Assurance Argument

University of Cincinnati Clermont College

2/17/2016

Assurance Argument

University of Cincinnati-Clermont College - OH

2/17/2016

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.
UC Clermont College's mission, vision, and core values statement was developed in 2010 as part of the most recent Strategic Plan. Strategic planning at UC Clermont College is a college-wide process, with faculty and staff involved in its development. A committee of 16 Clermont faculty and staff drafted the mission, vision and values statement, which was adopted by the Strategic Planning Steering Committee, and then approved by the faculty, administration and staff of the college.

UC Clermont College's mission, vision and core values show recognition of the important role we play in our community and within the University of Cincinnati. We are the only institution of higher education in Clermont County; as such, we have educated many of the county's citizens and leaders. In addition, we offer non-classroom enrichment experiences to the surrounding community as part of our mission of encouraging lifelong learning (Please see 1.B and 1.C for specifics).

1. A. 2.
UC Clermont College College is an open-access regional college of the University of Cincinnati. We educate students in the region surrounding the campus, which includes Clermont, Brown, Adams, and Hamilton counties and some students from northern Kentucky. As an open-access college, we offer two-year associate's and transfer degrees, a variety of certificates, and a technical baccalaureate degree, which was designed for those students who already have a technical associate's degree and wish to complete a bachelor's degree.

Additionally, degree-seeking UC Clermont College students receive a strong general education core that aligns with the University's and the Ohio Department of Higher Education's (formerly the Ohio Board of Regents) requirements.We provide student support that is focused on the variety of needs of open-access students, such as first-year and at-risk student advising, the College Success Program, a learning center, a testing center, first-year experience courses, instructional design services, experiential learning, disability services, veteran's services, and an academic early alert system, Beacon, which went into operation in the Fall 2015. These services are designed to provide all new students, but especially those with additional challenges, the strongest possible foundation for future success. Our enrollment profile is consistent with our open-access, community-based mission: for 2015-2016, 28 % are adult students 25 or older, and 47.3% are first-generation students as reported in the IPEDS first-time, degree-seeking freshman cohort data.

1.A. 3.

In addition to a Strategic Plan and a Campus Master Plan, the college developed a Strategic Enrollment Plan in 2013 and an Academic Master Plan in 2014. These plans lay out specific goals and action steps that support the College's mission, including the hiring of additional student services staff, expanding online course offerings to meet the need of adult learners, offering strong professional development funding and programming for faculty and staff, and technology (detailed in Criterion 5) and other upgrades to classrooms. UC Clermont College's budget process is now tied to goals in the planning documents, and has become more transparent and inclusive over time. The college's expenditures are spent largely on instruction, primarily through faculty salaries, which comprises 50.9% of expenditures in FY15. Another 17.9% provides academic and student support. Taken together, the teaching focus of the mission is well-reflected in our budgeting priorities.

For more detailed information on planning and budgeting priorities, please refer to **Criterion 5.C.1.**

Sources

- 2012 FEB Update Session FINAL, 2-13-12
- Clermont Academic Master Plan
- Clermont_Campus_Final_Expenditures_FY_2007_2013
- Final_Mission_Vision_Core_Values_Adopted_by_Faculty_Staff
- Strategic_Planning_Mission_Team_A_Mid_Term_Progress_Report
- Strategic_Planning_Mission_Team_A_Recommendations_to_Steering_Committee
- UC Clermont Expenditures by type chart All Funds FY2015
- UC Clermont Expenditures by type table All Funds FY2006 - 2015
- UC Clermont SEM Plan 4-12-13
- UCCC Strategic Plan with Action Steps and Timelines, 8-13 Sheet1

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.
UC Clermont College's mission statement is articulated publicly on our website, on posters hanging throughout campus, and even on the coffee mugs distributed to all faculty and staff. In addition to the College's mission statement, each of the five academic departments has its own mission statement: Business, Law and Technology; English, Languages and Fine Arts; Math, Computers, Geology and Physics; Science and Health, and Social Sciences. These department missions statements align with the college's mission.

Administrative units are developing their own mission statements as part of our Quality Initiative Project, the creation and implementation of ongoing administrative unit review for all nonacademic departments based upon the Council for the Advancement of Standards guidelines for program review. Each administrative unit will complete a comprehensive review once every 5 years, mirroring the department review process for academic departments. These processes are detailed in Criterion 4 and 5. These mission statements are designed to support the college's mission, and each one will be made public on our website as they are developed. Currently, Academic Affairs has a publicly articulated mission statement available on the college's website.

1.B.2.
All of the college's mission documents have been developed or revised since 2010. UC Clermont College's mission statement makes clear that we emphasize regional undergraduate education and lifelong learning for our students and for the community that supports the college. To address the needs of all learners, we offer quality instruction supported by best academic practices; faculty are using hybrid and flipped instruction models, working with an instructional designer, and using new technology to support their teaching goals. Faculty and staff are expected to engage in ongoing professional development, research, scholarship and creative work as appropriate to their discipline to provide current best practices-based instruction and student support. As a public institution, the college works with the local community to serve their needs for an educated workforce, which is accomplished in part through advisory committees to the Dean and to all technical programs, as mandated by the State of Ohio. The College's Business and Educational Outreach Office makes connections to community partners such as the local school districts, corporate employers in the county, and nonprofit community organizations.

