Center, the Mathematics Lab, the Science Learning Lab, and the Foreign Language Lab. The UCBA Library provides support for student research. The College also has services targeting the needs of unique groups including [Veterans Affairs](#) and [Hispanic/Latino Affairs](#) ([Hispanic/Latino Enrollment & Events](#), [VeteransBrochure](#)). The Office of Multicultural Affairs promotes College-wide diversity awareness as well as support for our diverse students ([Multicultural brochure](#)).

1.A.3. The institution's planning and budgeting priorities align with and support the mission.

The College budget priorities are informed by a strategic planning process, and the mission guides the fiscal management of the College. UCBA has experienced growth during the past ten years. As mentioned in Criterion 1.A.2., there are also shifting demographics in the diverse population attending the College. The administration, with input from the Faculty Executive Committee, Staff Council, and the Strategic Planning Committee, has actively responded to and budgeted for this growth. Budget priorities have included funding of student support programs mentioned in 1.A.2, as well as hiring an Inclusion and Involvement Assistant Director and Coordinator, Veterans Affairs Coordinator, new academic advisors, the Director of Accessibility Resources, and an on-campus mental health counselor. These are some of the 27 new hires in student services since 2011 ([Support Personnel](#), [Support Funding](#)), incorporated into the budget. The College also continues to fund new initiatives that are a direct result of our open access mission. For example, during the past two years the College has invested in redesigning and revitalizing the developmental education offerings, hired a part-time staff member to provide outreach to students on academic alert, and supported programming for our Cincinnati Public Schools Pell-eligible students.

The College's growth required a review of space needs. In 2010, [a master plan](#) identified the need for physical renovation of the campus. As a result of this plan, UCBA rebuilt some first-floor spaces of [Muntz Hall](#), one of the main academic buildings on campus. In 2017, UCBA opened a new academic building, [Progress Hall](#), and started a multi-year renovation for the remainder of Muntz Hall. The College Annex building was renovated to accommodate our Art and Visual Communication Department. Our budgeting and facilities planning allows the College to meet the changing needs of the student population; the College offers classes at optimal times and keeps the student/teacher ratio low.

Further examples of alignment of planning and budgeting priorities are addressed in Criterion 5.C.1.

Sources

- 1A 15FS MLT1021 Syllabus
- 1A 3_EXPLpage08152016 2
- 1A Academic Programs from website
- 1A Academic Support Labs
- 1A Accessibility Resources at UC Blue Ash College
- 1A CPAS webpage
- 1A CPASv28152016
- 1A enrollment profile 2017
- 1A enrollment profile UCBA-fall cohort 2018_0924
- 1A Exploratory Studies Program Guide
- 1A Exploratory Studies webpage
- 1A Guiding Statements-Mission-Vision-Core Values
- 1A Hispanic Latino Enrollment and Events
- 1A Hispanic_Latino Affairs
- 1A ir_1A_2014 Vision mission survey_report
- 1A Mission Vision Packet
- 1A Multicultural_brochure
- 1A OneStop website
- 1A Part 1 Executive Summary sept 1 2010
- 1A strat plan minutes and fac approval

- 1A supportfunding
- 1A supportpersonnel
- 1A UC Mission Statement
- 1A Veterans and Military Student Services
- 1A VeteransBrochure
- 1A_Advising Changes
- 1A_enrollment profile UCBA
- 1A-Muntz Reno
- 1A-Progress Hall

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

1.B.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.*

The UC Blue Ash College [Guiding Statements](#) (Mission, Vision, and Core Values) are communicated to the public and the College community in a variety of ways. The Guiding Statements are communicated to the public and current and potential students on a dedicated page of the UC Blue Ash College website, in internal documents (such as [faculty](#) and [student](#) handbooks), as well as in external documents, such as [press releases](#) that connect current events and College news to our core values and mission. The statements are posted in hallways and common areas throughout the campus and displayed on our internal network monitors. Our guiding statements drive the College's strategic plans; budgeting priorities; admissions and student support services; hiring; faculty and staff development; and our continuous assessment of teaching and curriculum to promote student success.

1.B.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.*

The [UCBA Strategic Planning Committee](#) is charged with regularly reviewing the guiding documents, specifically in advance of developing new strategic plans, which occurs every five years.

The College's emphasis on excellent and accessible education is articulated in our guiding documents and in our day-to-day actions. Our mission documents clearly state our primary goals of excellence in student-centered teaching, scholarship and creative works, accessibility, diversity and inclusion, and student support services.

The College's commitment to providing excellent programs is in line with the guiding documents, as evidenced by the continued accreditation of our technical degrees, the success of students who transfer to four-year programs, our students' achievements, and the success rates of graduates who pass national licensure exams. The College's emphasis on excellence in teaching and scholarship, support of creative and critical thinking, and [recognition](#) of faculty and staff at the regional and

national levels are evidence that we live our mission. Our commitment to exceptional teaching is further demonstrated through our budget priorities, for example, for the UCBA [Learning and Teaching Center](#), dedicated [professional development funding](#), and [research support](#).

Our goal of making a UCBA education accessible for individuals from a wide array of cultural and academic backgrounds is clearly stated in the mission and core values. Our admission criteria and the goals of the [current](#) and [previous strategic plans](#) and the multitude of student outreach programs engage and support students. The mission statement indicates that we provide [support services](#) to help students achieve success “academically, professionally, and personally.” To promote accessibility, UCBA keeps the cost of education affordable (see [UCBA 2018-2019 Viewbook](#), p. 5).

UCBA's guiding statements express the College's efforts to promote diversity and inclusion on campus. Programming in study abroad, student affairs, hiring practices, newly-established administrative offices, and our new general education requirements all reflect UCBA's goals and progress in this area.

1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

UCBA is a regional college of the University of Cincinnati. It is an open-access college, offering all students with a high school diploma or GED an opportunity to earn an associate degree, baccalaureate degree, or professional certificate. Our guiding statements emphasize our goals of a rigorous curriculum taught by highly effective, expert educators. The statements reflect that we are a resource to our community, and we help our students work collaboratively with each other and the surrounding Blue Ash and Cincinnati communities. As a regional commuter campus, our primary constituents are residents of southwestern Ohio.

The College's mission statement identifies the nature, scope, and intended constituents of its programs and services. We provide our student population with rigorous, student-centered programs, support services, and inclusive co-curricular opportunities to prepare students to achieve their academic and career goals.

Sources

- 1B Faculty and Staff Award Recipients
- 1B Faculty Development Funds Website
- 1B Guiding Statements-Mission-Vision-Core Values
- 1B Press Release Examples - Mission
- 1B Strategic Plan 2017+
- 1B Strategic Planning Committee Functions
- 1B Student Handbook Guiding Statements p7
- 1B UCBA Faculty Handbook_2017_ page 7
- 1B UCBA Learning and Teaching Center website
- 1B UCBA Viewbook 2018-19 Tuition p5.pdf
- 1B2.11 UCBA Faculty Scholars' Funding
- 1B2.14 UCBA Strategic Plan-previous
- 1B2.15 Academic Labs websitepage

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

1.C.1. The institution addresses its role in a multicultural society.

UC Blue Ash is an open access college, and our commitment to multiculturalism and diversity is evident in our [guiding statements](#). We provide an “education for students from a wide array of educational and cultural backgrounds,” we value “diversity in experiences and perspectives,” and we prepare students to “contribute to the local and global communities.”

The University's [general education core](#) is designed to direct students to courses and experiences that prepare graduates to contribute and thrive in a global, diverse, and technological society. Courses bearing the Diversity and Culture (DC) and Social and Ethical Issues (SE) Breadth of Knowledge (BoK) designations aim to enhance our students' competencies with these contemporary topics. In 2017, the University faculty voted ([Revising GenEd](#)) to strengthen our commitment to equity and inclusion through the creation of new student learning outcomes and the restructuring of the DC and SE categories into two new contemporary topic areas to address these outcomes: Diversity, Equity and Inclusion (DEI) and Society, Culture, and Ethics (SCE). These new contemporary topic areas will be implemented in fall 2019.

UCBA's commitment to diversity is longstanding and extends beyond the classroom and general education requirements. Our multi-constituent [Cultural Diversity Committee](#), recently renamed the Diversity & Inclusion Committee, has been in existence for decades and advocates for enhanced appreciation of the value of diversity and its integration within the College and society. We are currently revising our Diversity and Inclusion Plan to complement our Strategic Plan.

1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

The University's commitment to excellence, diversity, and inclusivity is reflected in our [hiring practices](#).

UC Blue Ash College's Office of Student Life & Engagement manages a broad portfolio of student outreach and development activities for our diverse, non-residential student population. The Multicultural Affairs Office recognizes and supports the diversity that exists on UCBA's campus by addressing the academic, cultural, educational, and social needs of underrepresented students. The office also encourages respect and appreciation for all cultures and dimensions of diversity through programming and activities ([Multicultural Event List](#), [Diversity Scholars](#), [Culture in the Classroom Workshops](#), [SafeZone flyer](#)). In addition to cultural and diversity education programs and events, the office sponsors student organizations and affinity groups. Hispanic/Latino Affairs leads recruitment

and engagement [activities](#) for Hispanic/Latino students. They provide social events, leadership opportunities, and other programs to connect Hispanic/Latino students to each other and to College resources. Veteran Student Services ([Veterans Outreach and Events](#), [Veterans Brochure](#)) provides a single point of contact for military and veteran students. The office provides VA verification, registration for education benefits, coordinated payment activities, assistance with transition from military to civilian life and the college classroom, and social and professional networking activities.

In addition to efforts sponsored by our Multicultural Affairs Office, academic departments are also involved in outreach programs that promote diversity and serve underrepresented populations. A few examples include UC Smiles, our Study Abroad programs, guest speaker series, and film series. The College [supports](#) faculty to design discipline-specific classroom-ready diversity activities. Additional examples are provided in Criteria 1D and 3E.

Each year, the Multicultural Council and the Diversity & Inclusion Committee present the UCBA Inclusive Excellence Award, a student-nominated award designed to celebrate a faculty or staff member who contributes to diversity and inclusion in significant ways.

The College conducts an annual [Diversity Inventory](#), surveying UCBA staff, faculty, and students to monitor our progress and identify opportunities for improvement. Other activities that reflect our dedication to diversity include the [UCBA Inclusion Institute](#) and [Accessibility Awareness Month](#).

As an open access institution, our commitment to diversity and inclusion is reflected in the services we offer to students at all levels of academic preparedness. Some examples include:

- Accessibility Resources
- English Conversation Group for non-native speakers
- College Program for Academic Success
- Academic support labs
- Academic support coaches
- Mentoring programs
- Honors program

These are expanded upon in Criterion 3C.

Sources

- 1C 1718 Diversity Inventory Results
- 1C CDC March 2018 meeting minutes
- 1C Culture in the Classroom Spring 16
- 1C DisabilityAwarenessMonth
- 1C Diversity and Inclusion in the Classroom Initiative
- 1C Guiding Statements-Mission-Vision-Core Values
- 1C HispanicLatino Event List
- 1C HR Hiring
- 1C InclusionAwarenessInstitute2018
- 1C Multicultural Affairs Events Spring 2017
- 1C Revising GenEd
- 1C Veterans Brochure
- 1C Veterans Events and Outreach List

- 3D Diversity Scholars Mentor Packet Fall 15
- 3D SafeZoneFlyer
- 4B General Education (GenEd) Core Competencies

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

1.D.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.*

Key components of the [mission, vision, and core values](#) at UC Blue Ash College (UCBA) include serving the broader community, promoting life-long learning as well as providing opportunities to inspire students to contribute locally and globally. UCBA serves the general public through a variety of programs that bring members of the community to the campus for educational events and presentations. The following are a few examples of the College's commitment to serve the public.

- The [UC Smiles program](#), developed in 2010, invites children from area schools to the campus for a visit that includes free teeth cleaning, oral health check-ups, and restorative care in the Dental Hygiene Clinic. The program includes information sessions not only about oral health, but also about how a college education can be attainable for everyone. More than 2,000 area school children have been served through UC Smiles to date; many had never been to a dentist before visiting our Dental Hygiene Clinic.
- UCBA partners with Sycamore Community Schools in a program, [Stepladder to STEM](#). Faculty in various disciplines such as health care, math, and science, create age-appropriate educational programs that bring students from kindergarten through 6th grade to the College to learn from professors and UCBA students. Over 2,000 students from Sycamore Community Schools have participated in the [cooperative program](#). In the inaugural year, the Stepladder to [STEM program was funded](#) by a grant from Duke Energy. Prior to the creation of Stepladder to STEM, the Biology department hosted education programs such as Fossil Labs and Brains, Bones, and Bacteria.
- The [Tournees French Film Festival](#) is hosted by the UCBA Foreign Language Department. This festival, now in its fourth year, features six contemporary international films. The films are shown on campus in the 450-seat auditorium and are free and open to the public. The festival is made possible with the support of the Cultural Services of the French Embassy in the US and the Centre Nationale de la Cinematographie et de l'Image Animee, and SACEM's French American Cultural Fund.
- The [Cincinnati Shakespeare Company](#) also performs annually at UCBA as part of an outreach to area high schools.
- The [Entrepreneur Speaker Series](#) brings successful business leaders to campus to share insights

and ideas for starting and building a business. These are interactive presentations that encourage questions from the audience, providing important information for business leaders or anyone with an entrepreneurial spirit. All presentations are free and open to the public.

- The College also hosts free presentations covering timely topics of public interest that include the plight of migrant workers in the [food industry](#), [raising a child with special needs](#), [mental health](#), and issues concerning [police and race](#).

The College provides service learning opportunities that allow students to contribute to the community. For example:

- Spanish language students provide outreach to non-native English speakers
- Veterinary Technology students work with animal shelters to provide services
- Nursing students contribute to health education days in local elementary schools
- Art and Visual Communication students create comfort items for refugee children recently settled in the area
- Developmental Psychology students provided technology instruction for senior citizens
- French language students facilitated a foreign language club at a local elementary school
- Applied Administration students serve at local non-profits and then provide a SWOT analysis

UCBA is very involved with the City of Blue Ash and Greater Cincinnati communities. The Dean and members of the administrative team serve on non-profit boards; College administrators are involved with the Blue Ash and Sharonville chambers of commerce; and our [Dean's Advisory Board](#) includes 20 community and business leaders who provide input on College initiatives to ensure the College meets the community's needs. The College works together with businesses, hosts community events, and provides meeting space on the campus for a range of organizations. UCBA is proud to be an active contributor in the communities served by the College.

1.D.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.

UCBA is a regional college of the University of Cincinnati, a public institution. The College is funded primarily through tuition and state subsidy, and it operates within the Ohio Department of Higher Education. The College is accountable to the taxpayers, students, and the community. The University has neither a parent organization nor investors.

In addition, the College has a long history of shared governance, with faculty representation on major decision-making bodies. An integrated decision-making process partners faculty, students, and administration. This fosters the growth, refinement, and development of educational opportunities provided by the College.

1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

UCBA proactively engages with community members on decisions, programs, and developments that are important to the success of the College through various multi-constituent organizations. Some examples are:

- [Dean's Advisory Board](#), as well as advisory boards for our [Allied Health](#), [Applied Administration](#), [Dental Hygiene](#), [Nursing](#), and [Veterinary Technology](#) programs. The advisory

board members in all cases provide their insight to help us adapt our curricula, to stay current with the needs of the workplace, and share their suggestions and ideas to help shape strategic planning for the College.

- The Nursing program developed the LPN to RN program in 2010 to address a growing need for licensed practical nurses to advance their education and career options.
- In addition, the College developed and now offers an online [Bachelor's in Radiation Science Technology](#) (BRST) to meet growing demands in the industry.
- The UC Blue Ash [Alumni Council](#) creates opportunities for alumni to interact with current UCBA students. This group participates in a yearly community outreach program, a mentoring program, and in several College-wide events.
- Through the federal [GEAR UP](#) Program, biology, chemistry, English, math, and physics instructors from UCBA and Norwood High School have worked together to share curricula, pedagogy, and student success strategies to better prepare students to reach their academic goals.
- Admissions representatives regularly visit area high schools to update prospective students and guidance counselors on academic programs, services, and other information about UCBA. Open house events were expanded from two to four per year in 2016 to provide more options for prospective students and their families. In addition, UCBA offers campus visits three days per week throughout the year.
- The Foreign Language Department hosts an [annual event](#) for high school educators, most of whom need continuing education credit to maintain certification. An invited speaker provides a hands-on workshop on foreign language pedagogy.
- For years, UCBA hosted the [Cincinnati Science Olympiad](#) for middle and high school students. Our science faculty were active in all areas of the event, including planning, designing, and leading competitions.

Sources

- 1D 3-3_UCBA Deans Advisory Board Notes 2014 - 2017
- 1D Allied Health Advisory Meeting Minutes
- 1D BRST Program Ad.pdf
- 1D BusEcon Advisory Board Minutes
- 1D Deans Advisory Board Roster 2018
- 1D Dental Hygiene Advisory Board minutes
- 1D DH UC Smiles fact
- 1D ESS Website
- 1D Foreign Language Outreach
- 1D foreign language workshop website
- 1D French film festival poster 2016
- 1D Guiding Statements-Mission-Vision-Core Values
- 1D MA Advisory Committee Minutes 4-5-17
- 1D NAHM_calendar_lr Tomatoland
- 1D news release science Olympiad
- 1D Nursing Advisory Committee Minutes
- 1D Paul Daugherty and Family Share their Story in Free Presentation at UC Blue Ash College - UCBANow

- 1D Stepladder to STEAM
- 1D Stepladder to STEM UCNOW
- 1D Tomatoland - NewsRecord
- 1D UC Blue Ash Presents Series on Police Race and Trust
- 1D UC Smiles website
- 1D UCBA 2016 Stepladder_Report
- 1D Veterinary Technology Advisory Committee meeting minutes
- 1D WCPO article Norwood teacher exchange
- 1D_AlumniCouncil
- Seeking Well-Being
- Shakespeare.pdf

1.S - Criterion 1 - Summary

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

Summary

The University of Cincinnati Blue Ash College (UCBA), is an open access regional college committed to promoting an excellent and accessible education for students from a wide array of educational and cultural backgrounds. The themes in the guiding documents for UCBA are realized in the College's work in serving the broader community, promoting life-long learning, as well as providing opportunities to inspire students to contribute locally and globally. The College provides multiple touch points and opportunities to publicly articulate its mission. The College's commitment to our students and the public good is evidenced by our quality programs, student support services, and community outreach. In addition, the College has well-established programs in place to support and promote diversity, inclusion, and multiculturalism.

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

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.

UC Blue Ash College (UCBA) operates on every level with integrity and with fair and ethical standards of conduct. As one of fourteen colleges of the University of Cincinnati, a state university as defined by Ohio Revised Code Chapter 3361, UCBA is governed by several levels of [laws](#), [policies](#), [procedures](#), and guidelines developed to ensure the University and its colleges operate with integrity in its financial, academic, personnel and auxiliary functions. Additionally, UCBA has established a wide range of policies and procedures to ensure that fair and ethical processes guide the College in all of its work.

The Ohio university system—and therefore UCBA—is governed by the Ohio Department of Higher Education. [Ohio Revised Code 3361.01](#) provides that the University is governed by a Board of Trustees and follows the rules and policies that body creates. These rules include a [Code of Conduct](#) that makes it the responsibility of all Board members, faculty and staff, and others working for or representing the University to uphold ethical, professional, and legal standards related to their work. Board rules also include policies related to [student conduct and responsibilities](#). Additionally, the Board of Trustees' [rules on personnel issues](#) guide the College on matters related to the ethical behavior of employees.

The University's financial operations are subject to various laws, rules, policies, and procedures that help ensure ethical practices. The Board of Trustees has instituted rules related to financial operations, including policies on student billing, purchasing, and competitive bidding. The [Financial and Administrative Policies Manual](#) houses the University's established policies. The University's Office of the Controller is charged with ensuring the integrity of the University's financial data, and the Office of Government Cost Compliance ensures University-wide compliance with applicable federal cost principles and established University policies. Moreover, the University is required by the federal government and the state of Ohio to be audited on an annual basis by an external auditing firm. This audit covers both academic areas of the University (which includes UCBA), as well as investments and debts, and it results in an [annual report](#) and follow-up action as indicated. Likewise, the University's Internal Audit Department is charged with auditing all of the colleges in the University on a rotating basis, and these audits also result in recommendations for action. The audit

team conducts [follow-up audits](#) until all recommendations are remediated.

The University of Cincinnati and the UC Chapter of the American Association of University Professors' [collective bargaining agreement](#) (CBA) articulates a range of rules and procedures that set fair practices in regards to represented faculty. These include policies and procedures related to academic safeguards and responsibilities; reappointment, tenure, and promotion; shared governance; faculty grievances; and disciplinary actions. The CBA provides for shared governance over many University matters in order to ensure joint effort and shared responsibility. The College adheres to the shared governance process outlined in the CBA. This process is implemented at the department level (governed by departmental operating procedures), the College level (governed by College bylaws), and the University level (governed by faculty senate). Additional policies for UCBA faculty are also included in the College's [Faculty Handbook](#), updated annually.

The College is committed to producing ethical and relevant research. Our University's [Institutional Review Board](#) oversees and reviews all research protocols involving human subjects to ensure that researchers take appropriate steps to protect the subjects' rights and welfare. The IRB requires that all human subject researchers at the University complete online training modules through the [Collaborative Institutional Training Initiative \(CITI\)](#) provided by the Biomedical Research Alliance of New York.

UCBA follows the University's [HR Policies and Procedures Manual](#) which provides policies on issues including affirmative action and equal employment, employee conduct, and employee complaints and grievances. The College has developed reference materials that provide guidance in implementing the University's HR policies.

The University Board of Trustees rules on personnel provide a wide range of policies and procedures to ensure that employees of the University act with ethics and integrity. Furthermore, the University has collective bargaining agreements with both the [American Federation of State, County and Municipal Employees](#) (AFSCME) and the [Service Employees International Union](#) (SEIU); these contracts articulate the rules and procedures that set fair practices in regards to staff who are members of these unions. Additionally, staff employees of the College are guided by UCBA's [Staff Handbook](#) which is updated annually.

The University's Title IX Office ensures that the entire University community is free of sex discrimination, and UCBA strictly follows their [reporting procedures](#). The University's Office of Student Conduct & Community Standards (Judicial Affairs) provides guidance to students in many areas, including ethical and responsible student conduct in both academic and non-academic areas. The *Student Code of Conduct* conveys the personal and academic standards of integrity and conduct expected of all students. Furthermore, the College expects its employees to follow regulations set forth in the *Family Educational Rights and Privacy Act* (FERPA), which protects the privacy of student education records. The University also has [formal grievance procedures](#) in place which allow students to have a voice when questioning a faculty member's conduct and/or treatment of a student. UCBA has a conduct officer, our Assistant Dean of Academic Affairs, to help students navigate grievance processes. In addition, UCBA provides students with outlets for feedback through [UCBA is Listening](#), an online reporting site.

The University has partnered with NAVEX Global/EthicsPoint, Inc. to provide an [anonymous reporting hotline](#) (hosted on EthicsPoint's secure servers). This hotline allows University employees and students a forum to report illegal and unethical activities at the University as well as violations of UC policies.

Sources

- 2A AAUP Contract 2016-19
- 2A AFSME Contract
- 2A Anonymous Reporting Hotline webpage
- 2A Board Rule 30-19-01 - Employee Conduct Policy
- 2A Board Rule 3361 10-17-03 Conduct and Ethics Code of Conduct
- 2A Board Rule 40-5-05 - Student Code of Conduct
- 2A Financial Policies Manual Website
- 2A HR Policies and Procedures Manual University of Cincinnati
- 2A Institutional Review Board Website
- 2A ORC 3361.01 appointment of trustees
- 2A SIEU Contract
- 2A Title IX and University Policy
- 2A UC Blue Ash Is Listening Webpage
- 2A UC External Audit Report 2017
- 2A UCBA Internal Audit Follow Up Reporting Memo 1_15_2016
- 2A UCBA-Staff-Handbook-2017-v2
- 2A Undergraduate Student Grievance Policy
- 2A University Rules
- CITI IRB training

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

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.

UC Blue Ash College (UCBA) presents itself clearly and completely to students and the public through an extensive set of resources, including its [comprehensive website](#). The website provides information about every [two- and four-year program and professional certificate](#) offered at the College, including curriculum guides which outline course requirements. Furthermore, the website provides [admissions-related information](#) for prospective students; [new student information and resources](#); campus [office and department information](#); and resources relevant to important functions of the College, including a faculty/staff directory. The UCBA website also provides students with clear and detailed information regarding [tuition and fees](#). Since UCBA is a regional campus of University of Cincinnati, University information relevant to our students and the community is available on the University's website and can be easily accessed through the UCBA homepage. HLC [accreditation information](#) is easily accessible on our website, as is accreditation information for our Applied Graphic Communication, Dental Hygiene, Nursing, Radiologic Technology, Veterinary Technology, and Medical Assisting programs.

The website is maintained and updated regularly by the UCBA Web Communications Manager, and supported by the University's Office of Information Technology and Office of Communications. Site audits are conducted periodically, including a recent audit to review and address issues with site accessibility. Additionally, any barriers to electronic accessibility can be reported to the University through a [link](#) at the bottom of every webpage on the UCBA website.

UCBA uses a number of social media outlets to provide real-time information about the College to students and the public: Facebook, Twitter, YouTube, Instagram, Pinterest, WordPress, and Flickr. All of these outlets are easily accessed through links on the [UCBA homepage](#). UCBA's Electronic Communications Manager monitors posts on the College's social media sites daily. Furthermore, UCBA uses targeted emails to provide information about the College, events, and opportunities to our constituents. The Director of Communications is responsible for the marketing and advertising for the College, and the Director also ensures the accuracy of that information and works with the University's Brand Review Committee for initiatives that require their attention.

Students have ready access to a range of information through our OneStop Student Services office. OneStop has both a physical location and a [virtual one](#) providing students with centralized support from the offices of the Registrar, Bursar, and Student Financial Aid. Through OneStop, students can find information on enrollment, academic records, billing, and financial aid, all in one place. Students can also access Catalyst, the University's student information system, which provides information on admissions status; course offerings and schedules; student health insurance

information; grades, transcripts and degree audits; and billing and financial aid information. Additionally, students have access to policies and procedures that impact their college lives through the [UCBA Policies and Procedures](#) webpage and in the [Student Handbook](#), available in both electronic and print forms. Likewise, student services are fully described on our website and in the Student Handbook. Official data about our student population can be found in our [Fact Book](#) available on the Institutional Research page of our website. Prospective students and their families can find information about the College in our annual [Viewbook](#), available in print and digital forms.

Information is provided to UCBA alumni through the [alumni page](#) of our College website and through our [electronic alumni newsletter](#). Likewise, the [Community Outreach](#) page of the UCBA website provides our constituents with information on the institution's contributions to the larger community. The public can learn more about events at our College through our [Events at UC Blue Ash](#) webpage; an events calendar is also clearly posted.

Emergency information is provided to our College community through our campus's voice notification system, text messaging, email, the Bearcat Guardian App, electronic signage boards, the UCBA website, and social media (Facebook and Twitter). The University also uses Rave Alert, a mass notification system that utilizes text message and email to broadcast [emergency alert information](#) that may impact UC campuses and nearby areas. Additionally, the UCBA website provides a link at the bottom of every page that leads readers to the University's [Public Safety webpage and the Annual Security and Fire Safety Report](#). This report provides the previous three years' fire and crime statistics for all UC campuses in compliance with the Clery Act and the Higher Education Opportunity Act.

Finally, [information about the University's Board of Trustees](#) can be found on a link through the UC homepage. This information includes policies, University rules, and BOT meeting minutes.

Sources

- 2B Admissions Webpage
- 2B All UC Blue Ash College Majors Programs Webpage
- 2B Annual Security Report UC public Safety Website
- 2B BoT website home page
- 2B CATalyst Newsletter
- 2B Community Outreach Webpage
- 2B eAccessibility Form Webpage
- 2B Events at UC Blue Ash webpage
- 2B Factbook
- 2B Offices and Departments Webpage PDF
- 2B One Stop UCBA webpage
- 2B Policies and Procedures Webpage
- 2B Student Information Resources Webpage pdf
- 2B StudentHandbook_16-17
- 2B UC Alert
- 2B UC Blue Ash College Alumni Affairs webpage
- 2B UC Blue Ash College Homepage
- 2B UC Blue Ash Tuition and Fees Webpage
- 2B UCBA Viewbook 2018-19

- 5D accredited programs.pdf

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

2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Dean of UC Blue College (UCBA) reports to the University of Cincinnati's Provost, who in turn, reports to the President of the University. The President reports to the UC Board of Trustees (BOT). The BOT is the governing body of the whole institution, including UCBA, as mandated by [Ohio Revised Code 3361.01](#). The Board includes nine voting members and two nonvoting (student) members, all appointed by the Governor. The Board also consists of representatives of several constituent groups, faculty, alumni, and UC Foundation. These representatives are not entitled to attend executive sessions of the Board. Together, these members are responsible for selecting and appointing the President of the University; setting the operating budget; approving personnel appointments; granting all degrees awarded by the University, including honorary degrees; establishing tuition and fee rates; approving contracts, all rules, regulations, curriculum changes, new programs, and degrees of the University. The Board approves faculty promotion and tenure recommendations and new faculty hires with tenure. The Board also approves all academic leaves. According to [Board rule 3361:10-1-05](#), the Board Chairperson appoints Board standing committee members annually. The [committees](#) include Academic and Student Affairs, Finance and Administration, Audit and Risk Management, Government Relations, Governance and Internal Affairs, Health Affairs, and Investment. In addition, the Board creates the following standing subcommittees: Compensation, Real Estate, Finance and Administration.

The Board holds six regular [meetings](#) annually, as well as occasional special meetings. Additionally, BOT meetings comply with all provisions of the Ohio open meeting law set forth in section [121.22](#) of the Revised Code. [Minutes](#) reflecting the Board's deliberations regarding College and University priorities are publicly available on the website.

2.C.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.

The University's commitment to shared governance extends to the Board of Trustees; the Board uses an [Integrated Decision Making process](#) to ensure that all stakeholders of the University are engaged

in deliberations. In accordance with Board Bylaws and shared governance, a wide range of University constituents are represented at Board meetings and have the right to attend all meetings (except executive sessions), suggest proposals for consideration, and provide input. This includes faculty, student, alumni, and UC Foundation representation. In addition, the University's commitment to shared governance ensures that a wide range of all-University governance committees provide input.

UCBA has a strong history of shared governance. Significant decisions regarding reappointment, promotion, and tenure, unit head and decanal appointments, budget, curricular changes, and other matters are shared by multiple constituents in the College and, at times, in the larger institution. For example, reappointment, promotion, and tenure decisions are shared among the faculty members in the unit, the Department Chair, a College-level committee, the Dean, the Provost, and, in cases of promotion and tenure, the Board of Trustees. Likewise, curricular changes begin in the academic unit, move on to the College's Curriculum and Academic Affairs Committee, and then go to the whole faculty for a vote. In cases where these changes affect other colleges in the University, representatives from those colleges must also approve changes. This structure ensures that decision making is shared and that internal and external constituencies have a voice in the process.

2.C.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.

The Ohio Ethics Commission requires that all Trustees of state colleges and universities file a [Financial Disclosure Statement](#) in order to assist public officials in identifying potential conflicts of interest and to inform citizens of the financial interests of the officials and employees who serve them. The Board adheres to the University's [Code of Conduct and Conflict of Interest](#) policy (rule 10-17-03) which applies to all University employees and is part of UC's Board rules. Board members do not vote on issues where they may have an interest. The Board also receives ethics training from the Ohio Attorney General's office. Board rule 10-17-03 stipulates that the Board of Trustees, as well as all other members of the University and College communities, must be committed "to upholding the ethical, professional and legal standards...as the basis for our daily and long-term decisions and actions." Furthermore, this rule requires that "all must be cognizant of and comply with the relevant policies, standards, laws and regulations that govern or relate to [the Board's role] in the University community."

2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

While the Board is responsible for making particular institutional decisions for the whole UC system, daily operations of the College are the responsibility of our administration. The top administrator of UCBA is the Dean of the College. The Dean is appointed by the Board upon receiving recommendation from the President. Furthermore, the Dean reports to the University of Cincinnati's Provost who, in turn, reports to the President of the University. Academic matters are the responsibility of the faculty. [Article 27](#) of the Collective Bargaining Agreement (CBA) between the University Administration and the American Association of University Professors clearly states that faculty own curriculum and that academic matters are driven by the faculty. The Board approves the CBA and abides by the policies within it.

At the College, curricular decisions start at the department level, are discussed and approved by the Curriculum and Academic Affairs Committee, and then are voted on by the whole College faculty.

University-wide academic policies are approved by [Faculty Senate](#) and the University's [Academic Committee](#), comprised of representatives of each college.

Sources

- 2C Academic Committee
- 2C Article 27_UCAAUP
- 2C Board Meeting Dates and Submission of Materials Policy
- 2C Board Minutes Home _ University of Cincinnati University of Cincinnati - WebPage
- 2C Board of Trustees Rule 3361 10-1-05
- 2C BoT Standing Committee Roster 2.19.2018
- 2C Faculty Senate webpage.pdf
- 2C Financial Disclosure - Ohio Ethics Commission
- 2C Integrated Decision Making
- 2C ORC - 121.22 Public meetings - exceptions
- 2C ORC - 3361.01 Appointment of trustees - term
- 2C UC Code of Conduct for Employees

2.D - Core Component 2.D

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

Argument

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

The University of Cincinnati and Blue Ash College have a long tradition of commitment to freedom of expression and the pursuit of truth in teaching and learning for its faculty, staff, and students. Our College's [guiding statements](#) express our commitment to free inquiry, and this pursuit of truth and the freedom of expression necessary to share it are protected in various ways. As stated in the Board of Trustees' policy on [Academic Freedom](#), "all members of the university community shall honor the freedom of each individual within that community in matters of speech, learning, inquiry, hearing, and peaceful assembly; and no one may interfere with the rights of others to pursue teaching, study, class attendance, research, learning, administrative duties, and the like."

[Article 3](#) of the Collective Bargaining Agreement (CBA) on Academic Safeguards and Responsibilities ensures that the primary responsibility of members of the academic community is to "state truth as they see it." Freedom of expression and the pursuit of truth in teaching and learning are protected by academic freedom and tenure, and these protections are agreed upon by the administration and faculty and are clearly outlined in the CBA.

In addition to the Board's University-wide policy declaration on academic freedom and the CBA article on academic safeguards, the University and College have reinforced and supported this commitment in many other ways, including, but not limited to, the following:

- UC provides an atmosphere for free expression of academic ideas through extensive provisions guaranteeing academic freedom for as set forth in [Article 2](#) of the CBA. That article maintains that "academic freedom applies to freedom of thought and expression in teaching," and that "academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning."
- UC supports students' exercise of their right of free speech on campus through robust policies regarding student rights and expected conduct ([3361: 40-05-01](#)) which establish that "[s]tudents are members of society as well as members of the academic community. As members of society, students have the same responsibilities as other members of society and enjoy the same freedom of speech and peaceful assembly and the right of petition that other members of society enjoy."
- UC provides resources to assist our campus and community partners in ensuring freedom of expression and access to support when such expression is controversial. The University has a dedicated website to [free speech](#) with content on the law, statements from community members and leaders of the University, a [frequently asked questions](#) document including general free speech information, and links to numerous related resources.

- UC's [Bias Incident Response Team](#) assists the University community in addressing incidents motivated by any type of bias.
- UC [Faculty Senate's Human Relations Committee](#) is charged with supporting a just, inclusive, University community.

In addition, the University—and therefore the College—has policies and procedures in place that provide guidance for various kinds of speech, including guest speakers and political campaigns—and use of University and College [space](#) for such events.

The University of Cincinnati's commitment to freedom of expression and the pursuit of truth in teaching and learning is unwavering and serves as a solid foundation for our work.

Sources

- 2D 40-05-01 Charter of Student Rights and Responsibilities
- 2D Article 2_UCAAUP
- 2D Article 3_UCAAUP
- 2D Bias Incident Response Team Home
- 2D BOT Policy on Academic Freedom 50-07-01
- 2D Free Speech Defined website
- 2D Guiding Statements of UC Blue Ash College University of Cincinnati
- 2D Human Relations Committee of Faculty Senate website with charge
- 2D UC Free Speech Poster FAQ from Website
- 2D UC Use of Facilities Policy Manual 2017_04_11-FINAL

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

2.E.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.

UCBA is committed to ensuring that faculty, staff, and students conduct research and scholarship in an ethical manner. Research conduct and ethics are covered and enforced under University Rules [10-17-03](#), [10-17-05](#), [10-17-08](#), [10-17-09](#), [10-17-10](#) and [40-5-05](#). A [University policy](#) requires that all work with human subjects be reviewed and approved by our accredited [Institutional Review Board](#) (IRB) or by an external IRB with which the University has an established reliance agreement. Further, research and educational activities using vertebrate animals must have approval from our accredited [Institutional Animal Care and Use Committee](#) (IACUC). Approval to work on IRB and/or IACUC-regulated research requires training. UC uses [online training](#) provided by the Collaborative Institutional Training Initiative (CITI) supplemented with in-person training. Training is centrally tracked to ensure compliance.

Researchers are subject to both federal regulations and provisions of Ohio law regarding [conflict of interest](#). The University requires that faculty, staff, and trainees involved in research complete an annual [outside activity](#) reporting system disclosure. This document requires researchers to provide information on any possible activities or connections that might generate a real or perceived conflict of interest in pursuing a research endeavor. When a potential [conflict of interest](#) is disclosed, it is evaluated to determine whether a management plan can be put in place to allow the research effort to go forward. A standing Conflict of Interest Committee works with the faculty member to develop a management plan, and the Vice President for Research must approve the plan. The Conflict of Interest Officer facilitates the review, management, and oversight of any identified conflicts of interest as they relate to research in accordance with federal and state rules and regulations.

In many programs at UCBA, students develop ethical sensitivity and decision-making skills to resolve clinical and research ethics issues. These courses include but are not limited to:

- PSYC 2001C - 2002C Research Methods and Statistics in Psychology I & II
- ALH 4040 Research & Writing in Health Professions
- DHYG 2078 Public Health
- DHYG 2084 Dental Hygiene Career Management
- IT 2020 Implications of IT
- PHIL 2028 Business Ethics
- PHIL 2029 Medical Ethics (required by several of our health programs and Veterinary

- Technology)
- CLRS 4002 Clinical Research Ethics

Finally, to ensure the integrity of student work, faculty and students have access to [SafeAssign](#), a plagiarism prevention service offered by Blackboard, our online course management system.

2.E.2. Students are offered guidance in the ethical use of information resources.

The College provides students with guidance in the ethical use of information resources in a variety of ways. College library faculty are active partners in the College-wide effort to teach students to use information ethically. Library faculty achieve this by integrating guidance and resources and promoting academic integrity in library instruction sessions with students. Additionally, students have access to online research guides such as the [UCBA Library: Citing Sources LibGuide](#). In addition, UC Libraries, in collaboration with select departments, developed online modules and [guides](#) which instruct students on plagiarism, ethical uses of information, [copyright laws](#), and implications of academic dishonesty.

The UCBA [Writing and Study Skills Center](#) provides students with free professional writing support, including tutoring on the ethical use of information resources, citing sources properly, and avoiding plagiarism. Faculty also introduce and reinforce the importance of attribution of sources and citation formats throughout the UCBA curriculum from general education courses to discipline-specific courses. For instance, in a course required for all students, English Composition ([ENGL1001](#)), students learn to quote, paraphrase, summarize, document, and cite sources accurately. Finally, general education courses that carry the Information Literacy core competency designation emphasize skills such as the appropriate and ethical use of information sources.

2.E.3. The institution has and enforces policies on academic honesty and integrity.

UCBA aspires for its students to demonstrate high standards of integrity and conduct. The College communicates expectations for honesty and integrity in many ways, including those already outlined above. For instance, at student orientations, incoming students participate in a College Academic Success session where the [Student Code of Conduct](#) (SCOC) is introduced and discussed. The SCOC communicates the importance of academic integrity to overall success and includes definitions and clear examples of academic misconduct. Additionally, the SCOC is accessible through our Bearcat App and is in academic planners that are distributed to students annually. Finally, faculty routinely cite the SCOC in their syllabi to ensure students are aware of their rights and responsibilities. The SCOC is available for review on the College and University webpages.

Also included in the SCOC are the processes and procedures for reporting misconduct allegations, as well as hearings and disciplinary sanctions. The UCBA Assistant Dean of Academic Affairs, who serves as the College Conduct Administrator, works closely with faculty and with the UC Office of Student Conduct and Community Standards to communicate processes and act as a resource for faculty. In addition to formally reported allegations of academic misconduct, incidents that are addressed but do not reach the level of formal reporting are forwarded to the office of the UCBA Assistant Dean of Academic Affairs to be recorded and tracked at the College level. The UC Office of [Student Conduct and Community Standards](#) also has a webpage to guide students and faculty through the process.

The University's Bearcat Bond is a public statement of community values to foster a safe and scholarly environment: "As a member of the University of Cincinnati, I will uphold the principles of

a Just Community and the values of respect, responsibility, and inclusiveness. I will promote the highest levels of personal and academic honesty and aspire continuously to better myself, the Bearcat community, and the world.”

Sources

- 2E 10-17-03 Code of Conduct and Ethics
- 2E 10-17-05
- 2E 10-17-08
- 2E 10-17-09
- 2E 10-17-10
- 2E 40-5-05 SCOC
- 2E Academic Integrity Research Guides
- 2E Academic Misconduct Process Student Conduct and Community Standards
- 2E Academic_Integrity_Study_Guide
- 2E Animal Care Use Committee
- 2E Citing Sources at UCBA Research Guides at University of Cincinnati
- 2E Conflict of Interest on externally-funded projects Policy
- 2E Copyright Law for Students and Faculty Fair Use and T.E.A.C.H. Research Guides
- 2E HRPP Policy III 01 IRB Review Human Subjects 010716
- 2E Institutional Review Board Overview
- 2E Institutional Review Board Training
- 2E Investigator Conflict of Interest in Human Subject Research Policy IV.02
- 2E Outside Activity Report Education University of Cincinnati
- 2E SafeAssign
- 2E WSSC Writing Services University of Cincinnati
- English 1001 Syllabus.pdf

2.S - Criterion 2 - Summary

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

Summary

University of Cincinnati Blue Ash College operates on every level with integrity and fair and ethical standards of conduct. The College presents itself clearly and completely to students and the public through an extensive set of resources, including its comprehensive website. The College and University's commitment to shared governance extends from the faculty, to College and University committees and administrators, and to the Board of Trustees. Board policies prohibit conflicts of interest and require an inclusive, integrated decision making process. The University and College are committed to academic honesty, freedom of expression, and the pursuit of truth in teaching and learning. Standards are communicated to all constituents, and the College provides a framework to support a culture of ethics and integrity.

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

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

UC Blue Ash College (UCBA) offers 50 associate degrees, two baccalaureate degrees, four professional certificates, and other non-degree transfer advising tracks. Courses and programs are regularly reviewed to stay current. A 2012 University-wide calendar change from quarters to semesters prompted an extensive curriculum revision. New courses and programs are currently proposed and designed by UCBA faculty through a [multi-stage approval process](#) involving the sponsoring academic department(s); cross-college curriculum committees where appropriate; the [College Curriculum and Academic Affairs Committee](#); the University Academic Committee, and Board of Trustees; and ultimately, the Ohio Department of Higher Education (ODHE). This multi-level review ensures levels of performance by students are appropriate to the degree or certificate awarded. Once approved, course and program details are housed in the University's [eCurriculum system](#), which serves as the data source for program outlines and student degree audits. The eCurriculum system facilitates communication across the University and ensures that curriculum revisions are approved by relevant stakeholders.

When appropriate, advisory boards (described in more detail in 1D) provide input and feedback regarding the knowledge and skills students need to be successful in their chosen career paths. This information is considered as departments assess and revise program curricula. The six UCBA programs that undergo [external accreditation](#) adhere to the standards set forth by their accrediting agencies. Results from these accreditation reviews inform curricular decisions for those programs.

The Ohio Department of Higher Education has identified a series of courses across the state that must adhere to [Ohio's Transfer Assurance Guidelines \(TAGs\)](#). Adherence to these guidelines ensures that students at all Ohio institutions are held to a level of academic performance determined by a statewide panel of discipline-specific experts.

Each program has an academic assessment plan, and reviews are conducted annually. As described in 4B, results inform decisions regarding course and program revisions for currency and relevance. UCBA's comprehensive program review process (described in detail in 4A) examines trends in enrollment, retention and completion rates; financial responsibilities; and assessment of student learning outcomes. The program is evaluated based on a faculty-approved rubric, resulting in specific recommendations for revisions to ensure existing programs remain academically rigorous and relevant.

3.A.2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

[Student learning outcomes \(SLOs\)](#) are specified for each of the [College's programs and certificates](#), as well as for every course offered within those programs. Program SLOs are developed by faculty in the academic unit and vetted through multiple levels of review, including the College's Curriculum and Academic Affairs Committee, the UCBA faculty, and the University-wide Academic Committee. This approval process ensures that learning outcomes are at the appropriate level. Students' ability to meet the SLOs is assessed annually. The results are integrated into the College's program review process. Both the annual program assessment and five-year program review facilitate regular revision and improvement. The course and program SLOs as well as program curriculum guides are housed within the University's eCurriculum system. Students and advisors access this information through the student information system, Catalyst.

The College adheres to the [Ohio Department of Higher Education \(ODHE\) policies](#) regarding the minimum number of credit hours required for certificates, Associates (60 credit hours), and Bachelors degrees (120 credit hours). Furthermore, the College meets or exceeds both ODHE and [University requirements for general education](#) (described in detail in 3B).

3.A.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).

UCBA offers courses in face-to-face, hybrid, and online formats. With the exception of one fully-online program (Bachelor of Radiation Science Technology), our programs are delivered primarily through face-to-face instruction with some online and hybrid courses.

Course numbers, descriptions, and learning outcomes are consistent across all UC campuses, regardless of delivery mode. [Syllabi](#) for individual sections of courses indicate identical learning outcomes for both face-to-face and online formats. Many general education and technical courses conform to the ODHE's Transfer Assurance Guidelines (TAGs), so that if a student transfers to another Ohio institution, the course will count for the equivalent course at the new school.

Faculty engage in peer review of instruction in face-to-face, hybrid, and online courses. These peer reviews ensure course quality and contribute to continuous improvement. The [College's Distance Learning Policy](#) (1) outlines the role of the Curriculum and Academic Affairs Committee relative to distance learning course and program offerings; (2) articulates the training faculty must complete in order to be eligible to teach hybrid and online courses; and (3) describes the evaluation process (which is based on the Quality Matters rubric) used to ensure course quality and continuous improvement. The College's comprehensive program review process (described in detail in 4A) provides an opportunity for the institution to evaluate and reflect on courses across delivery modes. The Office of Institutional Research provides student performance information to unit heads after

each term so that they can monitor success rates in face-to-face, hybrid, and online sections of courses.

UCBA participates in [Ohio's College Credit Plus program](#), which allows Ohio students in grades 7-12 to earn college credit. Students who participate in this program must meet college readiness standards in both English and math. These students take courses on our campus with UCBA's appropriately-credentialed faculty, thus ensuring that they receive the same high-quality learning experiences as students who are matriculated in a UCBA program.