1.B.3.
UC Clermont College's mission is largely an open admissions-based one. The college accepts anyone with a high school diploma or GED, including non-matriculated students who are interested in taking a few classes as well as students who matriculate to pursue one of the certificate or degree programs. The college also participates in College Credit Plus, a statewide initiative to offer dual credit to qualified high school students either enrolled in courses on our campus or in Clermont courses offered at their high schools. The college requires math and English placement testing though our Testing Center for matriculated students. Students whose placement scores indicate that they need additional support because they have placed into two developmental courses are admitted to the College Success Program, which includes intrusive advising, academic support and an academic early alert system. The college's mission statement's emphasis on student-centered education is reflected in the effort

made to support at-risk students. While several of our allied health programs offer admission selectively, students who are not admitted to those programs are advised to choose another major that might suit their interests and aptitude. Admission to the Bachelor's of Technical and Applied Studies (BTAS) degree requires students to have previously earned a technical associate's degree from an accredited institution; it is designed primarily for employed returning students. All of our programs serve the mission of open-access, student-centered undergraduate education and lifelong learning.

Sources

- Academic Affairs, University of Cincinnati
- Bachelor's of Applied & Technical Studies, University of Cincinnati
- Business, Law & Technology, University of Cincinnati
- College Success Program (CSP), University of Cincinnati
- English, Languages & Fine Arts, University of Cincinnati
- Math, Computers, Geology & Physics, University of Cincinnati
- NewCCPlusReport
- Placement Testing, University of Cincinnati
- Science & Health, University of Cincinnati
- Social Sciences, University of Cincinnati
- Website_Mission_evidence

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.
Cultural and social growth for students and the community are part of UC Clermont College's mission. As such, the college plays a pivotal role in providing access to a wide and diverse array of cultural activities for students, faculty, staff and the community of which it is a part. We are a part of the University of Cincinnati Diversity Plan, and initiate our own efforts to foster diversity on campus.

One of UC's Breadth of Knowledge areas for General Education courses is Diversity and Culture (DC); courses that meet the definition are labeled with this designation, allowing students to meet their distribution requirement for DC courses. These courses provide rigorous and thought-provoking engagement with issues of diversity and multiculturalism, enriching the experience of Clermont's students. Since we are a commuter campus, virtually all of our students are from the Cincinnati area. As a result, it is especially valuable for our students to have access to coursework and student activities that expand their view of the world in which they live. However, within that geographic similarity, our students are diverse in background; while we enroll relatively few students of color, the college's recruiters are mindful of enhancing the diversity of the student population. As a result, Clermont's student population includes veterans, people who identify as Appalachian, LGBTQ students, and students of all ages, from dual-enrolled high school students to traditional-age to adult learners.

Institutions of higher learning have a responsibility to reflect cultural diversity in their operations and in their faculty and staff. Clermont College follows the University of Cincinnati's equal opportunity hiring practices in order to make a true effort in hiring diverse faculty and staff. These efforts have resulted in a faculty that is becoming more ethnically and globally diverse. Search committees submit a recruitment plan that spells out how they will work to create a diverse pool of candidates.

1.C.2.
Clermont students and faculty participate in Study Abroad, with the assistance of UC International; Clermont faculty have taken students to Mexico and Sri Lanka in the past few years. Clermont students can also choose to study for a semester in other countries. In an exchange program, several Clermont students have studied in Croatia at the University of Zagreb, and students from Zagreb are studying at UC. Those students who cannot or do not wish to travel can sample multiculturalism at International Education Week, held every fall, where they can sample art, food, and informational presentations on a wide array of cultures. Our art gallery has featured work from numerous international artists, such as Bruno Zabaglio, Ryuta Nakajima, Bogumil Bronkowski, and Saad Ghosn.

Clermont College has had two students each summer participate in UC's WISE (Women In Science and Engineering) Research Experience for Women Undergraduates program. This program provides resources for women students in STEM disciplines to conduct research and then present their work to others in the program. Each semester, visiting writers come to Clermont to meet with students, conduct a master class, and provide a public reading; the majority of these writers have been women, providing women students with a look into the world of professional creative writing from a female perspective.

The College's Disability Service Office works with students who disclose a disability, offering learning and testing accommodations for students and supporting faculty who have DSO students in their classes. Recently, the college's Veterans' Services Office director was increased from a half-time to a full-time position, with a goal of

expanding services for veteran students. To accommodate transgender students, two gender-neutral bathrooms have been designated. The college has set aside a quiet lactation room for faculty, staff and student mothers.

Sources

- 5787-Diversity-Report-2011-2016
- Cliff_Larrabee_Student_Poster_WISE
- comm arts 1
- comm arts 2
- DC SE TI Clermont courses
- Disability Services, University of Cincinnati
- EO_recruitment_and_search_guide
- intl ed week flyers
- Jade poster v02
- Park National Bank Art Gallery, University of Cincinnati
- QueretaroApplicationPkg2012
- RM Frank Poster
- Scarpino v02
- sri lanka

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.
UC Clermont College is an important member of the community it serves. Our campus welcomes a number of community organizations to use our campus for their events.