Sources

- 1A Academic Programs from website
- 3A Academic Program Review Guidelines ODHE
- 3A eCurriculum Gateway
- 3A GenEd Requirements
- 3A New Program Proposal Approval Process
- 3A Transfer Assurance Guides (TAGs) ODHE
- 3A UCBA College Credit Plus Program
- 3C CAAC Faculty Handbook
- 4B F2F and online syllabi.pdf
- 4B Program Maps _outcomes and courses
- 5C Distance Learning Policy
- 5D accredited programs

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

3.B.1. *The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.*

The University of Cincinnati's general education requirements are a fundamental component of UCBA's comprehensive education that develops critical thinking and an engaged citizenry and promotes free inquiry and lifelong learning - all of which are reflected in the [College's Guiding Statements](#).

The University's general education requirements adhere to [Ohio Department of Higher Education \(ODHE\) guidelines](#). As prescribed by ODHE, general education courses are required of every undergraduate degree and reflect not just the degree level (associate, bachelor), but also the designation (e.g. arts, science, applied). At a minimum, general education requirements comprise no fewer than 36 semester hours for baccalaureate degrees, associate of arts and associate of science degrees, and no fewer than 15 semester hours for applied associate degrees. The number of these credit hours that must be from specific discipline areas is based upon degree designation.

Furthermore, ODHE recommends that an institution's general education curriculum reflect a breadth of study and a focus on in-demand skills and knowledge including:

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills, including inquiry and analysis; critical and creative thinking; oral and written communication; quantitative literacy; information literacy; teamwork; and problem solving
- Personal and social responsibility, including civic knowledge and engagement; intercultural knowledge and competence; ethical reasoning and action; and foundations and skills for

lifelong learning

The University's [General Education Core](#) requirements reflect the ODHE guidelines and consist of three main components that span every baccalaureate degree:

- Coursework in foundational skills, and traditional and contemporary Breadth of Knowledge (BoK) topics
- Development of five undergraduate competencies: Critical Thinking, Effective Communication, Knowledge Integration, Social Responsibility, and Information Literacy
- Three key touchpoints throughout the baccalaureate degree: First-Year, Mid-Collegiate, and Capstone Experiences

The general education requirements of UCBA's associate degrees are appropriate for their level. The curriculum of each of UCBA's associate transition programs is designed to match the first two years of its baccalaureate counterpart degree at the baccalaureate colleges, ensuring that students who transfer to pursue a bachelor's degree are on track to complete their general education requirements. The career/technical associate degrees have general education requirements that meet ODHE's 15 semester-hour rule and have a minimum of at least two of the three touchpoint experiences.

UCBA's two baccalaureate programs are 2+2 complete degrees. As such, students come into these programs with an associate degree. They must complete the number of general education credits remaining to reach the 36 credit hour minimum. Mid-collegiate and senior-year capstone experiences are also required of these two bachelor degrees.

3.B.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.

The University has a comprehensive [website](#) dedicated to its general education program. It articulates the program's purpose, requirements, learning outcomes, history and evolution, including the revision that is currently in progress.

Undergraduate Core Competencies

General Education course requirements are designed purposefully to strengthen five important learning outcomes or competencies throughout the student's progress toward their degree.

- Critical Thinking
- Effective Communication
- Knowledge Integration
- Social Responsibility
- Information Literacy

The College has designed a purposeful, sequenced, and on-going approach to achieving the General Education Undergraduate Core Competencies.

Key General Education Touchpoints

- **First Year Experience.** The purpose of [UCBA's First Year Experience \(FYE\)](#) is to promote

student reflection on academic and career goals. Most FYE courses are program specific, with an Exploratory Studies course for undecided students. All FYE courses at the College include:

- Introduction to the major/program and career planning
 - Information Literacy
 - Introduction to the College and University
 - Student Success Skills
- **Mid-Collegiate.** For baccalaureate programs, the University requires a mid-collegiate experience. Components include:
 - Experiential Learning
 - Systematic methods and history of the discipline/profession
 - Mid-Collegiate Writing
 - **Senior-Year Capstone Experience.** Baccalaureate programs at the University, including the two at UCBA, also include a senior-year experience that enables students to transition to a profession or graduate school and continue to pursue life-long learning and social responsibility. Many of our career-oriented associate degree programs also include capstone experiences. The capstone requires application of acquired knowledge and reflection on students' academic experiences in preparation for their careers.

General Education Foundational Skills

Students in every degree program must complete the following general education requirements.

- English Composition (6 credit hours)
- Quantitative Reasoning (3 credit hours)

Breadth of Knowledge Requirements (BoK)

- **Contemporary Topics:** UC's General Education Core is designed to direct students to courses and experiences that prepare graduates to contribute and thrive in a global, diverse, and technological society. Each student takes two courses from two of the following three topics (6 credit hours):
 - Diversity, Equity, and Inclusion
 - Society, Culture, and Ethics
 - Technology and Innovation
- **Distribution Areas:** UC's General Education program exposes students to the traditional disciplines that are the hallmark of a liberally educated person. Students choose four courses from a minimum of three distribution areas. (12 credit hours):
 - Fine Arts
 - Historical Perspectives
 - Humanities and Literature
 - Natural Sciences
 - Social Sciences

The General Education program, developed by the faculty and approved by each college at the University, has continued to evolve since its initial implementation in 1996. The most [recent changes](#) will go into effect in fall 2019. These changes include a restructuring of the existing Diversity and Culture (DC) and Social and Ethical Issues (SE) categories into two new contemporary topic areas:

Diversity, Equity and Inclusion (DEI) and Society, Culture, and Ethics (SCE).

The eCurriculum system houses all program and course information electronically. All undergraduate programs have a [curriculum map](#) (called Major Maps in the eCurriculum system), complete with student learning outcomes (SLOs), showing how each program meets its general education requirements and achieves program SLOs. At the course level, eCurriculum also includes the [BoK designation\(s\)](#). This information is readily available to faculty and academic advisors through the eCurriculum system.

3.B.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.

UC's General Education program fosters students' self-directed learning in a complex and dynamic information environment. Specifically, the five core general education competencies (Critical Thinking, Effective Communication, Knowledge Integration, Social Responsibility, and Information Literacy) revolve around the collection and analysis of information, followed by the presentation and communication of findings. Every academic program requires coursework addressing these competencies in the discipline, and every college-level course has student learning outcomes that address at least one of the five competencies. Samples of how the five general education competencies are addressed at the [course](#) and [program](#) levels are provided.

A few examples of how these competencies are addressed include the following:

- The BTAS-Applied Administration program culminates in a capstone course. Among other projects, students are required to complete a 15-hour service-learning project that addresses “communication, critical thinking, ethical social responsibility, and the appreciation of the diversity of the human experience. The goal of this project is to link the program to the real world in a meaningful way.” Project deliverables consist of a written paper, a poster, and an oral presentation. The assignment and two student projects are linked [here](#).
- The capstone project requirement of the Nursing LPN-RN program has students identify a research question, conduct a review of the literature, write a critical appraisal of the evidence, state the implications for the nursing profession, and give a [poster presentation](#) on their findings.
- The Psychology program requires a [research paper](#) as part of its Research Methods and Statistics sequence. Students address a research question using several different research designs and statistical analyses. They write APA-style research papers from the results.
- The experiments conducted as part of natural science lab courses, by their very nature, engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Sample lab assignments from two chemistry courses can be found [here](#).

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

At UCBA, the general education portion of students' education is intentionally designed to help students recognize the human and cultural diversity of the world in which they live and work. For example, in considering fall 2017, more than 100 UCBA classes bearing the Diversity and Culture (DC) and/or Social and Ethical Issues (SE) designations were offered, engaging more than 2,000 students in these ideas. These courses included:

- ALH 1050 Medicine in Human Societies
- ECE 2025 Families, Communities, and Schools
- ENGL 2080 Ethnic Literatures of the US
- HPE 1003 Introduction to Global Health
- SOC 2021 Sociology of Gender
- SOC 2098 The Global Community: Cultural Diversity and Interaction
- SOC 3073 Sociology of Race
- SPAN 2065 Latin American Cultures
- SPED 1001 Individuals with Exceptionalities
- SW 1051 Introduction to Social Welfare

UCBA provides additional diversity education beyond general education requirements. For example, for over two decades, [UCBA's Study Abroad Programs](#) have provided students with global experiences that increased their respect for diversity and cultural awareness. Over 200 students have participated in these programs, led by UCBA faculty, to locations including Australia, Great Britain, Costa Rica, Quebec, and Peru. All of our study abroad programs include credit-bearing courses specifically connected to the destination. Some examples include mathematics; literature; biology and environmental studies; cinema; history; and Spanish, French, and German language and culture courses.

UCBA's dedication to diversity and inclusion resulted in the creation of a [Diversity and Inclusion in the Classroom grant](#). Seven UCBA academic departments were each selected to receive \$1,000 grant for their proposals to develop discipline-specific modules incorporating diversity and inclusion into course content or delivery. The departments represented include Behavioral Science, Business and Economics, Biology, Dental Hygiene, English, Foreign Language, and Math, Physics, and Computer Science. These activities are being implemented and assessed in classes during the 2018-19 academic year.

Coursework that includes service learning opportunities also contributes to students' understanding of diversity and culture. These activities are described in 3E. We also offer dozens of co-curricular activities and several student affinity groups in order to promote diversity and inclusion. These multicultural events on the UCBA campus are described in 1C.

3.B.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.

Consistent with the College's mission of teaching excellence, UCBA faculty and students are actively engaged in scholarly and creative activities that inform and contribute to meaningful learning experiences. Faculty present at pedagogical and discipline-specific conferences, publish their research results in books and journals, and share creative works through publications, in galleries, and through live presentations. Some examples are linked [here](#), and further evidence can be found in faculty vitae. Faculty also share their work with the local UCBA community via teaching and learning workshops, as part of the annual College-wide convocation, and at the [UCBA Art Gallery](#). Scholarly and creative activities are discussed as part of each faculty member's annual performance review and are evaluated as part of the reappointment, promotion, and tenure process.

UCBA students engage in scholarship and creative activities in a variety of ways. For example, the capstone courses in the Electronic Media and Bachelor of Technical and Applied Studies - Applied Administration programs require students to conduct research and to develop project deliverables. These include posters, presentations, videos, and other documents through which students convey

their research results. Faculty from Behavioral Science, Chemistry, Biology, and Physics supervised [undergraduate research projects](#) that resulted in poster presentations at regional and national conferences and manuscripts published in national journals. The College's annual Mediated Minds conference ([Mediated Minds](#), [Conference Schedules](#)) provides a venue for our students to share their research projects through oral, poster, and round-table presentations, panel discussions, and debates.

Students present their work in a variety of venues, including the University Undergraduate Research Symposium, the Association of University Regional Colleges of Ohio annual meeting, and discipline-specific state or national professional organizations. The [Blue Ash Review](#) and [Blue Ash Review Online](#), UCBA's print and digital literary magazines, publish creative works by students, faculty, and staff. The annual [Poetry Café](#) provides a showcase in which students, faculty, and staff share their creative writing and musical compositions. Students also present their work at the UCBA Art Gallery.

Sources

- 3B Academic-Program-Review-Guidelines_070516
- 3B Blue Ash Review
- 3B Blue Ash Review Online
- 3B BusEcon BTAS-Applied Admin Capstone Projects
- 3B Chemistry Example Assignments
- 3B Diversity and Inclusion in the Classroom Initiative- Grant Opportunity for UCBA
- 3B Examples of Capstone Projects BS 2017
- 3B faculty scholarship
- 3B First-Year Experience Home Page
- 3B Gen Ed Breadth of Knowledge sample page Math 1021
- 3B General Education (GenEd) Core
- 3B General Education Competencies at the Course Level
- 3B General Education Competencies Report Sample Page (Pre Bus Admin)
- 3B General Education Requirements
- 3B Guiding Statements-Mission-Vision-Core Values
- 3B Mediated Minds schedules 2014_2017
- 3B Nursing Capstone Projects
- 3B Poetry Cafe Brings New Voices to UC Blue Ash
- 3B Revising GenEd
- 3B UCBA Faculty and Staff Art Exhibition
- 3D About Mediated Minds
- 3E Summary Study Abroad
- 3E undergrad research examples
- 4B Program Maps _outcomes and courses

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

3.C.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.

University of Cincinnati Blue Ash College (UCBA) houses 14 academic departments along with the library. In fall 2018, there were 165 full-time faculty and 200 part-time faculty employed at the College.

UCBA has sufficient [continuity in its faculty](#) as evidenced by the average length of time they have served at the College. The average length of service for full-time faculty in the 2016-2017 academic year was approximately 12 years, and for part-time faculty (non-emeriti) it was approximately 6 years. The number of years of service of full-time faculty is well-distributed among new, mid-career, and senior faculty. Furthermore, 88% of the full-time faculty are tenure-track, and approximately 58% of the tenure-track faculty are tenured.

At UCBA, the normal teaching load for full-time faculty is 12 credit/contact hours per academic term, excluding summer. Collectively, all duties associated with instruction (preparation, assessment, office hours, etc.) are expected to constitute 80% of total [faculty workload](#) in alignment with the teaching mission of the College. There are sufficient faculty at UCBA to keep the [student-to-faculty ratio](#) low. Since 2008, the student-to-faculty ratio ranged from 14:1 to 18:1.

Faculty receive release time and/or stipends for carrying out various academic leadership roles. For example, academic unit heads, program directors, course coordinators, directors of academic support labs, and co-directors of our Learning and Teaching Center all receive appropriate course releases so

that they can dedicate the needed time to these important academic duties.

[Faculty control](#) the curricular requirements of all programs and majors, the content of all courses, and the assessment processes for programs and courses. The College has long-established procedures for the curricular approval process. Curricular changes are initiated at the academic department level and brought to the [Curriculum & Academic Affairs Committee](#) for [review and approval](#). The Curriculum & Academic Affairs Committee is composed of the 14 academic unit heads. The Library Director and the Associate Dean of Academic Affairs also serve as non-voting members. A report of the Committee's actions is submitted to the entire faculty for approval at each monthly faculty meeting. The [eCurriculum](#) system tracks the approvals at each level of the process. At each level of review, courses, programs, and majors are evaluated to ensure that they meet discipline, industry, accreditation, and/or national quality standards and to ensure that they are adequately resourced. New minors, certificates, and degree programs must also be approved by the University's Academic Committee prior to approval by the Provost, the Board of Trustees, and the Ohio Department of Higher Education.

The UCBA [Academic Assessment Committee](#) (AAC) is a standing committee, established over twenty years ago, charged with "the development and maintenance of academic assessment measures deemed necessary for renewal and revitalization of the curriculum and for the continued accreditation of the College." Committee membership consists of representatives from all 14 academic departments serving three-year terms as well as several non-voting, ex-officio members. Additional detail regarding the role of the AAC in assessment at UCBA is provided in 4B.

UCBA faculty searches are led by departments, in accordance with [Article 6.2 of the AAUP Collective Bargaining Agreement](#). A search committee of department faculty sets the criteria for all instructional positions, following the [UC Instructor Qualifications Policy](#). The committee makes recommendations to the Dean.

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

UCBA uses the Ohio Department of Higher Education's [requirements](#) and the Higher Learning Commission's [Assumed Practices](#) as determinants of faculty qualifications. UC's [Policy on Instructor Qualifications](#) applies to all instructors. Every new hire adheres to this policy. To ensure that existing faculty were in compliance, the Office of Academic Affairs, in conjunction with academic unit heads, compiled a master list of the graduate degrees of all faculty teaching at UCBA, examining transcripts where necessary. In 2016, the very few instructors who did not meet the HLC's Assumed Practices met with their respective academic unit heads to identify changes in teaching assignments in order to be in compliance, to devise a plan and timeline for acquiring remaining graduate hours, or to make a tested experience argument. These plans and arguments were subject to approval by the Associate Dean of Academic Affairs and the Provost.

UCBA also participated in a University-wide faculty-credentialing project. All full-time faculty members and adjuncts currently teaching were asked to submit their degrees to [Selection.com](#), an independent, third-party verification agency. Verified degrees are stored in SAP, the University's human resources system, and transcripts are archived. As new faculty members are hired, this verification process, along with a [background check](#), will be continued.

Finally, students seeking dual credit coursework enroll in regular UCBA courses taught by our highly credentialed faculty. We do not have consortial or contractual programs.

3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Faculty at UCBA are regularly evaluated in a variety of ways, including annual performance reviews (APRs), peer reviews, student evaluations of teaching, and Reappointment, Promotion, and Tenure (RPT) reviews.

In accordance with [Ohio Revised Code 3345.45, Article 33](#) of the Collective Bargaining Agreement (CBA) requires that all bargaining unit faculty undergo an annual performance review. Individual departments develop their own procedures for conducting APRs in alignment with the [recommendations for best practices](#) by the AAUP. APR procedures are subject to approval by the Dean and Provost.

Peer reviews are an important part of the evaluation process for instructors. These reviews are a required part of the RPT process. They include not only classroom observations, but also [Quality Matters reviews](#) of online courses in accordance with our [Distance Learning Policy](#). Furthermore, half of our full-time faculty have completed the semester-long [Peer Review of Scholarly Teaching](#) faculty learning community (FLC). Faculty pairs reviewed and reflected upon aspects of their courses and teaching practices such as syllabi, assignments, and course design. Most of our faculty have contributed to the scholarship of teaching and learning through their participation in a variety of [topical FLCs](#) offered at the College.

Another way faculty are regularly evaluated is through the required use of the [Student Perceptions of Teaching and Learning Survey](#), a student evaluation administered in each of their courses. These course evaluation surveys provide feedback on such items as student self-reflection, fairness in grading, planning of the course, availability of the professor, relevance of assignments to the course material, and overall ratings of both the course and the instruction. Following final grade submission, course evaluation results are made available to the instructor. Unit heads receive copies of their faculty's survey results. The results are reviewed and incorporated into APRs of faculty and play a role in the RPT process.

Faculty are also evaluated through the RPT process. [Article 7](#) of the CBA stipulates the timeline and structure of the RPT process, and each [academic department determines](#) its own criteria and guidelines for the review. Candidates are evaluated on teaching; service to the department, college and university; and scholarship. Evaluation in each area is multi-faceted, and dossiers are reviewed on multiple levels: the Unit RPT Committee, the Unit Head, the College RPT Committee, the Dean, and the Provost. Each level is required to conduct an independent review of the candidate's dossier and provide its own recommendation. In cases of promotion and/or tenure, the Board of Trustees has final approval. The College provides professional development to help faculty create their dossiers.

3.C.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.

Participation in professional development is an expectation of all faculty, and a requirement of the RPT process. The College and University support and promote opportunities for professional development in a variety of ways.

- The UC-AAUP Collective Bargaining Agreement (CBA) guarantees funding for faculty development endeavors ([Article 24](#)) and academic leaves after six years of service ([Article 25](#)). Upon completion of the academic leave, the faculty member must submit a report summarizing

the outcomes of the leave.

- In addition to the \$60,000 faculty development funds provision in the CBA, the College has a well-established travel fund policy that allocates \$1000 annually to each full-time faculty member to attend professional conferences and \$1500 if the faculty member is presenting.
- Adjunct faculty are expected to participate in one professional development activity each year. This expectation is conveyed in a letter that accompanies the instructor's teaching contract. Unit heads can request funding for adjunct instructor professional development.
- An asset of the College is the [Learning and Teaching Center](#) (LTC), which offers robust [professional development programming](#) to support faculty teaching and student learning. The LTC sponsors year-long faculty learning communities; seminars and workshops that address current concerns of teaching and learning; and one-on-one consultations about technology, course development, and alternative teaching strategies.
- College faculty regularly participate in and lead programming at the University's [Center for the Enhancement of Teaching and Learning](#) as well as other University-sponsored professional development events such as the [3T Conference](#) and the [AFTL Showcase](#).
- The [UCBA Scholar](#) program provides an opportunity for release time from teaching for the purpose of SoTL research, discipline-specific research, creative work, or service learning scholarship. Awards from this program assist faculty who need additional time to focus on a research or creative project.

UCBA has a strong tradition of [recognizing](#) and celebrating faculty excellence. [Awards](#) recognize faculty for their pedagogical innovation, exemplary scholarship, and outstanding service. Additionally, College faculty are regularly recognized at the University level for their teaching excellence, innovation, and service. Furthermore, since 2009, [fifteen of our faculty](#) have been inducted into the [University of Cincinnati's Academy of Fellows for Teaching and Learning](#), an honorary organization dedicated to teaching excellence.

3.C.5. Instructors are accessible for student inquiry.

At UCBA, instructors are accessible for student inquiry. [Article 3.6](#) of the Collective Bargaining Agreement states that the responsibilities of faculty as teachers are not confined to only formal instructional settings but also include accessibility to and engagement with students outside of the classroom. Faculty are required to post and maintain regular office hours. This is communicated to all UCBA faculty via offer letters sent to new represented faculty hires and the teaching confirmations sent to adjunct instructors. Faculty office hours are compiled and distributed each semester. In 2001, UC's Faculty Senate passed a [resolution](#) establishing guidelines for course syllabi that lists office hours as an essential item to include. Faculty are expected to hold some office hours in the same delivery mode of the class, i.e. face-to-face for traditional courses, online for 100% online courses through the use of WebEx or other collaborative tools, and a proportionate mix for hybrids. Shared office space is available for adjunct instructors to consult with their students.

3.C.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.

Staff members who provide student support services are appropriately qualified for their positions as defined in their relevant job descriptions. The search and hiring process, overseen by a college search committee with support of Human Resources, ensures only candidates having appropriate qualifications are interviewed and hired.

Academic Advising

Academic advisors are appropriately qualified, trained, and supported in their professional development as follows:

UC Blue Ash [Academic Advisors](#) hold master's degrees in most cases and baccalaureate degrees at minimum, have relevant prior experience, and are selected from highly competitive candidate pools. Advisor training is a two-tier system, comprised of both College-level and University-wide training. The UC Office of Advising & Academic Services provides [advisor training](#) and professional development offered in-person and online. [Professional development](#) is also supported at both UCBA and UC with strong advisor participation in National Academic Advising Association (NACADA) national and regional events, the [UC Advising Conference](#) that is attended by most UC advisors yearly, and additional on-campus advisor professional development sessions available throughout the year.

The [UC Undergraduate Academic Advising Association](#) supports and incentivizes professional staff through awards that recognize professional excellence. For example, the Sarah Grant Barber award is granted yearly to a professional advisor, faculty advisor, advising administrator, or advising support personnel.

Co-curricular Activities

The highly qualified [Student Life and Engagement](#) staff [participate](#) in a variety of local, regional, and national training opportunities focused on the development of co-curricular activities, programs, and services. Examples include: National Association of Student Personnel Administrators (NASPA) Leadership Educators Institute, American College Personnel Association, College Student Educators International, Safe Zone Ally training, Title IX training, National Orientation Directors Association, and a variety of assessment trainings designed and based on the Council for the Advancement of Standards.

Academic Support Labs/Tutoring

All professional tutors and staff within the UC Blue Ash academic labs (Math Lab, Writing and Study Skills Center, Science Learning Lab, Foreign Language Lab) hold bachelor's, master's, or doctoral degrees and participate with relevant professional organizations such as the Ohio Writing Center Consortium, Eastern Central Writing Association, and American Chemical Society. Departmentally, they are provided funding for attendance at conferences and relevant trainings. Additionally, some labs rely on student tutors who are recommended by faculty and interviewed, selected, and trained by the respective lab manager. Ongoing training and evaluation are provided by the lab managers throughout the year.

Financial Aid

The UC Blue Ash [One Stop Student Service Center](#) is staffed by service associates and a director. These service associates provide initial and routine service to students on their financial aid while also addressing interrelated items such as registration and billing. The University of Cincinnati Student Financial Aid Office (SFAO) consists of 26 full-time staff members, including directors, assistant directors, program managers, advisors, and record management officers. This University aid office assists with more difficult cases and supports UCBA service associates in resolving student concerns.

SFAO staff process all Title IV (federal) aid for all campuses. SFAO staff also manage institutional aid directly and by advising and assisting College offices with their scholarship funds. The office is regularly audited by a contracted agency as part of the annual audit required of institutions utilizing federal aid. It is also subject to federal program reviews by the Department of Education, the last one of which took place on-site in February 2015 ([2015 Program Review Final Determination Closeout Letter](#), [Federal Review Documents University of Cincinnati](#)).

Upon hire, all new staff in UCBA One Stop complete an extensive 40-hour classroom training curriculum on financial aid policies and procedures in coordination with the University SFAO. Staff within SFAO as well as the UCBA One Stop Center participate in on-going, internal training workshops that address time-specific issues in the aid cycle (i.e., application processing, awards to students, academic progress review). SFAO and UCBA One Stop staff are members of the Ohio Association of Student Financial Aid Administrators and are given opportunities to attend and present at its workshops and conferences. To stay current, key personnel regularly attend the Midwest Professional Association as well as annually attend both the conference hosted by the National Association of Student Financial Aid Administrators and the Federal Student Aid program office of the U.S. Department of Education. Information from these conferences is shared with staff in on-campus training sessions as needed.

Resources for All Staff

All staff have the opportunity to attend local, regional, and national conferences, webinars, and certificate programs offered through professional associations. ([Staff Representative Council Development Funds Application](#), [UC Blue Ash Training and Development](#), [Student Affairs Professional Development](#)). Opportunities include campus-based activities and conferences, law and policy certificate programs, and webinars by state agencies on prevention and response mechanisms designed to create a safe, supportive and inclusive campus culture. The University encourages continued education by providing up to six credit hours of tuition remission per semester for staff to further their higher education/professional development. Additionally, staff are provided [professional development opportunities](#) via the UC Blue Ash Staff Representative Council and [Emerging Leaders in Student Affairs](#) at UC.

Sources

- 3C 2015 Program Review Final Determination Closeout Letter
- 3C 3T conference
- 3C AAC Faculty Handbook
- 3C academic advising paperclip interview
- 3C AFTL Membership
- 3C AFTL Showcase
- 3C AFTL website
- 3C Annual Performance Reviews
- 3C Article 24 CBA
- 3C Article 25 CBA
- 3C Article 27.2 CBA
- 3C Article 3.6 CBA
- 3C Article 33 CBA
- 3C Article 6.2 CBA

- 3C Article 7 CBA
- 3C CAAC Faculty Handbook
- 3C CAAC Minutes
- 3C CETL Homepage
- 3C Course Approval Template
- 3C Dept RPT Criteria Portfolio.pdf
- 3C Distance Learning Policy
- 3C Distinguished Awards Programs
- 3C eCurr2-BuildACourse-1-19-2015
- 3C Emerging Leaders in Student Affairs
- 3C Faculty Awards at UC Blue Ash College
- 3C Faculty Workload Document
- 3C Federal Review Documents University of Cincinnati
- 3C LTC UCBA webpage
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- 3C ODHE Academic-Program-Review-Guidelines
- 3C Ohio Revised Code 3345.45
- 3C Peer Review FLC
- 3C pre_empl_criminal_ck
- 3C QualifiedFacultyGuidelines_2015-10_OPB
- 3C Quality Matters Reviews examples
- 3C Report of the Regents
- 3C Resolution on Course Syllabi 2001
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- 3C Revised New Course Procedures
- 3C SELECTION.COM Background Checks
- 3C Spring 2017 Staff Development Workshop Series
- 3C SPTL blank example
- 3C Staff Professional Development
- 3C Staff Representative Council Development Funds Application
- 3C stu aff prof dev
- 3C Stu Fac Ratio
- 3C Student Life and Engagement
- 3C UC Advising Conference
- 3C UC Blue Ash Training and Development
- 3C UC Policy on instructor_faculty_credentials
- 3C UC_APR_Policies_and_Procedures
- 3C UCAADA
- 3C UCBA COLLEGE SCHOLARS PROGRAM
- 3C University OneStop website
- 3C_Advising Credentials
- 3C_Advising_Prof Dev
- 3C-1-1_Distribution of number of years served

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

3.D.1 The institution provides student support services suited to the needs of its student populations.

UC Blue Ash College (UCBA) offers a wide range of support services that meet the needs of our diverse student body so they may fully engage in their academic pursuits. As UCBA is a regional college of the University of Cincinnati, students also have access to support services offered throughout the University. The following are examples of available student support services.

Tutoring

As academic tutoring is a key resource for student success, UCBA offers a [variety of labs](#) on campus where students can receive one-on-one, small group help, or online assistance.

The [Writing & Study Skills Center](#) (WSSC) at UCBA helps students become engaged and empowered learners. WSSC supports students through one-on-one writing tutoring at any stage of the writing process. They also coach students on study habits, time management, note taking, and test anxiety. WSSC offers an array of innovative programs designed to support student-driven learning and academic excellence.

The [Mathematics Lab](#) provides support to students in mathematics and statistics courses at UCBA. They also provide assistance with math-related questions for students in UCBA physics courses. Student help is available in the form of trained tutors, peer-assisted study sessions, online resources, practice examinations, and workshops.

The [Science Learning Lab](#) is designed to help students in Biology, Chemistry, Dental Hygiene, Nursing, and Allied Health science courses. The lab provides tutoring and study space for individuals or groups. Students using the lab have access to computers, anatomical models, microscopes, radiological films, and supplementary texts and software.

The [Foreign Language Lab](#) offers tutoring in American Sign Language, French, German, and Spanish. The lab provides assistance with foreign language homework and skill review. Students can also utilize a variety of technology-based tools to provide interactive support in speaking and listening.

Additional tutoring is available in [accounting](#) and nursing through their respective academic departments.

Accessibility Resources

The [Office of Accessibility Resources](#) (OAR) coordinates [services and support](#) for students with a documented disability so they can freely and actively participate in all facets of college life. They provide equal access and appropriate accommodations to 200-300 students each semester. Additionally, OAR conducts training and workshops for faculty and staff to promote best practices for working with students with documented disabilities or medical conditions. [Ally](#), an important new tool in Blackboard, notifies instructors when course content may be inaccessible to students with disabilities. It provides suggestions and resources for making course materials universally accessible. Additionally, the University provides a required online course for all instructors to learn about universal design.

Exploratory Studies Program

The [Exploratory Studies Program](#) empowers students to choose best-fit majors through highly personalized exploratory advising and innovative academic programming. Exploratory advising is available for students who are undecided, exploring majors, or seeking a new academic pathway. The professional advisors help students navigate the admission and program requirements for all undergraduate majors offered at UC. Additionally, all first-year students in Exploratory Studies are required to take [MLT11021 Student Success Seminar](#). Students may subsequently enroll in [INTR1003 Career Decision Making](#) if they desire a more in-depth career exploration experience. The majority of students transition from Exploratory Studies to a declared major after one semester. Enrollment in Exploratory Studies is limited to two semesters to promote timely graduation ([Exploratory Advising](#)).

Library

The mission of the University of Cincinnati Libraries is to promote discovery, stimulate learning, and inspire the creation of knowledge by connecting students, faculty, researchers and scholars to dynamic data, information and resources. The [UCBA Library](#) offers open access to information, spaces to study and to collaborate, and access to research services and support. UC Libraries are described further in section 3D4.

Student Life & Engagement

The Office of [Student Life & Engagement](#) manages a broad portfolio of student outreach and development activities for our diverse, non-residential student population.

The [Multicultural Affairs Office](#) works to raise awareness and develop appreciation for the diversity that exists at UCBA and within the community. The Office strives to meet the needs of our underrepresented populations while encouraging respect for all people, identities, religions, and ethnicities. In addition to planning cultural and diversity education programs and events, this Office

advises and sponsors student organizations and identity-based student groups including the Men of Color Collaborative, Sister Circle, UCBA Alliance, and Latinos en accion. This office also oversees International Student Services at UCBA and liaises with [UC International](#) to provide support to international students ([Orientation Book](#), [Diversity Scholars Mentor Packet](#), [International Orientation Agendas](#), [SafeZone Flyer](#)).

[Student Life & Engagement](#) supports [recruitment and engagement activities](#) for Latino/Hispanic students at UCBA. Staff provide social events, leadership opportunities, and other programs to connect these students to each other and to College resources.

The [Leadership Development Program](#) (LDP) is designed to assist students in intentionally and positively developing their self-confidence, community engagement, and leadership skills. LDP allows students to identify programs/opportunities that best meet their goals and provide a foundation on which to grow and develop throughout their enrollment at UCBA. Opportunities include orientation leader, orientation coordinator, student ambassador, ambassador intern, and career peer ([Student Leadership Curriculum](#); [Orientation Leader, Coordinator, Ambassador, Intern](#)).

[Career Services](#) helps students prepare for volunteer, full-time, part-time, and seasonal employment. Services offered include resume workshops, mock interviews, job search strategies, internship assistance, and networking techniques. Students and employers exchange information on the University's job, internships, and resume posting website, [Handshake](#). Students may also utilize career resources provided by the [Division of Experience-Based Learning and Career Education](#) at the uptown campus.

The New Student Orientation team coordinates onboarding and welcoming activities for incoming [first-year](#) and [transfer](#) students. The team's responsibilities include communicating with students and families regarding the readiness steps for coming to UCBA, including placement testing and registration for orientation sessions. During orientation, students have the opportunity to meet with academic advisors, faculty, and other key staff at UCBA. Virtual orientation experiences for transfer and distance learning students are also available.

Veteran Student Affairs on the UCBA campus is a resource center for all military and veteran services and concerns. Services offered include VA verification and registration for education benefits for veterans and their dependents, coordinated benefit and payment activities, assistance with the transition from military to civilian life and the college classroom, and social and professional networking activities to build camaraderie among veterans on campus ([Veterans Office Description & Services Snapshot](#); [Veterans Student Visits, Events](#)).

Mentoring and Coaching

There are several mentoring/coaching programs at UCBA.

- [Major Mentors](#) are teaching assistants who serve in our Exploratory Studies' Student Success Seminar assisting students with major selection, SMART goals, personality inventories, campus resources, and time management skills.
- UCBA partnered with the [Cincinnati Youth Collaborative](#) (CYC), a nonprofit that places mentors in K-12 public schools throughout the city, to facilitate a mentoring program at the College. Eighty-six students in fall 2017 were paired with volunteer mentors consisting of staff, faculty, alumni, and community members. For the current academic year, the College and CYC expanded this program to serve over 170 students.

- [Academic success coaches](#) serve nearly 300 students. These coaches build relationships by meeting regularly, monitoring academic progress, and referring students to academic support resources.

Academic Standing Support

UCBA provides outreach and support programs for students with academic standing issues (< 2.0 GPA). Staff members serve approximately 350 students per semester through monthly outreach, proactive phone calls, monthly academic [progress surveys](#), and online video-based student success workshops.

Counseling Services

[UCBA Counseling Services](#) offers integrated health, counseling, and wellness services to support our diverse student population in achieving its highest potential. A licensed clinical counselor provides free individual therapy sessions to students. The counselor also consults with faculty and staff about student issues. UCBA students may also utilize [Counseling and Psychological Services](#) at the uptown campus which offers in-person appointments, a crisis helpline, suicide prevention resources, and a sexual assault support helpline.

Starfish Student Success Network

[Starfish](#) is a student success tool deployed through Blackboard. UC uses two modules from Starfish: Connect and Early Alert. Starfish Connect offers online appointment scheduling for face-to-face appointments with advisors and instructors. Starfish [Early Alert](#) allows instructors to raise concerns, offer praise, or refer students to campus support resources. Instructors can raise “flags” if there is a concern or send “kudos” to students who are performing well in coursework. Recommendations for support services are communicated to the students and appropriate personnel are informed.

Office of Admissions

Services to prospective students and applicants are managed through the [UCBA Office of Admissions](#). Admission counselors guide students through the application process and provide information on academic programs. The Office also administers placement tests. Admission application processing and administrative functions are managed centrally through the [UC Office of Undergraduate Admissions](#).

One Stop

[One Stop Student Services](#) is a centralized location that supports “the business of being a student.” Services are available in person, via the web, and by phone. One Stop is the student service delivery point for the offices of the [Bursar](#), [Registrar](#), and [Student Financial Aid](#). Through their services, students learn about University calendars and key action dates, [financial obligations and how to manage them](#), financial aid, registration and withdrawal requirements, and degree/enrollment verification.

3.D.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.

UCBA offers developmental English, mathematics, reading, and student success courses, designated

as 00XX in the course catalog, for those students who are underprepared for University-level instruction in these subjects. We also offer academic support services in our Mathematics Lab, Writing and Study Skills Center, Science Learning Lab, and Foreign Language Lab. The UCBA Office of Admissions coordinates [placement testing](#) in math, English, and reading for entering students. Course placement can also be determined by ACT/SAT scores. UCBA requires placement tests for students who do not have college-ready ACT/SAT scores.

The Office of Student Life and Engagement provides support to incoming students as a foundation for student success, retention, and graduation. For example, orientation is required for all newly enrolled first-year students and is available to new transfer students. During orientation, entering students have the opportunity to learn about UCBA offices and resources, engage with their peers and student orientation leaders, and complete academic advising and registration for their first-semester classes.

A [First Year Experience](#) (FYE) course is required for all entering first-year students. Each course combines discipline-specific content with common elements: student success, information literacy, career education, and the introduction to our College/University. Professional development and instructional support are available to all FYE instructors. The UCBA FYE Committee, a committee of academic department faculty representatives and key student support personnel, oversees issues relevant to FYE courses.

UCBA has also developed a conditional admission program for academically at-risk students, the [College Program for Academic Success](#) (CPAS). CPAS students are required to engage with professors and support services and to meet certain academic benchmarks in order to continue their academic career at UCBA. The CPAS program is assessed every semester in order to monitor student progress and the overall effectiveness of program requirements and interventions. This program is described in more detail in Criterion 4C.

The [College Credit Plus](#) (CCP) program is the College's dual credit option for high school students. This state-mandated program provides an opportunity for students to earn early college credit. The CCP program director works with students and families to ensure that they are identifying goals, selecting appropriate course options, constructing sound educational plans, learning about College and University services and resources, and understanding the expectations associated with CCP enrollment.

3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

UCBA is committed to providing quality academic advising from the point of admission to graduation in order to best prepare students to reach their academic and professional goals. Academic advising begins at orientation for first-year students. Transfer students' first advising experience is during a one-on-one advising appointment. During these first advising encounters, advisors discuss academic planning resources (e.g. curriculum guide and degree audit), recommend strategies for academic success, and orient students to the University's student information system. Students are asked to verify their intended major or enter the Exploratory Studies program for undecided students. Students also have the opportunity to be paired with a peer in the Major Mentors program. This program provides an opportunity for students to speak to peers about the process of selecting a major.

UCBA provides academic advising to students through faculty and professional staff advisors. Academic advisors are assigned by program/major. Full-time professional advisors maintain an

advising caseload of 300-350 students. Faculty advisors maintain a caseload of approximately 50 students. Academic advisors are available year round to discuss academic concerns, academic planning, degree progress, and admission to desired selective programs at UCBA or the University.

All students are [required to meet with their advisor](#) once per semester until they earn 24 credit hours. In addition, some programs require students to meet with their advisor every semester until graduation.

For students continuing their education at another college within the University, the College provides transition advising. The transition advisor aids the student in identifying the pathways to reach their academic goals, create an individual academic/transition plan, go over GPA calculations, as well as provide students with information regarding resources on other UC campuses. The [transition advisor](#) also reviews admission requirements, processes, and deadlines for the desired program. For transition-friendly policies and practices across the University, the institution created the [UC Transition Task Force](#), an ongoing working group of advisors, administrators, and faculty. One result of this group was the creation of transition maps that illustrate to students the available associate degree to bachelor's degree pathways. (Example: [Chemistry_Transition-Paths](#))

UC's [Office of Advising and Academic Services](#) (AAS) delivers additional support services. In 2015, the AAS was established to provide better University-wide coordination of advising and promote high-quality advising across UC. This office provides key academic resources, including transfer credit evaluation; degree progress audit management and maintenance; and specialized services for transfer, transition, major changes and non-degree students via the [Center for Pathways Advising](#). The AAS [Advising Portal](#) assists students and advisors in navigating University resources.

3.D.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 for classes and instructor and student support services).*

As an open-access institution, UCBA provides a number of high-quality support services that are appropriate for the nearly 5,000 students that attend the College. The services include access to technological resources as well as classroom and non-classroom learning spaces that are maintained by professional staff. These resources and services include:

The [UCBA Office of Information Technology](#) (UCBA IT), which consists of six full-time staff members and several student workers who provide technology-related support to students, faculty, and staff. Support provided by UCBA IT includes:

- Classroom and office IT equipment (computers, projectors, document cameras, DVD players, Apple TV devices, and iClicker personal response systems)
- College's wireless network
- Computer Concourse with 66 PCs and 10 Macs
- Printing resources
- Loaner equipment such as classroom sets of laptops
- Software installation
- Online access

[Canopy](#) is UC's eLearning system which offers a host of innovative tools that foster effective teaching and learning. Canopy tools include:

- Blackboard
- Starfish Connect
- Box@UC
- Echo360 Active Learning Platform
- Kaltura and Media space
- WebEx
- VPN Access
- Lynda.com

The [UCBA Library](#) supports effective teaching and learning by providing a number of resources for both students and instructors including printed materials maintained in the library stacks (more than 19,000 volumes) as well as online access to journal articles and books. The UC Libraries have licensed and acquired electronic resources, including databases (over 400 in a wide range of disciplines), e-journals (JStor Digital Library and Elsevier), and e-books (over 400,000 titles). The UC Libraries are also members of OhioLink, an academic library consortium that provides access to online and print materials from nearly every Ohio college and university. [OhioLink](#) includes over 100 online databases, 7,400 e-journals, and more than 28 million books and other library materials. Library materials may be requested and delivered between UC, OhioLink, or SearchOhio libraries, a consortium of Ohio public libraries. Materials not available through these sources may be requested via interlibrary loan. The UCBA Library maintains both electronic and print reserve materials, including textbooks and resources requested by instructors. The UCBA Library further supports teaching and learning by providing information literacy instruction for students across disciplines.

The UCBA Library also has an equipment-lending program where students can borrow laptops, calculators, and headphones as needed. Furthermore, the UCBA Library provides a variety of individual and collaborative space including study rooms with presentation equipment.

UCBA provides students with a number of clinical practice sites to promote effective teaching and learning. The [Allied Health programs](#) (i.e. [Dental Hygiene](#), Medical Assisting, [Nursing](#), [Radiologic Technology](#), and [Veterinary Technology](#)) all have clinical laboratory spaces on campus where instructors provide hands-on instruction in clinical procedures for their specific discipline. The [Dental Hygiene program clinic](#), with 34 stations and radiology equipment, enables students and faculty to serve the community through dental evaluations and preventative treatment. Students get hands-on experience and develop clinical techniques including oral assessment, local anesthetic administration, teeth cleaning, and dental X-rays. In the clinic, patients from the community are treated by students under the supervision of certified dental hygiene instructors and dentists.

The Nursing program has [on-site clinical labs](#) including a simulation lab equipped with interactive mannequins that simulate a variety of symptoms that students must assess and treat. UCBA has four dedicated nursing labs equipped with hospital beds, gurneys, teaching models, IV-pumps and stands, wheelchairs, and other equipment. In addition to classroom instruction, students complete clinical coursework at hospitals, long-term care facilities, community agencies or home health care settings where they obtain hands-on training.

The Radiologic Technology program has an on-site clinical lab where students learn patient placement for various imaging techniques as well as instruction in how to critically analyze radiographic images for diagnostic quality. The program has dedicated space with an energized X-ray laboratory, a computed radiography system, and PACS image archive system. The space also includes anatomical models, skeletons, non-energized X-ray tubes, and other instructional materials. Radiologic Technology students participate in over 1,200 hours at clinical site visits to local hospitals

to obtain hands-on experience with radiological techniques.

The Veterinary Technology program has a secure and [dedicated 8,500 square foot building](#) that includes surgery and scrub areas, a dental station, an autoclave and instrument room, radiology suite, grooming area, animal holding rooms, and an exercise yard. These facilities provide students with the opportunity to practice their skills on-site. The Veterinary Technology program has partnerships with local vet clinics, shelters, and farms. Students participate in preceptorships where they perform animal examinations and surgeries with certified veterinary technologists and veterinarians.

The Art and Visual Communication Department has dedicated studio space and equipment for their courses. The Art and Visual Communication and eMedia Departments have created and maintain an [art gallery \(Exhibition Catalog\)](#) which serves as a space for the community to enjoy a broad range of 2D and 3D media, spoken word art, lectures, screenings, and performances.

The eMedia Department has space dedicated to student media production activities. The [media labs](#) provide students with access to a wide range of equipment that can be used in the studio or field. Their facilities support multi-camera production, live production, and various other recording and editing activities.

UCBA provides scientific labs used by [biology](#), [chemistry](#), and [physics courses](#). In these spaces, instructors promote scientific inquiry and provide instruction through hands-on activities. In addition, instructors have access to dedicated laboratory space where they mentor students in undergraduate research projects.

The [UCBA Learning and Teaching Center \(LTC\)](#) provides customized faculty and [professional development programming](#). The LTC is staffed by three full-time faculty members, two serving as Co-Directors responsible for workshop programming and faculty learning communities, and a Distance Learning Director. [Services provided](#) by the UCBA LTC include:

- New Faculty Orientation
- Adjunct Convocation
- Annual workshop series
- Year-long faculty and staff learning communities
- [Quality Matters](#) training
- Consultation services

Additional resources such as academic support labs and accessibility resources are discussed in detail in Criterion 3C.

3.D.5. The institution provides to students guidance in the effective use of research and information resources.

UC's [general education](#) curriculum guides students in the effective use of research and information resources. Courses designated with the Information Literacy general education competency teach students to recognize when information is needed and how to locate, evaluate, and effectively use the information. For example, learning outcomes for ENGL 1001 English Composition address evaluating resources, ethically incorporating resources into writing, and citing sources appropriately. This course is required by all degree programs at the University. Information Literacy outcomes are further developed and assessed in a multitude of courses across disciplines, e.g. Effective Public Speaking, Consumer Law, Educational Technology, Business Communication, Fundamentals of

Information Technology, and Mathematics of Management Science. Moreover, students can receive additional guidance from academic support labs regarding the effective use of research and information resources.

The UCBA Library offers [library instruction](#) for students. In these instructor-requested class sessions, library faculty teach research process concepts to help students develop and apply information literacy. Since fall 2015, more than 8,500 students have been reached by these sessions. Furthermore, each academic department has a librarian liaison who has expertise in acquiring and managing resources for the department.

[Mediated Minds](#) is a UCBA research conference created for UC students to present and receive feedback on their research work. The event provides students the opportunity to participate in a professional conference through individual oral presentations, poster presentations, panel discussions, and roundtable presentations/debates. The UCBA Undergraduate Research [Faculty Learning Community](#) supports faculty in designing and implementing undergraduate research projects appropriate for UCBA students.

Students' ethical use of information resources is discussed in Criterion 2E2, and further evidence of faculty-guided student research is presented in Criterion 3E2.