Events for K-12 students
The college has hosted the local high schools' DECA competitions on our campus twice annually since 2003, an activity that brings an average of 500 students to visit our campus each year. The fall competition is for students interested in leadership of the group on the state level. The Winter Competition brings students from the entire Southwest Ohio DECA district to the campus for competitive presentations. DECA is a membership organization for students interested in marketing, finance and entrepreneurship.

The college also routinely sponsors summer STEM camps for students. UC Clermont College received a $10,000 grant from Duke Energy to offer a one-week summer STEM Academy in 2012. The program was designed to enroll 24 students ages 12-15. Since it filled within two weeks, another section was added and 46 students participated. The program included hands-on exploratory sessions in biology, chemistry, geology, computer-aided design, computer networking, astronomy, energy, and allied health sciences. The grant enabled UC Clermont College to provide scholarships for income-eligible students and offer shuttle bus service from both western and eastern locations in the county.

After the successful summer STEM Academy, the college offered a Duke Energy-supported Saturday Space & Aviation Academy for 18 students ages 12-15 during fall semester 2013. The experiential seminars included field trips to the Clermont County Airport, Warbird Museum, iSpace center and Cincinnati Observatory, along with a special celebration evening with astronaut Rick Searfoss.

In summer 2015, the college added a creative writing camp, staffed by our Learning Center writing staff; we also partnered with the Cincinnati Reds to provide Reds Rookie Success camps for 300 low-income students in Clermont County. There are plans to continue both of these activities in summer 2016.

Community Arts
UC Clermont College is a host site for the Macy's ArtsWave Sampler, a yearly event held by Cincinnati's arts agency, with hosting sites all over the city of Cincinnati and the surrounding area. We also host Clermont Philharmonic performances. UC Clermont College has a vibrant Community Arts program made up of two venues: the Park National Bank Art Gallery, and Krueger Auditorium, the college's performance space. The art gallery hosts at least 10 exhibitions a year, primarily by professional artists. The exhibitions are chosen by Clermont art faculty and Community Arts staff. Community Arts' dramatic offerings, Calico Theatre, are focused on children, with family-friendly performances, acting classes held in partnerships with Cincinnati's Playhouse in the Park, and summer acting camps. Calico Theatre performances are also offered to local schools.

Environmental Awareness
Each year, UC Clermont College holds an Earth Day event, which includes participation from faculty, staff, students and the community. Participants plant trees on campus and take some seedlings home with them, in addition to other activities that change each year. Each spring and summer, biology faculty and students engage in a community garden service learning project; produce grown in the garden is donated to local food pantries, with an average of 1000 pounds donated each summer.

Professional Development/Continuing Education
One of our faculty members has hosted an addictions conference on our campus for local social services, health professionals and law enforcement in 2014 and 2015.

In 2014, we hosted the Disney Institute, which provides training in customer service in health care settings.

We also host professional development opportunities for local college faculty. The college's Teaching and Learning faculty committee has organized the 3T (Teaching, Techniques and Technology) since 2012, with approximately 200 attendees and presenters each year from other UC campuses and other colleges in the region. 3T has been so successful that the University Provost has committed to continued funding in addition to the college's funding for the event.

English faculty and the Clermont College Library have organized week-long Summer and Fall Online Writing Workshops with nationally known composition experts, such as Dr. Kathleen Yancey, over the past four years. These writing workshops are open to faculty at any UC campus.

1.D.2.
As a public institution, UC Clermont College does not have shareholders or a parent organization other than the University of Cincinnati. Our external partnerships, such as the ones with Milacron and Sporty's Aviation, are educational, limited in scope and are of benefit to the community. Any leftover revenue at the end of a fiscal year is placed into a reserve fund, to be used for infrastructure, renovation, preventative maintenance and future building projects.

1.D.3.
UC Clermont College serves the surrounding community in a variety of ways beyond educating the citizens of Clermont, Brown, Adams, Warren, and Hamilton counties. In 2012-2013, the College embarked on a workforce development partnership with Milacron LLC, a plastics processing technology manufacturer with headquarters in Cincinnati and plants in Mt. Orab (Brown County) and Batavia (Clermont County). After being hard hit in the 2008 recession, Milacron realized that their potential growth was hindered by lack of a skilled machinist workforce. The company investigated several options before settling on a 15-week customized training program in collaboration with UC Clermont College's manufacturing technology program. Of 59 students starting the program, 56 have completed it during the past three years (2012-2015) and have moved on to full-time employment at Milacron.

Milacron's plant in Batavia has also experienced difficulty in recruiting and retaining qualified manufacturing employees in electrical and mechanical assembly positions. UC Clermont College facilitators worked with experienced employees on a DACUM (**D**esigning **a C**urricul**um**) process to identify the job duties, skills and tasks that are integral to the positions. Ten students graduated from the pilot program in August 2015.

In keeping with its open access mission, the College has relationships with several community partners to assist low-income and first-generation students and to develop leadership skills. UC Clermont College hosts three TRIO-funded programs. Upward Bound focuses on providing advising, career counseling, tutoring, college application and financial aid assistance, as well as Summer Bridge programs for low-income and first-generation students in local high schools. Educational Talent Search provides similar services for students from sixth to twelfth grade. The Southwest Ohio Educational Opportunity Center supports adult learners considering admission to college with the application and financial aid process and provides career counseling and academic advising.