Sources

- 3B First-Year Experience Home Page
- 3D 3 INTRO1003 Syllabus Spring 2017
- 3D 4 15FS MLT1021 Syllabus
- 3D About Mediated Minds
- 3D Academic Support Labs
- 3D Accounting Tutoring Services
- 3D Admissions
- 3D Advising and Academic Services
- 3D Advising Portal
- 3D Allied Health Department
- 3D Art gallery website
- 3D Biology Dept Space and Equip
- 3D Blackboard Ally Overview
- 3D Blue Ash Library
- 3D Bursar
- 3D Canopy.pdf
- 3D Center for Pathways Advising and Student Success
- 3D Chemistry Equipment and Space
- 3D Chemistry_Transition-Paths
- 3D Counseling and Psychological Services
- 3D Counseling Services at UC Blue Ash
- 3D CPASv28152016
- 3D Dental Hygiene Technology
- 3D DH Space and Equipment
- 3D Diversity Scholars Mentor Packet Fall 15
- 3D EarlyAlert

- 3D Exhibition Catalogue UCBA Studio Faculty Art Exhibition
- 3D Experience-Based Learning and Career Education
- 3D Exploratory Studies
- 3D Faculty Learning Communities
- 3D Financial Literacy_ UCanManageIt
- 3D First Year Student Orientation
- 3D gen ed requirements
- 3D Handshake
- 3D HireUC
- 3D Hispanic Latino Enrollment and Events
- 3D Hispanic_Latino Affairs
- 3D Intl Orientation Agendas 15FS 16SS 16FS
- 3D Library Instruction Policy
- 3D LTC summary
- 3D LTC workshops and flcs
- 3D MCA Orientation Book 2016
- 3D Media Labs
- 3D MPCs Space and Equipment _physics IT Math lab
- 3D Multicultural Affairs at UC Blue Ash
- 3D Nursing Department
- 3D Nursing Lab Space and Equipment
- 3D OhioLink Homepage
- 3D Premier Leadership Positions
- 3D Quality Matters
- 3D Radiologic Technology
- 3D Registrar
- 3D SafeZoneFlyer
- 3D Starfish
- 3D Stu Leader SLDI Sample Curriculum
- 3D Stu Leader SOL SOC Ambassador Intern
- 3D Student Financial Aid
- 3D Student Life and Engagement
- 3D Success coaches summary and letter
- 3D Transfer Student Orientation
- 3D Transition Taskforce Recommendations
- 3D UC Blue Ash Accessibility Policies and Procedures
- 3D UC Blue Ash Accessibility Policies and Procedures.pdf
- 3D UC Blue Ash College Career Services
- 3D UC Blue Ash College Learning and Teaching Center University of Cincinnati
- 3D UC Blue Ash Foreign Language Lab
- 3D UC International
- 3D UCBA IT
- 3D UCBA LIBRARY HOME Services
- 3D UCBA Placement Testing
- 3D UCBA Science Learning Lab
- 3D UCBA William R Deane Mathematics Lab
- 3D Undergraduate Admissions UC Clifton
- 3D University OneStop website
- 3D Veterans Office Description and Services Snapshot

- 3D Veterans Student Visits
- 3D Veterinary Technology Department
- 3D Veterinary Technology Space and Equipment
- 3D Writing and Study Skills Center
- 3D_Advising Required
- 3D_Exploratory Advising
- 3D_Transition Advising
- 4A CCP website
- 4C Academic Action
- CYC UCBA Mentoring Partnership
- Exploratory Studies
- Surveys for Academic Outreach
- UC Blue Ash Major Mentor Program

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

3.E.1. *Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

In alignment with our [Guiding Statements](#), UCBA provides students with a variety of co-curricular program options. Co-curricular activities complement students' academic experiences and contribute to the comprehensive education UCBA offers. These opportunities develop leadership and problem-solving skills, expand students' global perspectives, and support their academic and professional success.

The UCBA Student Life and Engagement Office provides on-campus programming and recognizes and supports student organizations. This office regularly offers [events](#) for the entire UC Blue Ash community, such as involvement fairs, speakers, and personal development workshops.

UCBA [student organizations](#) include academic and career-oriented clubs, such as Biology, Chemistry, French, Pre-Pharmacy, and the association for Pre-Criminal Justice majors, Partners in Justice. Students have also established local chapters of national organizations including the American Institute of Graphic Arts, the Student Nurses' Association, Phi Theta Kappa Honor Society, and the Association of Student Educators. Student organizations are required to have a constitution and bylaws, and they must facilitate at least one activity per month.

The Multicultural Affairs Office organizes identity-based student groups including the Men of Color Collaborative, [Sister Circle](#), UCBA Alliance, and Latinos en accion. Additional examples of UCBA's commitment to diversity include:

- [WorldFest](#), an annual celebration of cultural diversity and inclusion that has included information sessions, food, games, guest speakers, the Peace Conference, and Women of the World Conference.
- Each February, the College celebrates [Black History Month](#) with multiple events including guest lectures and the African American Read-In, where UCBA faculty, staff, and students read aloud selected works from African American authors.
- Faith-based groups on campus include the Muslim Student Association and Collegiate Ministries.
- UCBA's [study abroad programs](#) provide students with global experiences that increase their

respect for diversity and cultural awareness. Over 200 students have participated in these programs, developed and led by UCBA faculty, to locations including Australia, Costa Rica, France, Germany, Great Britain, Quebec, and Peru.

The UCBA Office of Student Life and Engagement's [Leadership Development Program](#) (LDP) offers a sequence of opportunities to assist students in the intentional and positive development of leadership skills. Program offerings include:

- Student Leader & Professional Development Institute
- Student Orientation Leaders
- Student Orientation Coordinator
- Student Ambassadors
- Ambassador Intern

These student leaders welcome and facilitate sessions for incoming students and their families during Student Orientation, Convocation, and Open Houses, and they help lead College events and programs throughout the academic year.

[Major Mentors](#) serve as teaching assistants in MLTI 1021 Student Success Seminar, the first-year experience course for Exploratory Studies students. They assist first-year students in identifying a major, and help them to be successful in their first semester by providing peer advice and connecting them to campus offices and resources.

In summary, the College's diverse slate of co-curricular programming fortifies the experiences offered by our academic programs.

3.E.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.*

UCBA supports claims stated in its mission, vision, and core values that it offers enriching educational experiences. These experiences include clinicals and fieldwork, student research, service learning, and community engagement. A selection of opportunities is listed below.

- Clinicals, practicums, internships, and/or fieldwork are required for many of our degrees, including Dental Hygiene, Nursing, Radiologic Science, Medical Assisting, and Veterinary Technology.
- UCBA has offered optional paid or unpaid internship opportunities for students who are in liberal arts or business programs. During the past five years, only 5-15 students per year have taken advantage of this opportunity. In response to these low numbers and [2017 CCSSE survey](#) results that put us below the mean for similar colleges on career services/internships, UCBA is investing in hiring a staff internship coordinator to create more opportunities with local businesses, recruit students, work with academic departments to fit internships into curricula, and oversee the program administration.
- Undergraduate research projects engage students in the research process under the guidance of a faculty member. These experiences enrich students' education by providing a platform for learning outside of the classroom. Students also develop critical thinking and problem solving skills which are sought after by graduate and professional schools as well as employers. Some samples of student work are [here](#).
- [Mediated Minds](#) is a research conference hosted by UCBA for all UC undergraduate students to

showcase their research and creative works. Students deliver individual oral presentations, poster presentations, panel discussions, and roundtable presentations/debates during the conference.

- UCBA has a growing number of courses with a service learning component. UC defines service learning as a specially designed learning experience in which students combine reflection with structured participation in community-based projects to achieve specified learning outcomes as part of an academic course and/or program requirement. By participating in service learning, students gain a richer mastery of course content, enhance their sense of civic responsibility, and ultimately develop a more integrated approach to understanding the relationship between theory, practice, ideas, values, and community. For example, students in the [HIST/EVST 2023 Environmental Activism course](#) are required to complete a service learning project that includes work at a local environmental agency. Additional examples are provided in Criterion 1D.
- In order to increase the number of experiential and service learning options for students, faculty were offered [Experiential Mini Grants](#) to design and incorporate experiential learning activities into their courses. Examples of proposals that were funded in 2018 include:
 - Students in the Applied Graphic Communication Department's Branding and Identity course developed a brand redesign for Heartfelt Tidbits, a nonprofit organization that supports the resettlement of refugees in the Cincinnati area.
 - Social Work students received training from Stewards of Children to prevent, recognize, and react responsibly to child sexual abuse.
 - Education students participated in a community collaboration for emergency preparedness for individuals with autism.
 - Criminal Justice majors participated in an outreach project with inmates at the Warren County Correctional Facility.
- UCBA provides service to the community through a variety of educational outreach programs. These programs, such as [UC Smiles](#) and Stepladder to [STEM - STEAM](#), bring school children on campus where they participate in experiences that enhance their learning. In addition to the benefits gained by the children, college student volunteers gain valuable community service experience. These experiences are described in more detail in Criterion 1D.

Sources

- 1D Stepladder to STEAM
- 1D Stepladder to STEM UCNOW
- 1D UC Smiles website
- 3E Black History Month flyers
- 3E experiential learning mini grant
- 3E Guiding Statements-Mission-Vision-Core Values
- 3E History Dept. Service Learning
- 3E major mentors
- 3E mediated minds brochures
- 3E Sample Thursday Announcements
- 3E Sister Circle
- 3E Student Leadership Opportunities
- 3E Student Organizations
- 3E Summary Study Abroad
- 3E undergrad research examples

- 3E Worldfest2016_flyer
- 4B CCSSE 2017 report
- 5C Affinity Groups

3.S - Criterion 3 - Summary

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

Summary

UCBA's curricula are current, delivered consistently across modalities, and continuously reviewed to inform decisions regarding course and program revisions for currency and relevance. The College's review process examines trends in enrollment, retention, and completion rates; financial responsibilities; and assessment of student learning outcomes. Our general education program fosters students' self-directed learning in a complex and dynamic information environment. The core general education competencies (Critical Thinking, Effective Communication, Knowledge Integration, Social Responsibility, and Information Literacy) revolve around the collection and analysis of information, followed by the presentation and communication of findings. Academic programs require coursework addressing these competencies in the discipline, and college-level courses have student learning outcomes that address at least one of the five competencies. Diversity and inclusivity are embedded in the College's curriculum, general education program, hiring practices, and co-curricular activities. UCBA provides additional diversity education beyond general education requirements including study abroad programming that offers students global experiences. In the day-to-day work of the College, faculty and students are actively engaged in scholarly and creative activities that inform and contribute to meaningful learning experiences. The College faculty are highly qualified and consistently improve through widespread participation in faculty development offered at the College and University levels. In addition, the College has a wide range of established services and co-curricular activities to create opportunities to help students develop leadership and problem-solving skills, expand their global perspective, and engage in activities that support their academic and professional success.

Sources

There are no sources.

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

4.A.1. *The institution maintains a practice of regular program reviews.*

UCBA houses six programs that undergo periodic outside review by separate accrediting bodies, listed below in 4A5. The programs all currently have [approved status](#) or are in good standing.

All academic programs at the college, including those with no external accreditation, go through a review. In 2015, a subcommittee designed a new, comprehensive program review process. The process was approved by the Curriculum and Academic Affairs Committee and full faculty.

Program and/or discipline reviews follow a five-year cycle. See the attached [schedule](#). Information reviewed includes the following: student enrollment trends, persistence and completion rates in relation to the college, academic assessment process and results over time, critical milestones in student course completion, graduate satisfaction survey results, departmental awards, and faculty accomplishments in teaching, service, and scholarship. The department also considers budget, course

fill-rates, and overall financial responsibility. The department submits a [written self-review](#) to the college-level evaluation team. The evaluation team, consisting of the Dean, Associate Dean, and two Department Chairs from other units, reviews the information and completes a rubric. This rubric shows ratings on all of the areas of evaluation, summarizes strengths and areas for attention, and is discussed in a debriefing meeting with the review team and program faculty.

The [rubric results](#) from the first four semesters of collaborative review demonstrate how comprehensively the programs are examined. The College made some notable changes resulting from these program reviews, with a few examples listed below.

- Art & Visual Communication: The department purchased a new, specialized, color printer to meet the needs of students' project requirements.
- Communication: The department added a tenure-track faculty line to address scheduling bottlenecks and add elective options.
- English: The department added a tenure-track hire, approved for fall 2019, to address the high percentage of courses taught by adjunct instructors.
- Pre-Health Education: A faculty member created recruitment videos about the discipline and was provided a course release for additional time toward recruitment.
- Business Management Technology: The program is consolidating degree tracks with low enrollment.
- Radiologic Technology: The department refined its selective admission process to use holistic criteria in order to increase the diversity of the students in the program.

4.A.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.

The [University of Cincinnati's Credit Evaluation Center](#) evaluates credit from all regionally-accredited colleges and universities. Students, prospectively and currently enrolled, may compare course work from other institutions with UC's equivalent course using *Transferology*, a national database. Ohio's Department of Higher Education (ODHE) mandates that all general education courses be approved in the [Transfer Assurance Guidance System](#) (TAGS). The [Ohio Transfer Module](#) for general education also consists of TAG Courses and, therefore, is seamlessly accepted for transfer by any public university in Ohio. Similarly, [Career Technical Assurance Guide](#) courses allow vocational school credits to be transferred seamlessly to associate degree programs. Military Transfer Assurance Guidelines and the Defense Activity for Non-Traditional Education Support Program provide a mechanism for the transfer of credit earned through active duty. Since these transfer systems are rigorously examined and have agreed upon learning outcomes approved by faculty peers for the Department of Higher Education, UC accepts courses with these designations.

The University also accepts credit earned through CLEP and AP test results in compliance with ODHE. UC colleges individually determine the way in which transfer credit applies to graduation requirements in their specific programs. UC's Credit Evaluation Center provides a fair and consistent evaluation of credit (e.g. Prior Learning Assessment and International Baccalaureate) and includes a process for appealing the application of transfer credit.

4.A.3. The institution has policies to assure the quality of credit it accepts in transfer.

UC has policies that assure the quality of transfer credit. The institution accepts transfer credit from colleges and universities accredited by regional associations, credit consistent with state policies

governing the Ohio Transfer Module and Transfer Assurance Guides, and credit through programs such as AP, CLEP, and International Baccalaureate. Credits earned through College Credit Plus, Ohio's dual credit program, are counted as transfer credits because those courses are overseen by the offering accredited college.

4.A.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 dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*

Authority for the prerequisites of courses, rigor, and learning outcomes is maintained through our multi-step course and program approval process. Faculty propose new courses and course changes at the department level and complete an approval form that contains information about prerequisites and learning outcomes. New courses are evaluated and voted on by the department, the Curriculum and Academic Affairs Committee, and the full faculty. Degree programs and certificates go through the same [process](#) with an approval form that includes program outcomes and the curriculum, using templates. New programs and significant program changes have the additional step of going to the University's Academic Committee for approval. All curricular approvals and modifications are documented in our online repository, [eCurriculum](#). Course learning outcomes are communicated to students on course syllabi.

The College maintains authority over faculty qualifications. Teaching faculty at UCBA must have proven expertise in the relevant subject matter, per the [University Credentials Policy](#) and a College [policy](#) which provides further specifications for our technical programs. All faculty must have at least a master's degree with 18 hours of graduate-level credit in the area of instruction. Furthermore, department faculty comprise search committees for full-time faculty members, and the committee makes a recommendation to the Dean. For adjunct faculty, Academic Unit Heads control hiring with the input of department faculty. Refer to Criterion 3C for a detailed account of how the College ensures appropriate qualifications for faculty.

College-ready students in grades 7-12 can earn transcribed college credit through the [College Credit Plus \(CCP\) Program](#), which was established by the Ohio Department of Higher Education. UCBA CCP students take college classes on our campus taught by our own fully qualified, full-time and adjunct faculty. Over the last 3-4 years, we have served 120-160 CCP students per year.

Criteria 3C and 3D address teaching quality more thoroughly. Extensive college and university-level faculty development programming and funding support quality teaching. We hire faculty based on degree/credentials as well as evidence of high quality teaching. Throughout a faculty member's career, we ensure quality through the reappointment, promotion, and tenure process, required teaching evaluations, annual reviews with department heads, peer reviews, and peer mentoring.

4.A.5. *The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

At UCBA we have six programs with [outside accreditation](#); two of these are accredited by more than one agency. All of our programs are in "approved status" or "good standing."

- Applied Graphic Communication: [National Association of Schools of Design](#)
- Dental Hygiene: [Commission on Dental Accreditation](#)

- Medical Assisting: [Medical Assistants Endowment \(CRB-AAMAE\) and Commission on Accreditation of Allied Health Education Programs](#)
- Nursing RN Technology: [Accreditation Commission for Education in Nursing](#) and [Ohio Board of Nursing](#)
- Radiologic Technology: [Joint Review Committee on Education in Radiologic Technology](#)
- Veterinary Technology: [American Veterinary Medicine Association, Committee on Veterinary Technician Education and Activities](#)

4.A.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).

UCBA follows the progress of its graduates in a variety of ways.

Graduating Student Survey: Preparedness for Career

The Graduating Student Survey is sent to students during the semester they apply for graduation. The [results are linked](#) for the last four years.

One item in particular speaks to job preparedness, “UC Blue Ash contributed to my development in skills directly applicable to a job.” In years 2015 through 2018, the percentages indicating that respondents agree or strongly agree are 89%, 75%, 78% and 81%.

In years 2015-2018, 86%, 84%, 77%, and 79% of respondents reported that their jobs after graduation were directly or somewhat directly related to their program/major.

Some of the respondents (75-78 graduates per year) reported their salaries immediately following graduation. The medians were \$38,000, \$40,000, \$30,250, and \$35,000.

Transitioning to a Bachelor's Degree Program

Given the College's goal to facilitate students' transition to bachelor's degree programs, we evaluate the success of their transition experience.

The Graduating Student Survey indicates that the majority of students intend on completing a bachelor's degree. From 2015 to 2018 results show that 87%, 78%, 86%, and 84% of students agreed or strongly agreed that UC Blue Ash prepared them for future education.

Student performance at their destination college shows that students consistently perform well academically after they leave UCBA. Average GPAs of these student cohorts (ranging between 612 - 854 students) during their first year at the new college have been high. In the years 2015 through 2017, the GPAs were 3.02, 3.10, 3.08. UCBA students consistently perform as well or higher than those who began their degree program in the destination college.

The [2016 transition survey](#) addressed students' perceptions of their experience; 86% of students felt academically prepared to transition to the Clifton campus.

Alumni Survey

The UCBA Alumni Survey is typically sent 6-12 months after graduation. It asks students about their current primary status (e.g., working, continuing education, etc.), the extent to which UC Blue Ash contributed to their development in general education skills, their overall satisfaction with UCBA, and how the College can best serve alumni. ([2014-15](#), [2015-16](#), [2016-17](#))

	'14-'15 (n=54)	'15-'16 (n=41)	'16-'17 (n=113)
Employed Full-time	67%	55%	47%
Employed Part-time	7%	10%	11%
Continuing education	22%	29%	32%
Job after graduation is directly or somewhat directly related to major	84%	78%	73%
Agree or strongly agree that UCBA contributed to skills applicable to a job	79%	73%	76%
Agree or strongly agree that UCBA prepared me for further education	81%	80%	76%

Career Program Surveys

Several of our career programs seek out more specific information than our Graduate Student Survey. For example, in the Veterinary Technology Program, in 2013-2017, 100% of responding graduates were employed in the field, and [this survey](#) provides more detail, including salaries.

The Nursing program [surveyed graduates](#) and employers from 2015-2017; 95% of student respondents reported working as a RN and 96% reported their preparation as “sufficient.” Employers rated students’ skill on nine competencies. On all nine, over 83% of employers were “very satisfied” or “satisfied” with student performance. No one selected “not satisfied” to describe any of the students’ skills.

The Radiologic Technology program's [most recent survey](#) indicated that 100% of respondents agreed or strongly agreed that they were prepared for careers in their field.

The Dental Hygiene Department [surveyed employers](#) in 2014 on 18 competencies of dental hygienists. Employers indicated that the majority of graduates met expectations.

In sum, the College faculty and staff take responsibility for our programs and regularly evaluate their effectiveness. We receive information informally through our advisory boards (described in 1D), as well as through Graduating Student Surveys, Alumni Surveys, and student performance in transition programs. These results show that the College is achieving its mission of helping students succeed “academically, personally, and professionally.”

Sources

- 4A OTM Policy and Requirements
- 4A 2016 Transition survey results
- 4A Accreditation letters all
- 4A Allied Health MA Accreditation Letter Sept 2015
- 4A Allied Health- Rad Tech Accreditation
- 4A Alumni Survey Class of 2014-15 sent 2017-07
- 4A Alumni Survey Class of 2015-16 sent 2017-07
- 4A Alumni Survey Class of 2016-17 sent 2017-11
- 4A Career-Technical Assurance Guide (CTAG) Descriptions
- 4A CCP website
- 4A Curriculum Committee example course and program changes
- 4A Dental Hygiene grad survey 2014
- 4A eCurriculum workflow for DHT 2018
- 4A Grad Svy results 1415 thru 1718
- 4A NASAD Commission on Accreditation
- 4A Nursing Accreditation
- 4A Nursing grad survey 15_16_17
- 4A OBN Status Letter 3 20 2015
- 4A PLA for transfer students at UC
- 4A program review department self-review
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- 4A Rad Tech graduate survey 2017
- 4A TAG Background _ Ohio Higher Ed
- 4A UC Policy on instructor_faculty_credentials
- 4A UCBA Faculty Credentials
- 4A Vet Tech grad surveys 13 through 17
- 4A Vet Tech report and accreditation letter
- 4A Vet Tech ROE 2015 accreditation letter
- 5D accredited programs.pdf
- DH CODA 2015 Letter

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

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

UC Blue Ash College ensures we are living up to our mission of providing an excellent and accessible education by regularly assessing what we do in our classrooms, programs, student services, and co-curricular activities. Our [vision](#) indicates that we will be a recognized leader in providing exceptional teaching, and achieving that requires attention to and expertise in assessment at all levels.

Stated Goals at the Course Level

Every course syllabus lists the course learning outcomes. All sections of a course across the University contain the [same learning outcomes](#), regardless of format (i.e., online, hybrid, or face-to-face). Learning outcomes are also presented to UCBA students in the end-of-term [teaching evaluation form](#) so that they may rate their performance on each of the five outcomes listed. Faculty can then use these results to inform their teaching and course content. Course information, including learning outcomes, is housed in the [eCurriculum 2.0](#) repository that tracks updates to outcomes, and coordinates approvals at the department level and across colleges at the University.

Stated Goals at the Program Level

All academic degree programs have learning outcomes determined by the faculty consisting of program-specific outcomes, and program appropriate general education outcomes. The general education outcomes are a degree-level reflection of the University's [Undergraduate Baccalaureate Competencies](#):

- Critical Thinking
- Knowledge Integration
- Effective Communication
- Social Responsibility
- Information Literacy

During our conversion from quarters to semesters in 2011-2012, all departments [mapped their curricula](#), ensuring that courses had appropriate learning outcomes and that courses were assessed to match their placement in the program. The plans, including program outcomes, were created by department faculty and then approved through an iterative process via the University's Academic Committee. The outcomes are housed and updated in the [eCurriculum 2.0](#) system and are reviewed regularly.

Effective Processes

The College Academic Assessment Committee (AAC) [[minutes 16-17](#), [17-18](#)] has representation from each academic department and is part of the overall college governance structure with a liaison from the Executive Committee. Ex officio members include the English Composition Coordinator, Learning and Teaching Center Co-Director, Institutional Research Director, and the Associate Dean of Academic Affairs [[bylaws](#)].

Programs. All academic programs, both career-oriented and transition, create an assessment plan in order to assess their program outcomes annually. The departmental AAC representative coordinates the assessment with instructors responsible for parts of the plan. The representative works with department members to write up a report describing results. Departments meet regularly to discuss results and needed improvements, and the results of the discussion are added to the report. Additionally, results are shared across departments within the AAC and are accessible to the College through SharePoint (See 4B3).

General Education. The AAC also oversees the assessment of general education. Writing, part of the Effective Communication competency, is assessed yearly through a robust process whereby a random sample of 100 portfolios from first-year composition students are evaluated by a team of English faculty. They use a rubric based on the Council of [Writing Program Administrator's Outcomes Statement](#). The [results](#) are discussed in depth in the department and shared with the College's AAC.

To assess general education courses, departmental AAC representatives work with faculty teaching the courses to collect data and discuss results within the department and the AAC. These [linked examples](#) of general education assessment illustrate how departments have the freedom to design assessment. Data comes from a variety of measures of student performance; faculty use rubrics on projects, portfolios, or clinical performance. Results may also include case studies or standardized tests.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

The culture of assessment extends beyond the academic course and program assessments performed by faculty within their departments at UCBA. From surveys about the effectiveness of Advising and Student Life & Engagement to the data collected in the CCSSE survey administered semi-annually, the programming at UCBA is developed and delivered from a data-driven decisions model.

Curricular Assessment

The UCBA AAC collects annual assessment reports in October of each year for programs and general education. This timing allows departments to collect artifacts throughout fall and spring semesters, to compile data from the collected artifacts, and to host a departmental meeting to discuss

the results and potential improvements or changes. A [collection of department meeting minutes](#) illustrate some of these changes, and others are noted below.

Assessment results are stored on SharePoint and are available for all faculty and staff. Note this [example from Chemistry](#) that illustrates all of the elements that AAC representatives address in their reports. All program assessment plans have the following components.

- Overview of the Program
- Listing of Program Learning Outcomes
- Program Curriculum Map
- Discussion of Assessment Methods and Measures
- Explanation of Assessment Infrastructure
- Data Collection Reporting
- Annual Use of Findings

General Education Assessment results can appear on separate reports or be combined with program reports, for example if learning outcomes are shared across program and general education assessment. These reports are housed in SharePoint and shared at AAC meetings.

Additionally, the Math and English Departments assess the effectiveness of developmental education—the courses students take if they do not meet college readiness standards for math and English. These departments collect data about students who completed these courses successfully and their completion rates in subsequent, college-level courses. The [yearly report](#) outlines strategies to improve student success.

The CCSSE was administered in [2008](#), [2010](#), [2013](#), and [2017](#), and allowed the College to compare its performance to open-access, primarily two-year institutions. The results have been discussed in administrative team meetings, with department chairs, in Strategic Planning Committee meetings, shared with the entire College at convocation, and publicly on the College Institutional Research web page.

Co-curricular Assessment

Advising. UCBA has stated [learning outcomes for academic advising](#). These skills are outlined on the website and communicated with students in orientation and advising meetings. This office assesses their practices with [annual surveys](#) specifically about advising, results of graduate surveys, and by examining CCSSE results. The transformation of our advising office occurred in 2011 as a result of CCSSE/SENSE results that showed that advising was not meeting expectations and was not prepared for the demands of the upcoming semester calendar conversion. Since then, our own survey results, as well as CCSSE results, indicate substantial improvement and that advising is now a strength of the College.

College Program for Academic Success (CPAS). This program is assessed regularly in CPAS Committee meetings with faculty and administrators who examine student performance data after each semester and yearly at a symposium. This is described in more detail in 4C. Additionally, we hold focus groups about students' experiences in the program. We have made changes from this feedback, specifically reducing workshop requirements and allowing more student choice in the number of required advisor meetings.

Honors Program. The UCBA Honors program began in fall 2017, and its first cohort will be

completing programming in spring 2019. Our assessment plan for this program involves examining work products in the students' required ePortfolios. The [portfolio rubric](#) includes ratings on different elements of the program. The Honors Committee regularly discusses improvements and changes to the program.

Student Life & Engagement.

- **Orientation.** UCBA requires an in-person orientation for first-year students and an online or in-person orientation option for transfer students. Learning outcomes for orientation are communicated on the website and in documents to students both before and during orientation. [Assessment](#) of student learning outcomes and satisfaction feedback is collected at the end of the program and has impacted programmatic changes including the addition of major verification, more robust financial and billing programs, and inclusion of peer-to-peer programs. Student success data (i.e., course completion percentage, grades, and course registration) are tracked in comparison to orientation attendance. As a result of this data, confirmation, placement testing, and orientation registration deadlines were [changed in 2012](#) to encourage students to register earlier.
- **Student leadership programming.** Students participate in a rigorous selection process to serve as Student Orientation Leaders which then opens the opportunity to apply for more progressive leadership roles, including the Student Ambassador program. Student leaders complete virtual or in-person assessments four times; they rate their self-perception of progress in leadership qualities showing an increase from one position to the next. [Their feedback](#) supported the addition of the Student Orientation Coordinator and Ambassador Intern positions. Also, student ambassadors now track their in- and out-of-classroom experiences through weekly ePortfolio updates. The Student Leader and Professional Development Institute and annual Leadership Retreat provide all students an opportunity to develop their leadership strengths and create professional portfolios in preparation for these and other positions.
- **Student activities.** The Student Life & Engagement Office facilitates campus-wide events and supports events sponsored by student-organizations throughout the academic year. As a result of [faculty, staff](#), and [student input](#) from survey results, Student Life & Engagement has increased the student voice in developing and facilitating campus events and continues to recognize the need to offer a diverse array of programming topics and formats.

Academic Support Centers.

- The **Math Lab** examines TutorTrac data for information about course, date, time, and reason of visit in order to assess how successfully they are meeting student needs. Mid-semester [surveys](#) assess student learning as well as operational factors in the lab. The results are discussed at staff meetings, with the faculty Math Lab director, and with the department.
- The **Science Learning Lab** examines student performance and gathers input to assess its effectiveness. In addition to examining TutorTrac data, the Lab [surveys](#) students on its services. The results are discussed in Chemistry and Biological Sciences Department meetings.
- The **Writing and Study Skills Center (WSSC)** relies on a variety of assessments. In

addition to TutorTrac for usage data which helps to inform staffing needs, all students who visit the WSSC are emailed a [survey](#) to determine expectations and satisfaction. In spring 2016, an English and Communication Department task force assessed the management structure of the WSSC, and changes were made following this review. The faculty director participates in monthly meetings with the unit head and other coordinators in the department and also makes monthly reports to the department.

Library Programming. The UCBA Library has developed a curriculum to address the required information literacy element of First Year Experience (FYE) courses. The library assessed its information literacy curriculum with [student and faculty surveys](#) specifically about research assignment goals, expectations for library instruction, knowledge about library resources, and research assistance. In addition, the assessment included analysis of library teaching plans. Informed by the survey results and library faculty analysis, the curriculum was redesigned in 2016-2017 as FYE Library Instruction Curriculum Bundles that better address the varied levels of research assignments in FYE courses.

Accessibility Resources (formerly Disabilities Services). This office assesses its practices with annual surveys to students and faculty and tracks accommodation usage through the student information system. [Survey results](#) indicate student and faculty satisfaction.

4.B.3. The institution uses the information gained from assessment to improve student learning.

The faculty at UCBA engage regularly in departmental discussions of assessment data to determine how to meet students' needs in programs, both career-oriented and transfer, as well as in general education. Data and analysis are described in every program's annual assessment report. All of the reports can be found on the UCBA SharePoint site, with examples [linked here](#). The following are just a few examples of how departments used course and program results.

- Art and Visual Communication assessment data revealed the need for improvements to their studio space and the need to create student learning communities.
- Electronic Media Communications used the assessment data collected over two years to make changes to their first year portfolio and courses. In Media Design Foundation I & II, to better support students outside the classroom, assignments were revised for clarity and for alignment to the outcomes and expected levels of achievement.
- Radiation Science faculty reviewed their programmatic assessments for their distance learning program and determined that their admissions criteria should be revised. Additionally, the faculty renamed courses to better align with the course content, and, thus, student expectations of the course.
- Business and Economics identified a need for student support in Financial and Managerial Accounting and hired a tutor.
- Chemistry determined that additional in-class practice exercises would be useful for their students in CHEM 1030. Additionally, in CHEM 2040L, faculty made changes to lead students through the analysis of a model lab experiment more carefully and concretely. They also added a discussion of the experiment to compare weaker and stronger conclusions, thereby helping students interpret data from the experiment.
- The Nursing Department made changes to their curriculum to reflect concept-based teaching. Additionally, the department adopted Pearson's MyNursingLab program, which provides additional tools to incorporate cultural, ethnic, and socially diverse concepts into nursing courses.

- After reviewing assessment data, Veterinary Technology revised their digital content to support student learning.
- The English and Communication Department used results from writing assessment to make changes to help students better integrate sources in their writing. Subsequently, assessment has shown that this student writing trait has improved over the last few years.
- Over the years, CCSSE surveys have resulted in important changes at the College. The 2010 survey results contributed to the decision to add staff advisors and create an Academic Advising office. The 2013 survey results led to the reorganization of our One Stop registration office and creation of new University Service Provider positions. The decision to create a staff position more directly responsible for coordinating internships was in partially in response to the 2017 results.
- Some of the main improvements to the Writing and Study Skills Center, as a result of their assessment and discussions include a more formalized process for student reflection, an English Conversation Group for ESL support, a move toward a more holistic approach to tutoring, and a new management structure.

4.B.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.

UCBA has a long-standing history of developing and fostering a culture of assessment. Faculty and staff at all levels participate in assessment for the continuous improvement of the College and of student learning. In monthly AAC meetings, assessment news, processes, ideas, and data reports are shared. One of the roles of the committee members is to educate new faculty about our assessment process.

Broadly, our faculty has significant expertise in the area of assessment. Given the involvement of so many of the College's faculty in the scholarship of teaching and learning, measuring student performance is an important and well-integrated part of what we do. The College's Learning & Teaching Center regularly offers workshops related to assessment. Recently, the College AAC has also worked to secure grant funding for professional development for travel to attend assessment conferences. They also host assessment workshops and poster forums. UCBA faculty regularly seek out [professional development related to assessment](#). Our faculty publish on the topic, and one faculty member at UCBA leads an HLC Development Institute on assessment and has used this expertise to improve assessment through the AAC at the College.

We integrate academic assessment into decision making. Academic assessment reveals issues that are brought to our faculty governance committees to inform curricular and policy changes. Assessment results over five years are a major part of the Program Review Process (discussed in more detail in 4A). The [Assessment Newsletter](#), distributed to our College community, reviews our processes and highlights results.

In addition to College-level expertise and resources, academic assessment is also supported at the University level. The University's Center for Enhancement of Teaching & Learning, in partnership with the Academic Committee and Institutional Research, provides [online tools](#), workshops, and consultations to guide in the collection, analysis, and refinement of student learning measures and data. During our semester calendar conversion and curricular revision in 2012, the University sponsored a number of intensive workshops about course design, curricular mapping, and designing assessments. UCBA faculty are frequent leaders and regular participants of the University-wide, ongoing programming around assessment.

Sources

- 4B AAC gen ed reports 16_17
- 4B AAC minutes 16_17
- 4B AAC minutes 17_18
- 4B AAC minutes Gen Ed discussion examples
- 4B AAC Newsletters
- 4B AAC Prof Development
- 4B Access Res surveys s17
- 4B Advising Outcomes and Expectations
- 4B Advising surveys
- 4B Assessment of Writing 2013 to 2017
- 4B BMT example s17
- 4B By-Laws for AAC 2013
- 4B CCSSE 2017 report
- 4B CCSSE results 2008_2010_2013
- 4B CETL assessment resources website
- 4B Chemistry assessment plan
- 4B Dept minutes use of findings
- 4B Developmental education assessments 2013_2018
- 4B Developmental math and English report 2016_2017
- 4B ECON example s17
- 4B eCurriculum Program Learning Outcomes Applied Graphic Communication
- 4B eCurriculum SLOs MATH 1021
- 4B F2F and online syllabi.pdf
- 4B General Education (GenEd) Core Competencies
- 4B General Education assessment plan _2 examples
- 4B Guiding Statements-Mission-Vision-Core Values
- 4B Honor Learning Outcomes and Portfolio Rubric
- 4B Leadership programs summary and assessment
- 4B Library surveys example
- 4B Math lab survey results s18
- 4B Orientation assessment
- 4B Orientation date changes
- 4B Program assessment reports _2 examples
- 4B Program Maps _outcomes and courses
- 4B Science lab survey results s18
- 4B SPTL examples with SLOs
- 4B Student Affairs Surveys
- 4B Student Life Surveys
- 4B WPA writing rubric
- 4B WSSC survey s17

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

4.C.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.

The mission of UC Blue Ash College is to provide an excellent and accessible education for our diverse student body, and to that end, we regularly examine our progress on key metrics and invest in improving student success.

In our 2014 Quality Initiative, we [proposed](#) goals that were five percent higher than previous rates for persistence, retention, transition, and graduation. We have proposed improvements that are in line with our student-centered, open-access mission. Our QI goals were focused on first-time, full-time students. In addition, we examine the success metrics for our part-time and transfer students in yearly meetings and in program reviews. We set ambitious targets, particularly given the demographics of our school; around 50% of our students are Pell-eligible, and many require developmental education (roughly 40% English, 65% math). The [Quality Initiative Report](#) describes our efforts toward this goal, our challenges, and our ongoing commitment to improving student success.

UCBA's performance is similar to other open-access regional colleges in Ohio. Using the latest available Ohio Department of Higher Education (ODHE) data (14FS to 15FS), the average first-time full-time retention for state [public regional 2-year colleges](#) was 61%. UCBA's fall to spring persistence rates for first-time, full-time students for the last few years have been 77, 76, 73, and 70% and our fall-to-fall retention rates have been 64, 61, 62, and 56%.

ODHE required all state universities to submit a plan that described progress on retention and graduation. The University of Cincinnati Complete College Ohio Plans for [2014](#), [2016](#), and [2018](#) included goals relevant to UC Blue Ash College. The governance/decision-making structure of the University (e.g., administration, committees, faculty senate) fully vetted these documents, and the

Board of Trustees approved them. The following two goals are most relevant to UCBA: raise the retention rate to 70% for associate degree students and raise the graduation rate to 50%. These target goals for the associate degree retention and completion rates align with the University's goals for baccalaureate retention and graduation.

At the University level, the success metrics are managed through the Strategic Enrollment Management (SEM) structure and assessed annually. SEM, with UCBA representation, works through standing committees and ad hoc task forces to focus on specific population needs such as transfer/transition, first generation, and underrepresented students. For example in 2016-2017, the University's [Transition Task Force](#) examined data about students transitioning from the regional colleges in detail and created a number of recommendations. An important result was the creation of the [Center for Pathways Advising and Student Success](#). The Center, located on the Clifton campus, offers student orientation, advising, and support for transfer and transition students.

The College's most [recent strategic plan](#) adopted a goal of increasing our fall to spring persistence to 81%, our fall to fall retention to 70%, and our 3-year graduation rates in career programs to 34% and transition programs to 50%.

4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Program retention, persistence, and completion are compared to the overall college rates as part of our program review process, described in detail in 4A. A [rubric](#) evaluates programs on these rates, and departments are asked to reflect on strengths and improvements needed after reviewing this data.

Six of our programs are [accredited by external agencies](#), as described in 4A. These accreditation agencies require reports of retention, persistence, and completion rates.

Yearly, we give a [Graduating Student Survey](#) that contains questions about general education, programs, and career next steps. The results are analyzed during the program review and also examined holistically by the administrative team, academic unit heads, and Academic Assessment Committee.

The census, retention, and completion data for the previous academic year's cohort of students are reviewed annually at administrative team meetings, academic unit head meetings, and the all-faculty and staff convocation. Additionally, in these groups, we review the [number](#) and [academic performance](#) of students who transition to baccalaureate programs in the University.

The First Year Experience Committee reviews results of students completing first year experience courses and [surveys](#) students and instructors about elements of these courses. FYE courses are an important part of our retention strategies and a touchstone in our general education program.

The College Program for Academic Success (CPAS) Committee [meets regularly](#) to review [retention results](#), [advisor feedback](#), and [student focus group](#) results in order to inform program [content](#) and policy decisions.

At the University level, the Office of Institutional Research analyzes retention, persistence, and completion data on an annual basis. Institutional-level data are published on the University's website, in accordance with the federal Student Right-to-Know Act. Program-level retention and graduation

rates are available on the University's [Tableau server website](#) for internal users. The internal versions of the data also include filters for variables such as first-generation and Pell eligibility status. Degree completions are compiled and reported to the ODHE as well as to IPEDS. Completions are an important part of the State Share of Instruction formula for distribution of funding from the state of Ohio.

4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

At the University level, several initiatives were undertaken to address Complete College Ohio goals.

- The College student to academic advisor ratios were decreased to meet the University expectation of 300 students per advisor in fall 2017. UCBA added an additional advisor in fall 2017 to align the College with this goal.
- The University created the Center for Pathways Advising and Student Success in fall 2017 to address the orientation and advising needs of transfer, transition, and non-matriculated students.
- As a result of the work of the Transition Task Force, a transition app was created that contains a number of resources for students moving from the regionals to the uptown campus.
- In 2015-2016, the faculty senate passed a resolution that all faculty should report early-term grades to students before the official withdrawal deadline so that students could make an informed decision.

In addition to these initiatives, at the College level, we are addressing our persistence and completion rates on a number of fronts. In our academic programs, we make improvements to affect retention, persistence, and completion based on course and program academic assessment (see 4B), external accreditation self-studies, and also program review (see 4A). A few examples of how our programs have responded to an examination of this data include the following.

- The [College Program for Academic Success \(CPAS\)](#) resulted from an intensive analysis of predictors of student success as part of our Quality Initiative. This program provides intensive support and performance requirements for our least prepared students. High school GPA was determined to be the best predictor of students' college performance. Students earning less than a 2.0 HS GPA were unlikely to finish their first year of college successfully. In CPAS, a conditional admission program, students sign a contract, meet with an advisor, complete progress reports, attend workshops, have a specified schedule, and must achieve a minimum first semester GPA in order to be fully admitted into their programs. A 2018 [symposium](#) outlined the adjustments to the program over the last three years. CPAS is a significant example of how the College uses data to make policy and program decisions.
- Since 2010, the University has had various iterations of an academic early alert system. In fall 2015, UC implemented a full-scale [Early Alert program using Starfish](#) which is integrated with our LMS. Faculty flag students for attendance concerns/online participation, assignments/homework concerns, low quiz/test scores, or being in danger of failing. The progress surveys sent to faculty request that they provide this feedback to students in the first, sixth, and ninth weeks of the term. Students immediately receive an email with a note about this concern, instructions about using resources, and encouragement to work with the instructor. If a student has multiple alerts, he or she is contacted by an advisor to check in about what help could be needed. Faculty can also send kudos to acknowledge student success. This system is widely used. In 2017-2018, 73% of faculty participated in Early

Alert, generating over 17,000 messages to students (flags and kudos). [Survey](#) responses about Early Alert indicate that faculty and students found the system to be helpful.

- The University threshold for alerting students to poor academic progress (Academic Probation) is a GPA under 2.0 with at least 30 credit hours earned. By this time, our students may have already jeopardized their financial aid. In order to intervene earlier, we created an Academic Alert status for students with fewer than 30 credit hours and a GPA under 2.0. In a typical semester, approximately 400 students are on Academic Probation or Alert. The College created Academic Action Outreach to support these students. They receive monthly reminders of their status, success tips, encouragement, referrals to support resources, and an academic progress survey. In this survey, students reflect on their ongoing progress. [[Academic Action policies and survey results](#)] The College added a part-time staff member to follow up with students on Academic Alert status. This outreach has been refined each year based on response rates and student performance data.
- In summer 2017, 40 incoming students signed up for the three week-long math, writing, reading, and success skills [summer bridge](#) program. Students did improve in their placement test scores. Of the 21 attendees, 16 improved a course level in their placement tests. Nonetheless, disappointing fall semester results from this cohort led us to suspend the program in summer 2018, pending further exploration of models.
- State and national organizations focusing on retention advocate for students to take full-time course loads because this predicts degree completion. UCBA data confirms this trend, and it holds up even for Pell-eligible students. The College's advising office now advocates for students to take a full-time course load, unless there are strong outside circumstances preventing it (e.g., caregiving, full-time employment). The 15-to-Finish initiative has been integrated into orientation, one-on-one advising meetings, and messaging to students and parents. Our [initial data](#) suggest that this practice is promising and will be continued.
- **Mentoring efforts**

Diversity Scholars. Due to a trend of lower retention and completion rates for our students from underrepresented groups, the College started a diversity scholars mentoring program that ran for three academic years. In the last year, with waning participation, this model changed into a workshop series on student success topics and the development of identity-based student support groups (Sister Circle, Men of Color Collaborative, UCBA Alliance, and Latinos en accion).

Major Mentors. Major mentors are teaching assistants who serve in our Exploratory Studies' Student Success Seminar assisting students with major selection, SMART goals, personality inventories, campus resources, and time management skills. Mentors are prepared for their role with a summer week-long training and a trip to a national mentoring conference. [End-of-term surveys](#) reveal that students rate these peer mentors as helpful and effective.

CYC Mentoring. UCBA partnered with the Cincinnati Youth Collaborative (CYC), a nonprofit that places mentors in K-12 public schools throughout the city, to pilot a [mentoring program](#) at the College. In 2017-2018, 86 students were paired with 57 volunteer mentors consisting of staff, faculty, alumni, and community members. Mentee performance data indicated improvement compared to a control group. For the current

academic year, the College and CYC expanded this program to serve 135 students and modified the mentoring handbook, curriculum, and mentor training in response to feedback.

Success Coaches. The College has various models for coaching students on academic success. This new program serves nearly 300 students. Success coaches build relationships by meeting regularly, monitoring academic progress, and referring students to academic support resources. Success coaches are provided through our partnerships with CYC and the national nonprofit, College Possible. Additional staffing is provided by the University's TRIO grant and the Cincinnati Pride grant initiative, a gap-filling program for Pell-eligible students from Cincinnati Public Schools. The College assigns caseloads, supervises the staff, and connects coaches to our other College resources.

4.C.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.)

The University of Cincinnati uses IPEDS definitions to identify the cohort tracked for retention and graduation rates. This cohort includes all first-time, full-time associate and baccalaureate degree-seeking students. The Office of Enrollment Management examines student records and uses a National Student Clearinghouse audit to ensure that the graduation rate cohort is comprised of first-time students.

The College's retention and persistence statistics are collected from the traditional IPEDS definition for first-time, full-time students. In addition, we regularly examine success rates of part-time and transfer students, and disaggregate our data by a number of demographic factors. These data are found on the [UCBA IR](#) Tableau dashboards.

At UCBA, the high percentage of students needing developmental coursework makes the 3-year IPEDS graduation time frame an incomplete indicator of student success. Thus, we also examine [graduation rates between 3 to 6 years out](#). As the time frame extends, we see substantial increases, for example in the spring 2017 semester, graduation rates doubled.

UCBA's reverse transfer process is born out of the [Credit When It's Due](#) initiative from the state of Ohio. Many students in Ohio complete the requirements for an associate degree on their way to a bachelor's degree without ever being awarded the associate degree. Similarly, many UCBA students transition to uptown campus prior to associate degree completion. As a student continues taking baccalaureate degree coursework, reverse transfer allows the associate degree to be awarded when degree requirements are completed. Eligible students are awarded the degree, and they are given the opportunity to order a diploma. This has resulted in a dramatic increase in our graduation rates. The reverse transfer degrees awarded from 2014 to 2017 were 198, 389, and 502.

Finally, both the College and University Offices of Institutional Research make data available to the College for decision making. Academic unit heads receive detailed section-by-section information about grades/course completion that can be sorted by course modality (face-to-face, hybrid, online). Additionally, the IR offices populate a [website](#) that lists Tableau dashboards for enrollment trends, degrees and transitions, demographics, persistence and completion, graduation rates, recent survey results (e.g., Graduating Student Surveys, CCSSE), and course enrollment information.

Sources

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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 mission of UCBA is to provide an excellent and accessible education for our diverse student body, and to that end, we regularly examine our progress on key metrics and invest in improving student success. We have a long-standing culture of assessment bolstered by faculty's strong commitment to the Scholarship of Teaching and Learning. The College collects and assesses data regarding student enrollment trends, persistence and completion rates in relation to the college, and graduating student experiences. We have solid processes for academic assessment, program review, and co-curricular assessment. Faculty and staff regularly participate in professional development related to best practices in assessment. The College has a culture of continuous improvement, making informed changes based on data. UCBA invests in these evaluation efforts to achieve its mission of helping students succeed “academically, personally, and professionally.”