LOOK to Clermont is a community-based student leadership development program enrolling approximately 24 students annually. Students representing each area high school are nominated for the program and are eligible to earn dual high school and college credit. UC Clermont College was the academic partner for Clermont 20/20, Inc., a community non-profit that ran adult and student leadership programs for 15+ years. During that time, the program met one day per month for eight months and was modeled after the adult community leadership program. When Clermont 20/20, Inc., was dissolved in 2011, the program transitioned to Ohio State University Extension-Clermont County. UC Clermont College enrolls juniors through the partnership, and Ohio State University enrolls seniors who continue on to a second year in the College Credit Plus program. The students participate one day each month in experiential, place-based learning covering topics such as health, safety/justice, local history, education, personal finance, government and infrastructure, economic development, teambuilding, and strategic planning. Students also work in teams to complete a community-based project during the course.

As of Fall 2015, UC Clermont College is looking into becoming a site for the University's Oscher Lifelong Learning Institute (OLLI), which is currently offered at several venues within the city of Cincinnati, but not in UC Clermont College's service area. OLLI courses would add continuing education to our offerings and would be beneficial to older adults in our community.

By hosting these programs on the Clermont campus, we offer support to those in the community who have aspirations to attend college but may face obstacles such as being of lower income or first-generation students. These programs support our mission of lifelong learning and open access to college in the larger community we serve.

Sources

- 3T_Program_2012
- 3T_Program_2014
- addictions flyer
- An Evening with Astronaut Rick Searfoss
- comm arts 1
- comm arts 2
- DECA
- Disney Inst invitation
- Educational Talent Search, University of Cincinnati
- FOWI documents
- MFG TECH 062413
- Milacron partnership with UC Clermont
- Park National Bank Art Gallery, University of Cincinnati
- Preparing Tomorrows Leaders Todayposter_mjDec5_14
- Southwest Ohio Educational Opportunity Center, University of Cincinnati
- SOWI 1 Workbook
- SOWI documents
- STEM Academy application
- STEM Academy information
- UCC_Community_Garden_Press_Release
- Upward Bound, University of Cincinnati

1.S - Criterion 1 - Summary

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

Summary

UC Clermont College's mission emphasizes the college's student-centered, open access, undergraduate nature. Faculty and staff are committed to offering quality education to all students, regardless of their educational preparation or socioeconomic background. To follow through on this commitment, Clermont offers a wide range of first- and second-year courses for transition to the University of Cincinnati's Uptown campus, transfer to other institutions, and to complete associate's degrees leading directly to careers.

We are a regional campus of the University of Cincinnati; UC's Board of Trustees governs us. Our administration, headed by the Dean of the college, reports to the University Provost. However, we are separately accredited, are responsible for generating our own revenue and handling our own expenses, and have our own operating procedures and shared governance system, including a college Faculty Senate. We are awarded Ohio state subsidy, which comprises approximately 30% of general funds revenue, and pay $1.78 million in overhead to the University for a variety of services. Faculty reappointment, promotion and tenure decisions begin within the college's academic departments and are approved primarily by college faculty and administration, with final approval for tenure and promotion by the Provost's Office and the Board of Trustees.

UC Clermont College encourages lifelong learning through a strong emphasis on general education courses. Our core competencies are designed to foster curiosity, provide broad knowledge of the humanities, social sciences and natural sciences, and emphasize critical thinking, effective communication, knowledge integration, social and ethical issues, and information literacy. These university-wide competencies are essential for well-educated individuals, and in particular, are crucial to first- and second-year students' intellectual and personal growth.

Our students represent diverse backgrounds. From dual-enrolled high school students, to traditional-aged college students, to returning adult students, students who require disability services, and veterans, we strive to respect our students' range of experiences while exposing them to the global, multicultural and economically diverse perspectives that are a hallmark of a solid undergraduate education.

Our mission statement can be found on our website, on posters, and coffee mugs on our campus, and through the college's actions from governing committees to administrative units and academic departments.

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

As a public institution, UC Clermont College is governed by the rules of the Ohio Board of Regents and UC's Board of Trustees. We are an American Association of University Professors (AAUP)-represented faculty, and we abide by the AAUP/UC Collective Bargaining Agreement regarding a variety of faculty issues. We apply the University's Student Code of Conduct to all student disciplinary and grievance procedures. We follow established non-discriminatory practices for equal opportunity and Title IX, and use the guidance of the Institutional Review Board (IRB) when engaged in relevant research. We have College Bylaws and Departmental Operating Procedures which govern day-to-day operations.

Sources

- AAUP-UC+2013-16+CBA_4June14
- Dept__Operating_Procedures
- Equal Opportunity & Access, University of Cincinnati
- Faculty_Bylaws_w_revisions_Appvd_3_28_2013__9_25_2014__2_26_2015
- IRB_overview
- List_of_University_Rules
- OBR 2yr operating manual
- Student_Code_of_Conduct
- Title IX Policies and Procedures, University of Cincinnati
- UC_Equal_Opportunity
- UC_Title_IX_Policies_and_Procedures

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

UC Clermont College is a regional campus of the University of Cincinnati, a public institution. The college makes public all information about its academic operations. Admissions policies, academic program information, and tuition and fees are all accessible on our website, in paper form where needed, and are shared by our admissions staff, student services staff, and faculty from the earliest contact with prospective students through graduation or transfer. Our faculty and staff are listed on their department web pages, and all employees' contact information and job titles are included in UC's searchable faculty/staff directory.