Sources

There are no sources.

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

5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure to support its operations wherever and however programs are delivered.

Fiscal Resources

UC Blue Ash College (UCBA) operates on a [budget](#) of approximately \$40 million, of which approximately \$37 million is from general funds. Despite tuition freezes for 5 of the last 6 years, the College has operated with positive net income. The net income at year's end is transferred into reserves to contribute to building projects such as Progress Hall and the Muntz Hall renovation now underway. Progress Hall was completed in summer of 2017 using entirely local funding from these reserves. Tuition and fees make up 72% of our revenue, with state subsidies contributing 28%. State capital funds are awarded through the University system's priorities for building projects.

The College also has sufficient local [\(non-general\) funds](#) (totaling \$9.2M for 2018) for restricted use for purposes such as student scholarships. Other designated funds have been set up by various departments at the College, as well as a property, plant, and equipment reserve.

UCBA is a regional college of a top 30, Research 1 institution which has extensive infrastructural resources—fiscal, HR, physical, and technological. The College utilizes many UC systems such as UC Flex/SAP, software licenses, PeopleSoft, Slate admissions software, Success Factors, 25 Live for

room scheduling, Catalyst student information system, Blackboard, and UC Foundation systems. The College pays the University administration a monthly overhead charge for the use of these systems, as a proportional share to the core business units based on the previous year's expenses. For fiscal year 2017, the [overhead](#) paid to the University was \$2.7 million with another \$562,000 allocated to the Provost's initiative fees.

UCBA's CFI scores have consistently rated 'Above the Zone,' ranging from 3.30 to 7.46 most recently.

Fiscal Year	Total Core Revenue	Total Core Expenditures
2010-11	\$39,851,886	\$39,629,939
2011-12	\$40,786,405	\$38,423,007
2012-13	\$48,249,244	\$40,943,467
2013-14	\$43,179,137	\$43,980,041
2014-15	\$42,888,931	\$42,214,109
2015-16	\$42,297,756	\$41,033,472
2016-17	\$45,427,999	\$42,086,174

Source: IPEDS Finance Survey

Human Resources

In fiscal year 2018, UCBA employed 657 individuals in the following categories: 382 faculty, 104 staff, and 171 student workers. These numbers have been consistent over the last few years. The average breakdown of faculty over the last 6 years has been 174 full-time faculty and 239 part-time faculty.

UCBA prides itself on the high quality of its faculty and staff. The majority of our faculty hold terminal degrees in their fields. All faculty follow the University's [credentials policy](#). Faculty are active in the scholarship of teaching and learning, as well as active in their fields of study. Furthermore, faculty have been recognized nationally and internationally as presidents of national organizations, Fulbright Scholars, and a Nobel Institute Fellow. Our staff are also appropriately credentialed and highly regarded, as evidenced in their resumes, with many serving on high-level University committees. Most of the staff advisors and the Office of Student Life and Engagement staff hold master's degrees, our business office staff are CPAs or hold MBAs, and our academic support lab staff are also appropriately credentialed. We are also proud of our Staff Representative Council (SRC), which provides [professional development](#), community involvement, and social engagement.

UCBA has its own HR Manager who works with the UC Provost's and HR offices. We created an

improved staff performance review process and template in 2011 and have built [mission-centric criteria into reviews](#). The College manages most HR and faculty administration functions locally (e.g., stipends for coordinator/director roles, travel for staff), rather than maintaining them at the University level.

Physical Resources

UCBA consists of 132 acres with eight buildings. There are approximately 321,000 square feet of [building space](#) on the campus. Our College has a comprehensive twenty-year [Building Master Plan](#), approved in 2010. The College has been renovating spaces and constructing buildings since 2010 to accommodate growing enrollment and improve existing space. The Muntz Hall student commons areas have been totally renovated within the last five years providing an updated library, with not only print collections but quiet zone study spaces and rooms. Renovations also included new food service and dining areas connected to a park-like outdoor social and study space.

UCBA commissioned its newest building in 2017, Progress Hall (16,800 square feet). A [major renovation](#) is currently underway in our oldest building, Muntz Hall. The project is staged in phases, with phase one of six completed and phase two currently underway. The renovations rely on state capital funding which is allocated through the University. Phases three and four are estimated to cost a total of \$13 million, with UCBA contributing \$2 million in local funds to the project. The College already has this amount budgeted in its current local fund reserves.

In addition to funding these major renovations, as part of our operating budget, we allocate funds annually for general maintenance of the building, grounds, parking lots, and campus space updates (e.g., furniture, paint, carpet). UCBA also allocates a portion of the annual facilities budget to replace/upgrade systems for continued improvements in energy efficiency and sustainability.

Technological Infrastructure

Our College has a [Technology Plan](#) for the next three years. Unanimously approved by faculty and staff, this document moves the College forward in several ways. The plan addresses IT resources, uniform design of classroom technology, a laptop initiative for students, improvements to our wireless infrastructure, and strategic investments in personal computing devices. UCBA faculty, staff, and students are supported both by our College IT Department, as well as by a shared service agreement for University-wide services. Much of our technological infrastructure is purchased and implemented by the University. Examples include our LMS: Blackboard, our PeopleSoft SIS: Catalyst, CaRT for retrieving and analyzing student data, ERP/Flex and SuccessFactors for HR functions, Concur for expenses, eRPT for faculty reappointment, promotion, and tenure evaluations, as well as our contracts for software such as SPSS and Microsoft Office. The College Technology Committee provides input to our Director of IT on issues related to instructional technology, and several members of our faculty and staff serve on University committees for IT decision making.

UCBA's IT department supports 1,300 College-owned devices, 13 copiers, 30 printers, 106 electronic classrooms, and networks serving the UCBA campus. All full-time faculty and staff are provided with a computer. The UCBA IT budget has ranged between 1.2 and 1.5 million dollars over the last 5 years. In addition, the College pays a shared services charge to the University for several IT systems. In recent years, these annual charges have been approximately \$450,000. Thus, our College has ample technological resources to meet the needs of our programs, regardless of their modality.

5.A.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.

UCBA allocates more than 85% of its total [operating budget](#) to academics, 59.9% Direct Instruction, 12.5% Faculty Support, 10.4% Student Support, and 2.7% in Scholarships. We do not allocate resources to areas beyond the scope of our educational mission. As a state institution, we do not disburse revenue to a superordinate entity, beyond the overhead fees for shared services that are distributed to the University.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

The College's mission states: "The University of Cincinnati Blue Ash College provides an excellent and accessible education for students from a wide array of educational and cultural backgrounds. Our student-centered approach to teaching and comprehensive services engage students so that they can acquire the knowledge and skills needed to succeed academically, personally, and professionally. We promote innovative scholarship and creative works, free inquiry, lifelong learning, and service beyond the classroom."

Our College provides outstanding, affordable education to thousands of students annually. As evidenced by our [student population demographics](#), our students are from various backgrounds, and we serve them all well. Our College invests in small class sizes and an array of student services to support them academically (e.g., Writing and Study Skills Center, Math Lab, Science Learning Lab, Foreign Language Lab, Accessibility Resources, accounting tutors) and holistically (e.g., mental health counseling, intramurals, Student Life and Engagement programming). Further detail regarding the resources and opportunities provided by the College in relation to its mission is located in 3B.

5.A.4. The institution's staff in all areas are appropriately qualified and trained.

The College's staff all have relevant experience and training in their fields. To give just a few examples, the College's Business Officer is a CPA with 12 years in higher education, the Director of Facilities is a civil engineer with 20 years in higher education, the majority of our professional academic advisors have master's degrees, and the majority of our professional academic tutors have master's degrees. In addition, we have invested in training and development to ensure our staff are highly skilled and student-centered. We are fortunate to offer [professional development opportunities at the College](#), and through the University at the newly established [Staff Success Center](#). Annual funds for staff external professional development have ranged from \$40,000 to \$80,000 over the past few years. Our director-level and supervisory staff also attend industry-specific training. Additionally, we have invested in new employee orientation, [onboarding](#), and a [staff mentoring program](#).

Faculty and instructional staff credentials and professional development are described in Criterion 3. Adjunct faculty take part in an interactive, teaching-oriented convocation, and instructional training is offered through both the College's [Learning & Teaching Center](#) and the [University's Center for the Enhancement of Teaching and Learning](#). The College budgets \$150,000 per year from its general funds for full-time faculty conference travel. UCBA full-time faculty are allotted \$1,000 to attend a conference or \$1,500 if they present at a conference. Faculty can also apply for funding from the University's Provost Office's UCBA-dedicated pool of \$60,000 per year for additional professional development opportunities.

Additionally, all faculty and staff have the opportunity to take undergraduate and graduate-level courses tuition free at the University. For example, four staff members earned MBAs, and four faculty members earned doctorates this year from other colleges in the University.

In sum, all of our staff are highly qualified, well trained, and fully supported throughout their careers at the College.

5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expenses.

Budgeting

The College follows the University's annual process that involves expectation setting, pre-planning, three-year snapshots of unit budgets, discussions with all budget managers, decisions about priorities, and financial adjustments. Once the upcoming fiscal year's budget is set and approved by the Board, all budget managers are informed. Our budget is [updated quarterly](#) by the Business Officer and presented to the Provost and Board of Trustees. The Business Officer and Dean monitor the budget together on a monthly basis.

Each department is involved in the College's annual process to set the following year's budget; the unit head (of the 30 academic and administrative departments) meets with the College Dean, Associate Dean, and Business Officer to propose and prioritize the department budget in keeping with the mission of the College. The Business Officer then aggregates all of the departmental requests to compare them to the projected revenue for the upcoming year. Next, the Dean meets with the Business Officer to prioritize and adjust the budget accordingly to ensure a positive net income. Once the budget is finalized at the College level, it is [presented to the UC Provost's Office](#), reviewed, and then included in the overall UC academic budget that is reviewed and approved by the [UC Board of Trustees](#).

For transparency, the College Business Officer and Dean hold a [budget forum](#) for faculty and staff to share the details of the budget and discuss past and current year budget plans.

Monitoring

The College and University have many internal controls in place for each of its expenditure processes. The University's extensive [Financial Policies](#) are found on the UC website.

There are sufficient review and approval levels related to purchasing and [Purchasing Card \(Pcard\)](#) use. The College and University also have specific dollar thresholds for purchasing which may require items to be sent out for bid, to ensure the University is obtaining the best product at the most competitive price point. For Pcards, the holder's immediate supervisor, as well as the Business Office review and approve each transaction and ensure the expenditure is allocated to the appropriate budget account string.

To ensure the unit heads (academic and administrative) are aware of their unit's financial status, the UCBA Business Office compiles quarterly financial statements for each unit. The statements include Budget to Actual, Local Funds Balance (if applicable), Labor History, and a transaction detail listing ([UCFlex Process](#)).

The University's Office of Internal Audit is charged with routinely auditing various colleges, departments, and processes. In [2012](#), UCBA was audited with [follow ups in 2016](#) and [2018](#) that

showed that items were resolved. Once an audit is completed, the team performs follow-up audits to ascertain what action has been taken on the recommendations. A final report confirms that all of the recommendations have been completed.

Departments undergo periodic internal [Capital Asset Audits](#) that verify the location/security of assets (e.g., art, microscopes) in order to comply with state and federal regulations and industry accounting standards.

The University is required by the Federal Government, the state of Ohio, and the various bond issuers who have lent the University funding (bonds) to have an external audit performed. The [annual external audit](#) covers not only the academic areas of the University (of which UCBA is included), but also the investments, debt, etc. The [most recent audit](#) revealed no areas of concern.

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- Muntz renovation update
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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

5.B.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.

University of Cincinnati Board of Trustees

Under Ohio Revised Code 3361.01, the University of Cincinnati's Board of Trustees is the governing body of the institution. The Board is composed of 11 members (nine voting members and two non-voting student members) who are appointed by the Governor of Ohio with the advice and consent of the State Senate. Trustees are appointed to a 9-year term of office, with the exception of student trustees who are appointed to a 2-year term. The University Faculty Senate Chair and two elected faculty members serve as official representatives to the Board. The President of the Alumni Association, or the President's designee, serves as the official alumni representative. Responsibilities of the Board include selecting and appointing the President; setting the operating budget; approving personnel appointments; granting all degrees awarded, including honorary degrees; establishing tuition and fee rates; approving contracts; and approving all [rules, regulations](#), new programs and degrees of the University. The Board is accountable for how funds received by UC from the Ohio Department of Higher Education are spent. The [University's website](#) provides information about membership, meeting dates, and all Board minutes.

The Board oversees the University rules governing business and finance. UC Blue Ash College's (UCBA) annual budget, after it has been closely vetted and approved by the Provost's office, is reviewed and approved by the Board. We are expected to provide to the Provost a draft of the budget in March and a final draft for approval in June. The Board's Finance and Audit Subcommittee reviews audits and audit updates conducted by the College. The Board is well aware of UCBA's financial health and consistently excellent fiscal operations, receiving [quarterly financial projections](#).

In addition to the oversight of our finances, the UC Board reviews our academic priorities and practices via the Academic Affairs Subcommittee, led by the Provost and informed by the colleges. Each official hiring, promotion, tenure, leave, emeritus status, and leadership appointment requires Board approval. Lastly, UCBA creates and delivers presentations to the Board of Trustees on special

projects, academic programs, research efforts, or new visions.

President

The President reports to the Board of Trustees and is granted authority over all aspects of the University as outlined in [University Rule 3361: 10-5-01](#). Per the UC [President's Organizational Chart](#), the Senior Vice President & Provost for Academic Affairs reports to the President.

Senior Vice President & Provost for Academic Affairs

The Colleges' Deans (except for the College of Medicine), report to the Senior Vice President & Provost of Academic Affairs who serves as the Chief Academic Officer for the University. As shown in the [organizational chart](#), the Provost is responsible for providing strategic direction for the University, including UCBA. [The Provost](#) also manages a senior leadership team that supports various aspects of faculty and student success. This team supports [Academic Personnel](#), UC International, the Honors Program, Enrollment Management, Institutional Research, Student Affairs, and Undergraduate Academic Affairs.

College Deans

In accordance with [University Rule 3361:50-1-02](#), the Deans supervise all interests of their colleges. This includes the authority to call and preside over faculty meetings; with faculty input, appoint the members of established college standing and ad hoc committees, as necessary; represent the college, its relations with students and student organizations; be responsible for the welfare of the students of the college (in cooperation with the Offices of Student Affairs and Human Resources); enforce the policies established for the conduct and discipline of students; and sign all diplomas and other official papers of the college.

5.B.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.

The University of Cincinnati has a [comprehensive list of rules](#) that govern the University's activities. All employees are expected to comply with University rules and policies at all times. The rules are publicly accessible on the University's website. UC has extensive administrative policies and procedures that address various aspects of governance. Policies, procedures, and manuals are available on the UC website and include the Emergency Closure Policy, Human Resource Policies and Procedures, Student Code of Conduct, and Web Policies & Standards. Additional Personnel policies affecting faculty appear on the [Provost's website](#). The Board's policy for the Formulation and Issuance of University Policies states, "University policies connect the university's mission with individual conduct, clarify institutional expectations, support compliance with laws and regulations, mitigate institutional risk, and enhance productivity, efficiency and cost containment in the university's operations. University policies should be thoroughly reviewed, maintained, and made available to the university community to promote awareness, compliance and accountability."

University Governance

The University has a culture of shared governance by administration and faculty. Participatory governance is guaranteed by policies, procedures, and organizational structures. This model ensures constituents from across the University are engaged in planning and decision making. Proposals

within UC follow shared governance pathways which include: College or Unit Committees, Dean or Division, All-University Governance Committees, Integrated Decision-Making Committees, Provost, President, Board of Trustees.

[Article 27](#) of the [Collective Bargaining Agreement](#) between UC and the AAUP provides the language ensuring faculty input in shared governance as an iterative and consultative process toward University decisions.

College Governance

UCBA has a long-standing history of strong shared governance for matters under College and University control. Faculty and staff are expected to be involved in, and contribute to all major decisions and policies at the College. Our governance structure and rules are outlined in handbooks for [faculty](#), [staff](#) and [students](#). The faculty handbook describes membership, bylaws, and procedures of the committees.

Faculty Committees

- Academic Assessment (departmental representatives)
- Appeals
- Buildings and Grounds
- Curriculum and Academic Affairs Committee (departmental representatives, unit heads)
 - Subcommittee for Honors
 - Subcommittee for College Program for Academic Success (CPAS)
- Diversity and Inclusion
- Executive
- Faculty Development
- First-Year Experience (departmental representatives)
- Reappointment, Promotion and Tenure (departmental representatives)
- Scholarship & Honors
- Strategic Planning
- Student Affairs
- Study Abroad & Exchange Programs
- Technology

The Executive Committee has a liaison on each separate committee and oversees the committee structure and makes recommendations for appropriate bylaw changes. Unless otherwise specified, committees are a mix of elected and appointed positions.

Search Committees

In addition, the College employs best practices in hiring with inclusive search committees. Faculty hiring procedures are discussed in the AAUP Collective Bargaining Agreement [Articles 6.2.2 and 6.2.3](#) that ensures that searches are led by faculty.

Staff Committees

These include [Staff Representative Council](#) (with members from each unit). The Council coordinates professional and enrichment opportunities, and votes on policies and bylaws. Staff are also represented on the Buildings and Grounds, Diversity and Inclusion, Technology, Student Affairs, and

the Strategic Planning Committees.

Student Involvement

The Student Life and Engagement Office frequently invites student participation and input on a number of important issues at the College. Students are represented on some search committees including for the Dean, elections of academic unit heads, on the Dean's Advisory Board, and on some committees, such as Buildings and Grounds, Diversity and Inclusion, Technology, Student Affairs, and Strategic Planning. Students attend open forums for input. Each semester the Dean meets with students to discuss new events at the College and get their input. [UCBA Student Government](#) has had sporadic participation; however, UCBA students participate in [University-wide Student Government](#) efforts, including Student Senate. For example, they vote in the election for Undergraduate Student President, can serve as a representative in student government, and facilitate open forums.

In sum, all constituents are involved in both formal and informal ways in major decisions at the College, approvals of plans, and revisions to policies.

5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The College and University employ shared governance and have many levels of review of new programs, policies, and processes. There are formal approval bodies within the College and University for academic and curricular proposals and changes.

College-Level Academic Decisions

Curriculum

College-level academic decisions about courses and programs go through a multi-step approval process, beginning with faculty within departments. Recommendations are brought to the College's Curriculum and Academic Affairs Committee, and then presented for UCBA faculty approval at monthly meetings. New programs require approval by the University's [Academic Committee](#) to ensure collaboration across colleges and avoid duplication. The eCurriculum repository, described in Criterion 3, tracks changes and ensures that approvals are obtained at each level.

Academic Policies and Initiatives

College-specific academic policies are set through the College's strong governance system and taken to the whole faculty for a vote. Examples of the intensive, college-wide involvement in major decisions include:

- The CPAS program is overseen by the CPAS Committee which includes faculty, staff, and administrative representation.
- The Honors program is overseen by the Honors Committee which includes faculty and administrative representation.
- The Faculty Development Committee organizes and plans professional development. This committee also proposed, and faculty approved, changes to the student course evaluation form.
- The First-Year Experience Committee compiles and creates resources for FYE courses and their assessment.
- Faculty voted on a change to the Dean's List's GPA criteria for part-time students.
- Faculty voted on a major change to the University-wide general education program underway

for fall 2019.

- The Quality Initiative had substantial involvement by faculty, staff, and administrators.
- Faculty and staff vote on all major plans at the college: e.g. strategic, technology.
- Open forums allow for input from all constituents on important College issues, e.g. tobacco policy, strategic plan, Muntz Hall renovation.

University-Level Academic Decisions

UC has a number of University-wide governance committees that provide integrated oversight of financial and academic policies and procedures. When specified by their individual framing documents, these committees include faculty, staff, and students.

- The **President's Cabinet** (comprised of senior direct reports per the UC President's Organizational Chart) shares information among senior leadership and provides input to the President.
- The **Deans' Council** serves as a forum for the Deans to discuss important issues facing the University and to provide recommendations to the Provost and President on academic matters.
- The **Faculty Senate** is the primary governance body of the UC faculty and has various subcommittees. Additional faculty serve as at-large members on standing committees which include: Academic Affairs, Budget and Priorities, Committee on Committees, Governance, Human Relations, IT, Planning, Research and Scholarship.
- The **Fiscal Coordinating Committee** (FCC) advises the Senior Vice President for Administration and Finance and facilitates fiscal planning and prioritizes decisions. The FCC works with the Academic Operations Committee and includes faculty, administrators, and undergraduate and graduate student government representatives. Comprised of faculty, staff, and students, the **Capital Advisory Committee** makes recommendations on the formulation of the capital budget and projects. Also, the **University Budget Committee** reviews and recommends budgetary and fiscal plans, policies, and procedures.
- The **Strategic Enrollment Management Policy Council** is charged to work with the colleges to set, manage, and monitor enrollment targets for the University, coordinate significant enrollment initiatives, and appraise cost-benefit ratios before forwarding proposals to the Budget Committee for financial approval. The Committee also ensures that enrollment initiatives align with the Academic Master Plan and guides the development of the associated Five-Year Enrollment Plan.
- The **University Academic Committee** reviews and recommends academic policies, procedures, and programs to the Provost.
- The **University IT Council** considers IT initiatives, issues and policies that impact the University; works with the Chief Information Officer to prepare recommendations to the Senior Vice Presidents for Administration & Finance and Academic Affairs & Provost; and develops appropriate IT policies, standards, guidelines, practices and compliance expectations.

The Provost, President, and Board of Trustees review, endorse, or return committee proposals to a previous level for further information.

These organizational structures demonstrate the College and University's commitment to widespread, representative engagement. Administration, faculty, staff, and students are actively involved throughout the decision-making process. This ensures that stakeholders are able to contribute to the governance of the College, e.g. setting academic requirements, policy, and processes.

Sources

- 5A Quarterly BoT Financial Update FY2019 Q1
- 5B AAUP Contract 2016-19
- 5B Academic Committee University of Cincinnati
- 5B Article 27 CBA
- 5B Board of Trustees Home page
- 5B Faculty Senate Home _ University of Cincinnati
- 5B Organizational chart
- 5B Policies procedures and manuals
- 5B President organizational chart
- 5B Provost organizational chart
- 5B Provost policies and procedures
- 5B SEM Policy Council
- 5B SRC_Report_2017
- 5B UC Student Government website
- 5B UC-AAUP Collective Bargaining Agreement pp 17-18
- 5B UCBA Staff Handbook 2017_2018
- 5B UCBA StudentGOV Constitution
- 5B UCBAStudentGov - Bylaws
- 5B Unit feedback survey and results list
- 5B Univ budget committee
- 5B University IT Council
- 5B University rule Deans
- 5B University rule Presidency
- 5B University Rules BoT Business and Finance
- 5B University Rules Home
- Academic Personnel Home University of Cincinnati
- Provost Home University of Cincinnati

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

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

As described in 1A, our resources serve our mission of providing a highly supportive, student-centered education to students from all backgrounds. An examination of our [budget](#) shows that the majority of the funds is allocated for faculty and staff salaries, and operating costs are all in service of creating an excellent learning environment, providing a high level of student support, and offering enrichment opportunities to allow students to “unlock their potential and contribute to the local and global communities,” as stated in our vision.

The administration, with input from the faculty Executive Committee, Staff Representative Council, and the Strategic Planning Committee has actively responded to and budgeted for our growth and changing student needs. Budget priorities have included funding of student support programs in order to provide, “comprehensive services to engage students so that they can acquire the knowledge and skills needed to succeed academically, personally, and professionally.” Over the last few years, this included hiring an Inclusion & Involvement Assistant Director and Coordinator, Veterans Affairs Coordinator, new academic advisors, a director of Accessibility Resources, and a mental health counselor.

In addition, as shown in our [Quality Initiative Report](#), substantial funding has been directed into our persistence, retention, and graduation initiatives that all support student success. We hired part-time support for academic alert outreach, offered scholarships to major mentors, and most recently, deployed success coaches to work with students.

Our vision states that we “will be a recognized leader in providing exceptional teaching.” As such, the College invests in the [Learning & Teaching Center offerings](#) and provides over \$200,000 annually for faculty and staff professional development/travel, with additional University-level funding opportunities available (approximately \$60,000).

We support innovative scholarship through the [UCBA Scholars program](#), through which faculty can apply for course releases to advance their scholarship. We have \$10,000 per year allocated for student

research travel and presentations, and we sponsor local undergraduate research opportunities such as [Mediated Minds](#), our undergraduate research conference.

The College budget includes funding for enrichment opportunities that speak to the “excellent education” and “service beyond the classroom” outlined in our mission. For example, the budget supports mini-grants for service and experiential learning classroom opportunities, an [Honors program](#) that emphasizes experiential learning, a robust [Study Abroad](#) program, and [student leadership opportunities](#) such as Student Ambassadors.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The [timeline document](#) shows the yearly events related to assessment, evaluation, planning, and budgeting at the College. Departments review the previous year’s assessment results regularly and plan and implement adjustments. Program Reviews happen on two cycles, in fall and in spring. The results of these two processes (described in more detail in Criteria 4A and 4B), inform annual departmental budget discussions with the Dean, Associate Dean of Academic Affairs, and Business Officer. The budget is compiled and decisions are made by the Dean about priorities based on our mission and the strategic plan. This budget then moves to the Provost for approval by the President and Board of Trustees. At all levels, the mission and strategic plan are considered: at the department level by faculty and chair, at the College level by the Dean, at the University level by the Provost and President, and finally, by the Board of Trustees.

The Dean also may consider off-cycle requests from discretionary funds when a need or opportunity arises that is critical to our plan or strategic initiatives. Recent examples include:

- Hosting a faculty development workshop for foreign language instructors from local high schools
- Ordering furniture for creating new student study areas in the Muntz corridor
- Purchasing new cameras and recording devices for Accessibility Resources
- Offering additional professional development funds for adjunct faculty

UCBA prepares a [yearly report for the Provost](#) that includes key strengths, areas for improvement, and findings from assessment. The College is expected to incorporate the review of assessment data into its annual budget planning process. UCBA summarizes its own evaluation of relevant assessment data in this context, and the particular ways in which findings inform our financial planning.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Internal Constituencies

The College engages the full College community in strategic planning. Constituents are engaged in-person and via survey, as well as in feedback sessions throughout the evolution of the strategic plan. Overseen by the Strategic Planning Committee, our most recent planning process took a full two years to solicit input, analyze feedback, identify themes, and create and revise the plan. The [current plan](#) received [unanimous approval](#) in spring 2017.

Collaborative involvement in all planning has been our regular practice. The [previous strategic](#)

[plan](#) (2010-2015) was supplemented by an [academic plan](#) (2012-2017) upon the arrival of a new Dean, and similarly, these were developed through a collaborative process, with all segments of the College providing input and endorsement. In 2014, the College voted to endorse the goals proposed in our [Quality Initiative](#) that supplemented the work described in our plans.

UCBA has a [20-year master facilities plan](#) supplied by the University's Planning + Design + Construction division, and our College has a 5-year [facilities plan](#) which was approved as part of the last strategic plan. The faculty Buildings and Grounds Committee provides input and recommendations on facilities; for example, members served on the planning committees for our recent Progress Hall construction and Muntz Hall renovations.

The [5-year technology plan](#) was folded into our 2017-2022 strategic plan and coordinates with technology needs in the facilities plan. The technology plan was created with input and approval of our faculty Technology Committee and was approved by our full faculty.

UCBA's Diversity and Inclusion Committee created a [diversity plan in 2016](#) with several items that were incorporated into the 2017-2022 strategic plan. The Diversity and Inclusion Committee is currently revising the plan to better align with University resources and other initiatives at the College.

External Perspectives

The College regularly enlists outside groups to offer input and suggestions on our strategic priorities. These are described in more detail in Criterion 1D. The [Dean's Advisory Board](#) (DAB) consists of two dozen community and industry leaders. At every meeting, the strategic direction of the College is discussed, updates are shared, and the Board provides input on specific topics. The DAB participates in searches for the Dean of the College. A representative from the Board serves as a search committee member, and members are invited to open forums. In addition to the DAB, the College also receives input from the advisory boards of several programs, for example, from [Radiologic Technology and Medical Assisting](#), [Nursing](#), [Dental Hygiene](#), and [Applied Administration](#). Additionally, an [Alumni Council](#) convenes every term. They often weigh in on College initiatives and practices. The College also responds to external constituents through its adherence to accreditation guidelines for its six accredited programs.

University-Level Strategic Direction

For University-level decisions, such as the [Next Lives Here](#) strategic direction, UC's President has engaged with UCBA faculty, staff, students, alumni, community partners, and other external constituents through listening sessions and town halls. All constituents were invited to provide feedback through social media and through an online feedback form. Several UCBA faculty and administrators are part of the [Next Lives Here](#) planning committees. The Provost ensures that the Colleges' goals align with this plan; for example, each college must identify initiatives linked with [Next Lives Here](#) platforms, and budget decisions for fiscal year 2020 will be made based on prioritizing [Next Lives Here](#) strategies.

5.C.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.

UCBA carefully considers its space, resources (financial and personnel), and demand for its

programs. The College planning process and budget model include enrollment projections and targets, and several scenarios for tuition rates and state's share of subsidy.

The College demonstrates a comprehensive approach to short-term and long-term planning driven by the College mission. Our plans are supported by the ongoing evaluation of operations and programs. We use annual academic program assessment, area progress updates, 5-year comprehensive academic department/program/area reviews, and administrative unit reviews. Strategic analysis of capacity, revenue and expenditures, enrollment, student outcomes and satisfaction, quality, community engagement, the economy, and external factors are considered so that adjustments to institutional priorities can be implemented based on this ongoing assessment.

UCBA makes decisions about academic programs by considering evaluations of the higher education market, job prospects, student demand, and industry and labor needs. Recently, UC has partnered with Gray Associates to provide regular [analyses of market needs](#). In addition to their Program Assessment System, which is available for UCBA to use on demand, market analysis reports are available for each program. This information will help the College understand which new programs to pursue.

The College adjusts budgets yearly to anticipate changes in enrollment or state subsidy, maintain a balanced budget, and fund strategic priorities.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

As a regional college, we have resources at the University level for planning, and we also plan at the College level. Specifically, UCBA shows that it can respond to shifts in technology, demographics, and globalization.

Technology

Our [technology plan](#) describes our goals for the next 5 years. The following are ways the College has been responsive to changing technological demands.

- Starting in fall 2018, incoming students were required to have laptops. The requirement allows laptops to be purchased with financial aid, and ensures students have the digital access they need in courses that increasingly rely on online tools.
- In response to an increasing number of online classes, the Curriculum and Academic Affairs Committee created a [Distance Learning Policy](#) for faculty. This policy ensures that faculty are trained to teach online and that courses meet Quality Matters design standards. As stated in the policy, UCBA provides a [Distance Learning Seminar](#) every semester for faculty who are interested in teaching online courses, as well as separate Quality Matters workshops. The College created the eLearning Director position. The Director supports instructional technology in the following ways: facilitating the Distance Learning Design Seminar, offering the Quality Matters workshops, training faculty on Lightboard and WebEx, offering LMS training, and providing technology updates.
- Over the last year, the University has created Cincinnati Online, a division that will support high-quality, in-demand online academic programs. UCBA programs will partner with Cincinnati Online for aspects of program delivery such as instructional design support, recruitment, and online student support services.

Demographic Shifts

- UC staff annually review Western Interstate Commission for Higher Education (WICHE) demographic trends through their *Knocking at the College Door* report. The Midwest is projecting slow, steady declines of college-age students over the next two decades. This report notes that UC's primary market of Ohio is showing one of the steepest enrollment declines. Nonetheless, from year-to-year we have maintained or grown our enrollment due to improved marketing and admissions outreach.
- Since the closure of the University's main campus college/center for students in developmental courses, UCBA has seen an increase in the number of academically underprepared students. This prompted us to make student support programming the focus of our [Quality Initiative](#).
- With the average age of UCBA students getting younger, we serve more traditional students by offering more daytime courses and reducing our evening course offerings.
- Over the last few years, we have added a Veterans Affairs Coordinator position and grown [programming](#) to support our increasing numbers of veteran students.
- Nationwide, rates of students requesting accessibility resources have increased. As an open access college, we responded by changing the staffing of our [Accessibility Resources](#) office, and adding technology and programming to meet the needs of our approximately 400 students per year who request support.
- An increase in the number of high school students coming for course credit through dual enrollment led to a re-organization and change of processes for our College Credit Plus students, described in more detail in Criterion 3A.
- In order to create a more inclusive environment for our increasingly diverse student body, Student Life & Engagement convenes [affinity groups](#) with social activities and programming, described in more detail in Criterion 3D.
- The University is changing a [general education](#) requirement to make diversity and inclusion a more prominent part of our curriculum. Curriculum revisions are currently underway.
- In response to increasing student needs, we have added a [mental health counselor](#) who provides free individual counseling sessions. Additionally, the College has recently started a support group and programming for neurodiverse students.

Globalization

- UCBA Hispanic/Latino students are often first-generation college students as well as first-generation Americans. Hispanic/Latino Affairs helps to guide students and their families by offering campus visits, orientations, and [webpages/resource guides](#) in Spanish. A welcome event in September, leadership workshops, and monthly social gatherings are also offered.
- For over two decades, UCBA's [Study Abroad Programs](#) have provided students with global experiences that increased their respect for diversity and cultural awareness. Over 200 students have participated in these programs, led by UCBA faculty, to locations including Australia, Costa Rica, Great Britain, Quebec, and Peru. All of our study abroad programs include credit-bearing courses specifically connected to the destination. Some examples include literature; biology and environmental studies; cinema; history; and Spanish, French, and German language and culture courses.
- The [English Conversation Group](#), housed in the Writing and Study Skills Center, meets weekly throughout the academic year. This community supports international students who are English language learners through conversation and discussions of cultural norms and differences.

In sum, these examples highlight that UCBA plans for and is responsive to shifts in the needs of our changing student population.

Sources

- 3D Accessibility Resources at UC Blue Ash College
- 3D gen ed requirements
- 3D LTC workshops and flcs
- 3E mediated minds brochures
- 3E Student Leadership Opportunities
- 3E Summary Study Abroad
- 4C QI Proposal
- 4C QI Report
- 4C Strategic Plan approved by faculty 4_19_17
- 5A Budget Forum- FY2018 - Final
- 5A FY2019 PowerPoint presentation to Provost
- 5C 2010 Facilities Master Plan Executive Summary
- 5C Academic Plan 2012-2017
- 5C Accessibility Resources at UCBA
- 5C Affinity Groups
- 5C All Faculty Meeting Minutes April 20 2017
- 5C Allied Health Advisory Meeting Minutes
- 5C Alumni Council Agendas
- 5C Applied Admin Advisory Board minutes
- 5C Counseling Services at UC Blue Ash
- 5C DH Advisory Board Minutes 16 and 17
- 5C Distance Learning Design Seminar
- 5C Distance Learning Policy
- 5C Gray Assoc Market Analysis
- 5C Hispanic_Latino Affairs
- 5C HonorsProgram_brochure.pdf
- 5C Next Lives Here Univ strat plan
- 5C Nursing Advisory Committee Minutes
- 5C Technology Plan 2016
- 5C UCBA Budget and Planning Timeline and Process
- 5C UCBA College Scholars handbook
- 5C UCBA Deans Advisory Board Notes 2014_2017
- 5C UCBA facilities 5_year plan
- 5C UCBA Strategic Plan Approved Jan 2013
- 5C UCBA Diversity Inclusion Plan 3_16
- 5C Veterans Brochure
- 5C WSC English Conversation Student Group

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

5.D.1. The institution develops and documents evidence of performance in its operations.

UCBA is transparent in its operational performance. The College conducts and documents evidence of performance in its operations through a variety of evaluative processes.

Institutional Research

The Office of Institutional Research (IR) coordinates many of the federal and state reporting requirements, institution-wide assessment of key metrics and scorecards, as well as ad-hoc reports and analyses. The information provided assists the decision-making process at the University of Cincinnati. IR uses the data visualization tool Tableau to create institutional [dashboards](#). The [IR website](#) contains publicly available dashboards and reports including: enrollment trends, demographics, persistence/retention statistics, numbers of degrees and transitions, graduation rates, and financial data. Additionally, it links results of surveys: the CCSSE (2008, 2010, 2013, 2017), the [Graduating Student Surveys](#) (2014-2018), Noel-Levitz Student Satisfaction Survey (2011, 2012, 2014, and forthcoming 2018), and Survey of Entering Student Engagement (SENSE) (2009, 2012, 2014). The University's IR Office provides information so that the College fulfills federal reporting requirements. The IPEDS graduation (150% of an associate degree program) and retention (fall-to-fall) rates are included in program review reports and reviewed by administrators and academic unit heads. The [Student Right-To-Know](#) reports are publicly available on the College's website and UC's Office of Institutional Research website.

Additionally, IR provides data reports to committees and taskforces for decision making, for example, course grades by section, conditionally admitted student performance data, placement test data, and developmental education assessment measures.

The University also uses the [Educational Advisory Board's Academic Performance Solutions](#), a web-based repository for scheduling and financial information. The system offers Deans and Academic Unit Heads information about scheduling, cost data, and peer benchmark information for decisions about course offerings and staffing.

Academic Quality and Experience

Academic programs conduct student learning outcomes assessment and annual updates (described in 4B), comprehensive 5-year program reviews (described in 4A), and [course/instructor evaluations](#) (throughout Criterion 3). Academic Unit Heads and program faculty review student feedback collected through accredited program metrics, as well as alumni, graduate, and national surveys.

The College monitors the [number](#) and [performance](#) of UCBA students transitioning to other colleges in the University. This monitoring reveals UCBA students consistently average over a 3.0 GPA at their destination colleges after transitioning. Information of this nature is routinely disseminated to the Academic Assessment Committee and to departments for discussion.

The College regularly assesses co-curricular services. For instance, as described in 4B, Student Life & Engagement, Advising, Accessibility Resources, and the Writing and Study Skills Center survey students about their experiences.

Performance Reviews

Administrators, faculty, and staff job performance is evaluated through established annual review processes, described in Criterion 3C. The AAUP Collective Bargaining Agreement requires a review for academic unit heads in their penultimate year. Non-academic administrative unit reviews have occurred in 2011, 2014-15, and 2016-17. When appropriate, reviews have included input from employees and students. Results are provided to the Dean and the administrative unit heads, who are encouraged to review feedback with team members.

Fiscal Resources

Efficiencies in staffing, class size management, appropriate pay ranges, and careful procurement practices are a continued focus of the College, with a primary goal of maintaining affordability and exceptional student service. The College regularly reviews its successes and opportunities and adjusts plans accordingly. Administrators also stay current with best practices in higher education via participation in NACUBO, CACUBO conferences and training, as well as by utilizing those resources and networks.

As a regional college of UC, the institution's financial performance is [audited](#) annually. The UCBA Director of Business Affairs and the Dean provide [annual budget updates](#) to faculty and staff, and budget performance trends are publicly available via the UCBA IR website.

Facilities

UC updates all buildings' physical and functional conditions as part of our annual state facilities reporting. Reports are updated regularly and with third-party verification of improvement areas, as noted in 5A. Our facilities are assessed and benchmarked utilizing [Sightlines](#), a platform that provides for strategic, data-driven decisions for facilities. Additionally, the University's Environmental Health and Safety (EHS) Department provides services related to monitoring air quality, surveying employees, and addressing any concerns. In the last several years, EHS has provided testing and recommendations to the College, which were addressed by the facilities team.

In conclusion, these practices demonstrate that the College is committed to the regular review of processes and personnel and takes steps to improve its effectiveness.

5.D.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.

Findings from operational experience and evaluation result in changes intended to improve institutional effectiveness, capabilities, and sustainability. Examples below demonstrate how the institution learns from its operational experience in areas such as academic quality, fiscal resources, programs and services, and student outcomes.

Academic Quality

Academic assessment and program review have led to a number of concrete changes to improve quality. These are described in Criteria 4A and 4B in detail, and a few examples include curricular and programmatic changes, tutoring resources, equipment purchases, and new faculty hires.

The College's work on the [Quality Initiative](#) has led to substantial improvements that support our open access mission. For instance, an intensive data analysis retreat confirmed the need for our conditional admission program. The College Program for Academic Success (CPAS) was launched in fall 2015 to help academically at-risk students. Students with low high school GPAs (< 2.0) were accepted on the condition that they participate in CPAS activities. Every year, the CPAS Committee [makes adjustments](#) to the program based on the results of focus groups, surveys, advisor feedback, and student performance.

Likewise, analysis of [Academic Alert and Probation Outreach surveys](#) resulted in improved services for our at-risk students including offering StudentLingo, a series of interactive on-demand video workshops on various student success topics; a student mentoring program with Cincinnati Youth Collaborative; and a part-time staff member to provide additional outreach to students on academic alert and probation. In fall 2018, the College partnered with nonprofits and others in the University to provide [success coaches](#) to over 300 incoming first-year students.

Facilities

Through our investment in improving our facilities, the College responds to the needs of its constituents.

- Based upon student and community feedback and to emphasize our relationship to the University, in 2011 Raymond Walters College officially changed its name to UC Blue Ash College.
- An intercampus shuttle was added to provide transportation for the increasing number of students taking courses at UCBA and the Uptown campus.
- The annual College budget contains funds to refresh furnishings, paint, and carpeting. The budget also covers regular annual maintenance, as well as parking lot repairs.
- In an effort to provide more student space, the 2013 Muntz Hall renovations included a redesign of the library to increase individual and collaborative, technology-enhanced study spaces; a new student lounge area and cafe; and a new outdoor courtyard.
- In 2017, Progress Hall was opened to provide eight new classrooms, a conference room, and 19 faculty offices.
- In 2017, Muntz Hall began a 6-year renovation to update classroom, office, technology, and lab space. The first phase opened in fall 2018. A large part of the new renovation is an HVAC system including geothermal heating and cooling to address the improvement areas highlighted in the 2013 Sightlines report.
- In addition, we respond to informal requests, for example by adding a meditation/prayer room for students.

Technology

The University and the College review and implement new technology to meet the needs of our students, faculty, and staff.

- To improve retention and persistence rates, the College adopted Starfish to provide students with [early alerts](#) from instructors and advisors on their academic progress.
- In 2016, UC began using Tableau, a data analytics and visualization software. UCBA IR posts data on our website for review and use in planning.
- Catalyst, an improved Student Information System, was implemented University-wide in 2016-2017 to replace an outdated system.
- Concur, an expense management system, was implemented University-wide to improve our ability to track and monitor expenses and approvals.
- In the last 2-3 years, the College has significantly upgraded its wireless network to meet the increasing technology needs in the classroom and for student access.
- In fall 2018, the College implemented a laptop requirement to allow students to purchase laptops as part of their financial aid and to ensure that all students have the digital access to course materials that they need to succeed.
- UCBA is participating in University-wide electronic accessibility efforts to ensure that all students, including those with accommodation needs, can work effectively with our websites and instructional materials.

Fiscal Resources

Anticipating renovations to Muntz Hall and the subsequent need for swing space, the College started setting aside carryover funds years ago to pay for the recently opened Progress Hall.

Given the uncertainty of state subsidy and University central expenses, the College has learned to forecast and adapt its budget in order to fulfill our mission and maintain affordability for students.

In 2010, UCBA added a full-time Development Officer and, subsequently, a grant writer. Private gifts, grants, and contracts have increased from just under \$95,000 in fiscal year 2011 to just under \$700,000 in fiscal year 2017. These funds support several initiatives including student scholarships, study abroad experiences, and program-specific equipment. Expanding our fundraising capacity allows the College to address financial needs and provide opportunities for our changing student population.

Programs and Services

The College made several changes to programs and services to enhance student life and support the College's open access mission.

- The [UC Smiles](#) program was created to provide free oral health check-ups at the Dental Hygiene Clinic to underserved school children in Greater Cincinnati. This also provides essential learning opportunities for our students.
- In 2011, the College's [Student Life & Engagement Office](#) expanded to include dedicated positions for Veteran's Affairs, Hispanic Affairs, and Multicultural Affairs. Student Life programming and events significantly increased, resulting in more student-led events, a stronger link with the Uptown campus, and student leadership programs.
- Previously, advising was done by faculty during non-teaching time, contributing to advising delays. To address this and move to a staff advising center, a Director of Advising was hired, as well as additional full-time staff advisors.
- A redesign of the [One Stop Center](#) helped centralize services related to registration, financial aid, and scheduling.
- The University converted from quarters to semesters in 2012, and UC's curriculum was aligned

across campuses for the first time, substantially helping UCBA students' transition to other colleges within the University.

- Orientation became a requirement for new students, and earlier testing and confirmation deadlines were developed. Data indicate students who attend orientation earlier are more [likely](#) to be successful. Efforts continue to be made to help students understand the importance of preparing early and attending orientation.
- In response to an [external consultant report](#), the Accessibility Resources office made a number of changes. The office added and reorganized staff, changed its name, invested in new technology, and now offers new services.
- UCBA's College Credit Plus program was reorganized in response to parent feedback, adding required pre-registration advising meetings and an orientation.

In sum, these examples show that the College regularly looks at data and is responsive in order to improve our students' experience.

Sources

- 1D UC Smiles website
- 2B One Stop UCBA webpage
- 3C Student Life and Engagement
- 3D Success coaches summary and letter
- 4C Academic Action
- 4C CPAS symposium presentation 2018
- 4C Grad Svy results 1415 thru 1718
- 4C QI Report
- 4C transition students destination GPA
- 4C transition trends.pdf
- 5A Budget Forum- FY2018 - Final
- 5A UC Audited Financial Statements 2018
- 5D 2011 Student Life Survey
- 5D 2012 Transitions Survey Summary
- 5D 2014_2015 Unit Survey Feedback Student Life
- 5D 2015_2016 Unit Survey Feedback Student Life
- 5D 2016 Transition survey results
- 5D AAC reports list and gen ed
- 5D Academic Performance Solutions _ EAB
- 5D Academic Plan 2012_2017
- 5D accredited programs
- 5D alumni svy form
- 5D Budget Forum 17_18
- 5D Consultant Report Disabilities Services 2014
- 5D Copy Tracking
- 5D cpas meeting 2017_0920 retention update
- 5D Disability Services consultant report and follow up 2014_15
- 5D early alert strive info
- 5D enroll data by course

- 5D enroll data by term
- 5D Facilities Projects Tasks and Planning Summary
- 5D FY IPEDS data
- 5D Graduting student survey 2015-16
- 5D Green Building
- 5D IR Website
- 5D persistence and retention
- 5D retention by orientation date
- 5D Student Lingo
- 5D UCBA SPTL
- 5D UCBA Staff Evaluation Form
- 5D UCBA Strategic Plan Approved Jan 2013
- 5D Unit feedback survey and results list
- Sightlines FY17 UCBA Presentation
- Student Right to Know
- ucbaFactBook2018CollegeLevel

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

UCBA dedicates and utilizes its resources to fulfill the mission of providing a highly supportive, learner-centered education to students from all backgrounds. In the argument, the College documents our well-established infrastructure for planning and carrying out the mission, including resource allocation and budget monitoring processes. The organizational structure of the College, a culture of shared governance, and inclusive planning processes demonstrate the College and University's commitment to widespread, representative engagement. Our resources support and ensure the relevance and quality of the educational programs offered. In addition, our continual assessment processes and our investments in professional development allow the College to address both internal and external needs.

Sources

There are no sources.