UC Clermont College is accredited by the Higher Learning Commission. Accredited technical programs and certificates include Emergency Medical Services, Health Information Systems Technology, Medical Assisting, Physical Therapist Assisting, Respiratory Care, Surgical Assisting, and Surgical Technology. The Paralegal Studies program and certificates are approved by the American Bar Association.

Sources

- Accreditation, University of Cincinnati
- Apply For a Degree Program, University of Cincinnati
- Apply, University of Cincinnati
- Certificate in Surgical Assisting, University of Cincinnati
- Directories
- EMS accreditation
- HIST Accreditation, University of Cincinnati
- Majors & Programs, University of Cincinnati
- Medical Assisting, University of Cincinnati
- Paralegal ABA approved, University of Cincinnati
- Physical therapy, University of Cincinnati
- RC Accreditation, University of Cincinnati
- ST Accreditation, University of Cincinnati
- Tuition & Fees, University of Cincinnati

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

UC Clermont College is governed by the University of Cincinnati's Board of Trustees. The Board is appointed by the governor of the state of of Ohio under the Ohio Revised Code.

2.C.1.
The Board of Trustees deliberates upon all large-scale issues important to the University and more specifically to UC Clermont College. The Board approves all new faculty hires, tenure and promotions, and academic leaves, based on the advice of the faculty and administration from the college. The Board approves the college's budget as well.

2.C.2.
UC's Board of Trustees uses an integrated decision making model, which applies to UC Clermont College just as it does to all other UC colleges.

2.C.3.
The Board of Trustees adheres to a conflict of interest policy; board members do not vote on issues where they might have an interest.

2.C.4.
In the appointment of a dean of UC Clermont College, the Board of Trustees invests that dean with oversight of day-to-day operations of the college. Because UC Clermont College is separately accredited and budgeted, some of our governance structure operates with a good deal of independence from the university. UC Clermont College's academic departments are separate from similar departments at the University, unlike some other regional colleges in Ohio, where faculty are members of the departments on the central campus. As a result, UC Clermont College operates with a high degree of autonomy.

A central tenet of the Collective Bargaining Agreement (CBA) between the UC chapter of the AAUP and the University administration is a clearly defined policy of shared governance, which is clearly articulated in Article 27, "Governance of the University." The Board of Trustees approves the CBA and therefore respects the shared governance policy laid out within it.

Sources

- AAUP-UC+2013-16+CBA_4June14
- AAUP-UC+2013-16+CBA_4June14 (page number 141)
- Board of Trustees, University of Cincinnati
- Integrated Decision Making , University of Cincinnati
- Trustees, University of Cincinnati
- UC BoT Clermont Master File

2.D - Core Component 2.D

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

Argument

UC Clermont College holds freedom of expression and the pursuit of truth in teaching and learning as a bedrock of our work. Faculty academic freedom is guaranteed under the Collective Bargaining Agreement between the UC chapter of the AAUP and university administration (Article 2). UC Clermont College's dean, associate dean and other administrators adhere to the academic freedom tenets set out in the CBA.

Furthermore, UC has a non-retaliation policy in place for those who bring to light any concerns about the University's operations, and the college follows those rules as well. Faculty are expected to model academic freedom and non-retaliation for their students and to allow students to investigate facts and knowledge and the ethical treatment of facts and knowledge as is appropriate to their discipline.

Sources

- Article 2 UC AAUP CBA 2010-2013
- Equal Opportunity & Access, University of Cincinnati copy

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

UC Clermont College takes the ethical use of knowledge seriously. Faculty are rigorous in their research and scholarly practices and are scrupulous about teaching students how to locate, evaluate and use information.

2.E.1.
UC Clermont College oversees the integrity of faculty research by several means. The college's Reappointment, Promotion and Tenure process is governed by the University's Collective Bargaining Agreement (CBA) between the AAUP and the University. The CBA governs disciplinary proceedings against faculty members for serious plagiarism and other unethical uses of information, up to and including dismissal from the University (Article 9). In addition, the College adheres to the guidelines of the University's Institutional Review Board (IRB; please see 2.A for further information). At the same time, the University and UC Clermont College support faculty research through providing time for scholarly work and financial resources. After six years of service to the university, full-time faculty can apply for academic leave. Unpaid professional leaves are also an option for faculty. The current CBA created Faculty Development Committees at every college of UC, with financial resources contributed by the University and disseminated by the College committee.

2.E.2.
Ethical use of sources is one of the University's Core Competencies: Information Literacy. This competency is embedded in many courses offered by UC Clermont College. All students will be actively engaged in the ethical use of research multiple times during their course work at UC Clermont College. At minimum, all students taking College Composition and Intermediate Composition, both required of nearly all students, will have had numerous opportunities to engage in research-based writing, with the responsible use of sources an embedded part of the curriculum, but responsible use of information is stressed repeatedly throughout virtually every discipline. General Education assessment plans, with Information Literacy student learning outcomes (SLOs) give examples of how faculty expectations: English, Languages and Fine Arts, Math, Computers Geology Physics, Science and Health, Social Sciences The College's Library provides information ethics guidelines on every one of their research guides, available on the library website, as does the Learning Center, through one-on-one tutoring sessions. The linked guidelines, from the research guide for Sign Language, are the same for every library research guide.

2.E.3.
UC Clermont College adheres to the Student Code of Conduct. Any faculty or staff member who finds that a student has engaged in academic dishonesty can report the incident. The Code allows for both students and faculty to take action when an allegation is raised. The process also includes an opportunity for appeal. Faculty and other parties who might be involved in an allegation can report through a new online reporting option; this process allows for a faster response time. The Student Code of Conduct addresses both academic and non-academic misconduct. The Office of Judicial Affairs has recently updated its website to provide a clearer understanding of the Code and its potential implications. UC Clermont has its own College Conduct Administrator (CCA) who works closely with the University on all Code-related matters.

Sources

- Art. 9 UC AAUP CBA 2010-2013
- Gen Ed assessment ELF
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2.S - Criterion 2 - Summary

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

Summary

As a public institution and as a college of the University of Cincinnati, UC Clermont College adheres to a variety of ethical principles, rules, contracts, statutes and standards, articulated in detail in Core Component 2A. The college works actively to operate in a transparent manner, disclosing virtually all information about the institution to the public. We are governed by the University of Cincinnati's Board of Trustees and operate within the parameters set by the Ohio Department of Higher Education (formerly the Ohio Board of Regents). We model free expression and truthful communication for our students both inside and outside the classroom. Faculty and staff are committed to responsible creation and use of knowledge, and we diligently provide instruction to students in the ethics of information literacy. In fact, ethical and responsible use of information forms one of the University's Core Competencies upon which learning outcomes are based. UC Clermont College librarians and Learning Center staff provide substantial additional instruction in ethical research practices.

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.
At UC Clermont College, student coursework is aligned with the college's assessment plans, which in turn conform to standards developed by their fields' governing bodies. All courses and academic programs were reviewed and updated during the conversion to a semester calendar in Fall 2012 (see 4.A.1.) In addition, curriculum is updated on a regular basis as faculty deem necessary per the procedures and by-laws of the Curriculum Committee. Program outlines for every degree and certificate offered at the college are accessible on the UC Clermont College website, and include learning outcomes laid out in the assessment plans. Learning outcomes for each field of study are introduced, developed, or assessed in accordance with the program's assessment plans. All courses are described in detail in the UC OneStop website, and also described in the syllabi kept on file in the Academic Affairs office. Students can also use the OneStop system to obtain degree audits, giving them data on courses needed to complete their program, and advisors assist students in staying on track with coursework necessary to complete their programs. Data are collected yearly through the college assessment plans on the performance of students over a variety of content areas critical to their fields of study. Assessment reports for all programs and general education courses are gathered yearly, with results collected and tracked over time. The attached files collate assessment reports by academic department for the 2014-2015 academic year: Business, Law, Technology; English, Languages, Fine Arts; Math, Computers, Geology, Physics; Science and Health and Social Sciences. Older assessment data was collected in a different manner, and will be made available to the peer review team as requested. Assessment plans are reviewed yearly by the Academic Assessment Committee, per the committee's bylaws, and revised as needed by the program faculty.

3.A.2.
UC Clermont College offers a variety of majors and programs culminating in associate and bachelor's degrees or certificates. For each program, learning outcomes are clearly stated in the assessment goals. For specific courses, learning outcomes are given which link to the overall goals of the specific program or certificate earned. Some certificates, such as Medical Assisting and Healthcare Privacy and Security, offer certificates for students already working in the field who wish to update their skills. Overall, more than forty programs and hundreds of courses have clear learning goals which are included in assessment plans, stated in course syllabi, and available to the public on the web. The major point of differentiation between certificates and associate's degrees is the inclusion of General Education requirements for associate's degrees, which extends program outcomes to include broad skills such as effective communication, critical thinking, and information literacy, among others.

The college's Bachelor's of Applied and Technical Studies (BTAS) degree requires that students take additional general education courses to fulfill the requirements of a bachelor's degree, but adds higher order skills and abilities from Bloom's taxonomy to the expected outcomes. These outcomes are more deeply developed and sustained examples of the outcomes for associate's degree students in similar disciplines.

During a joint BTAS steering committee meeting with counterparts at UC Blue Ash, we discovered that students have been misadvised at both colleges. Students have been granted too much credit from their associate's degrees, with the result that they are taking too few hours at 3000 and 4000 level. Immediate action has been taken to correct this error; new students enrolling in the program in summer 2016 and thereafter will be advised correctly. All advisors and program faculty have been informed of the correction are expected to adhere to it.The associate dean will monitor the transcription of credit to this program on a regular basis to ensure that the appropriate number and type of credits are being applied for incoming students.

3.A.3.

In the changing landscape of college, where courses are delivered in various modalities, UC Clermont College strives for consistency so that the courses taken at our college are of the same high standards regardless of location or modality. Many general education and technical courses conform to the Ohio Department of Higher Education's Transfer Assurance Guidelines (TAGs and C-TAGs), so that if a student transfers to another institution the course will count for the equivalent course at the new school. All courses in the UC system (Clermont, Blue Ash, Main Campus) have the same prefix and course number across all colleges (e.g., "English 1001") and are labeled and described the same way on Onestop regardless of the branch of UC where the student takes the class. Many courses are now taken online throughout the university, and UC Clermont College structures courses so that students are given every opportunity to interact with their online professors, just as in a face-to-face course. Faculty make themselves accessible through a variety of means, including dedicated email "office" hours, video chat, and other electronic means. Faculty teaching online are expected to take Quality Matters training; those with experience in online teaching can take a one-day Applying the Quality Matters Rubric workshop, while those who are entirely new to online teaching are expected to take the semester-long Quality Matters Distance Learning Design course. Course assessment plans are compared to other assessment plans in the UC system by the University's Academic Committee, to assure that learning objectives are consistent across the university. UC Clermont College participates in the State of Ohio's newly-reconfigured College Credit Plus (CCP) dual enrollment program, as well, and has control over the content and delivery methods of those courses, even when they are offered at high school sites. UC Clermont College can assure students that their coursework is equivalent in rigor to other branches in the university system, and other colleges in the state of Ohio, while also giving student the same level of instruction whether the course is traditional, online, or hybrid. Off campus dual credit courses are overseen by UC Clermont College faculty, who work with the high school teachers to ensure that all dual credit courses are equivalent to classes on our campus. Dual credit faculty must have a master's degree in the discipline they are teaching or a master's degree with at least 18 eighteen hours in the discipline, per HLC Assumed Practices and ODHE requirements. Syllabi for these courses are approved by college faculty on a regular basis. The college requires the use of our standard course evaluation forms in all dual credit courses. If a dual credit course is offered online, the faculty are required to take our Distance Learning Design course which uses Quality Matters standards for the development of high quality, well-designed online courses.

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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.

UC Clermont College offers associate of arts, associate of science, associate of applied business, associate of applied science, associate of technical studies, and a bachelor's of technical and applied studies (BTAS) degrees. The college also offers certificates, most of which do not require the full eighteen hours of general education, though several that are supplemental to an associate degree, such as gerontology, diversity studies, and writing, do include general education competencies. BTAS students will bring some general education requirements with them from their associate degrees, but must round out any missing areas, and must have at least 36 hours of hours of general education upon graduation. In all of our degree programs, general education courses provide a broad base of foundational skills to draw upon during college and beyond, reinforcing our commitment to lifelong learning.

There are five core general education competencies:

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

In addition, UC encourages students to take six hours of contemporary topics courses, which can be fulfilled with courses that meet Diversity and Culture (DC), Social and Ethical Issues (SE), or Technical and Innovation (TI) designations. Faculty have designed assessment plans that measure student learning and achievement of core competencies. Program assessment plans will address all five competencies, while individual general education course assessments target the most appropriate outcomes to the discipline. For example, please see this document listing four common general education courses, their course descriptions and student learning outcomes.

Because many of our UCCC students transfer to the UC Uptown campus, our General Education plan aligns with UC's baccalaureate General Education plan. Courses that satisfy UC Clermont College's General Education Breadth of Knowledge (BoK) requirements also satisfy the University's BoK requirements. General Education courses are

marked with BoK indicators on the One Stop student registration site and in the university's Student Information System.

Courses by discipline are designed within eight Breadth of Knowledge (BoK) categories:

English Composition	EC
Quantitative Reasoning	QR
Social Science	SS
Natural Science	NS
Humanities and Literature	HU/LT
Historical Perspectives	HP
Fine Arts	FA

All graduates of UC Clermont College must have the minimum of 6 semester credit hours of EC, 3 hours of QR, 3 hours of SS, 3 hours of NS, and a choice of 9 hours selected from HP, HU, or FA. Some academic programs specify more General Education hours; programs may or may not specify particular courses with each Breadth of Knowledge category. The Ohio Department of Higher Education mandates that baccalaureate and associate of arts and associate of science degrees contain a minimum of 36 hours of general education, while applied associate degrees must include a minimum of 18 hours of general education. The 36-hour requirement is new as of the 2015-2016 academic year; as a result, UC Clermont College will begin a review of all associate of arts, associate of science and the BTAS degree to meet the new requirement. Specific general education requirements for all undergraduate degrees can be found here, from the ODHE Academic Program Review Guidelines.

3.B.2.
General Education requirements and learning outcomes for each program are communicated to the student via online program outlines and advising. The college's course syllabus template includes the course description and the course learning outcomes as well as information about the BoK designation, if applicable, so that students have this information available at the beginning of a course. These syllabi for Anatomy and Physiology and Pre-Calculus serve as examples of how faculty specify learning outcomes for students.

During the semester conversion process, all the colleges of the University of Cincinnati agreed to add touchpoints to all programs. These touchpoints reinforce general education by providing students with a chance to reflect on their college experience and to develop broad-based skills for success at each phase. These include a first-year experience course, a mid-collegiate touchpoint of English 2089, and a capstone experience for all baccalaureate students. All of our associate's degree programs include a first-year experience course and at least the mid-collegiate English 2089 for transfer programs and, in most cases a capstone course for career-oriented programs. the BTAS degree offers a mid-collegiate bridging course for students who hold a technical associate's degree and are returning to college to complete a bachelor's degree. BTAS students also complete a capstone course.

During the development of our strategic enrollment plan in 2013, we recognized that our FYE courses, developed individually by each program, needed to have more in common. As a result, the Associate Dean worked with FYE faculty and student support areas such as the Library, Learning Center, Career Services, and others to create a repository of online resources for use in these courses. Housed in our learning management system, Blackboard, these resources are available in part to increase coherency across FYE courses. In addition, the Associate Dean and Senior Director of Retention and Student Services jointly appointed a faculty member to serve as FYE coordinator and develop a more fully-realized and integrated FYE program. In 2015-2016, the coordinator will work with faculty to develop several common learning outcomes that can be applied to all FYE courses.

Although UC Clermont College has been conducting ongoing assessment of both programs and general education for more than twenty years, the University of Cincinnati began requiring the development of program assessment plans for all UC colleges in 2013-2014. As a result, our program assessment plans are currently being revised by program faculty to meet the new requirements of the University's Academic Committee. All assessment plans embed the core competencies, and these are now fully aligned with other UC colleges.

Comprehensive general education assessment at UC Clermont College began in 2004. Faculty from general education disciplines spent that summer learning how to write student learning outcomes and assessment plans that are grounded in the UC General Education Core. General education assessment allows us to clarify our intentions for general education, but our process is in need of updating in order to reflect on our process and our broad goals for student learning. Working with faculty from general education disciplines, the Interim Associate Dean is planning a new pilot inquiry-based assessment process. Inquiry-based assessment poses a question about pedagogy, student learning, or other teaching and learning issues relevant to the discipline, and then uses the general education assessment competencies to measure student learning in a specific, research-oriented format. Inquiry-based assessment has the potential to engage faculty more fully in the assessment process by shifting the focus from compliance with institutional requirements to providing valuable information that faculty can use directly in making curricular or pedagogical changes. In fall semester 2016, faculty in the pilot will participate in workshops to help them design a research question and develop meaningful rubrics tied to existing core competencies. In spring 2017, faculty will test their assessment plans with student artifacts and then report back on their results at the end of the semester.

3.B.3.

All programs require students to learn the techniques required in their discipline to collect, analyze and communicate information. In part, program faculty rely on general education courses. All students are required to take six hours of college composition (English 1001), three of which should ideally be taken in the first semester unless remediation is required, with the remaining three hours (English 2089 for the majority of students) taken after 30 semester hours have been completed. Both English 1001 and English 2089 composition courses heavily emphasize research-based writing. English 2089 serves as one of the university's mid-collegiate touchpoints. In addition, sophomore seminar courses serve as capstone or bridge for transfer students, requiring them to do sustained projects appropriate to their discipline's way of engaging in inquiry or creative work. Skills developed are specific to the career or discipline in the technical programs and broad-based in general education disciplines. For example, many technical programs conclude with practice or clinical rotations. Transfer programs require research and more sustained writing skills. For example, the Liberal Arts program requires all students majoring in the program to take a first year experience Introduction to Liberal Arts course and a Sophomore Seminar course. In both, students engage with the idea of what liberal arts means; in the first year course, they explore career possibilities, and in the sophomore course, they write reflectively about their college experience so far. In both classes, students write a research project of sustained length and appropriate complexity as well. BTAS students take a bridging course to help them adjust to upper-division work and a capstone class designed to pull together all of the public speaking, analytical and administrative skills they have learned throughout the program.

3.B.4.

At UC Clermont College, the importance of human and cultural diversity is woven into the variety of courses, programs, and extra-curricular experiences that are offered. Please see Criterion 1C for further explanation and evidence.

3.B.5.

While UC Clermont College's mission is primarily teaching, faculty do make contributions to scholarly and creative work and the discovery of knowledge. Faculty regularly present their work at both pedagogical and disciplinary conferences. Faculty also publish in academic journals, and several have published books. Art and creative writing faculty have their works exhibited and published. Please see the Faculty Credentials Files for specific examples.

Students are encouraged and supported in the development of creative and scholarly work. Clermont's studio art faculty curate student shows every spring in the gallery. Writing students write, publish, edit and take photos for the student newspaper, The Lantern, and East Fork, the literary journal. Students are participating in undergraduate research, something which began on a small scale three summers ago and has now grown into a modest undergraduate research center, with broad faculty support and interest. Students engaged in this research have presented their work at national and international conferences. A UC-wide undergraduate conference, Mediated Minds, allows students to present their scholarly work to their peers.

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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.
UC Clermont College employs 96 full-time faculty and 186 adjunct faculty. Clermont faculty have the resources and qualifications to fulfill all aspects of their job, both in and out of the classroom, in order to give students every chance at success. The college has five academic departments--Business, Law and Technology; English, Languages and Fine Arts; Math, Computers, Geology and Physics; Science and Health; and Social Sciences; this five-department structure was put in place in 2010 in response to our last re-accreditation visit. In 2015, the Library was moved from a department reporting to Academic Affairs to an academic unit reporting directly to the dean. Prior to 2010, the college had operated with three divisions: Science, Math and Engineering, Humanities and Social Sciences, and Business, all of which had grown too large to function effectively. Each department in the current structure includes a department chair, several faculty members who serve as program or area coordinators, serving departments of 17-22 full-time faculty. Per the Collective Bargaining Agreement between the University and the AAUP, department chairs are charged with oversight of all academic functions of the department, including hiring of new faculty, participation in the Reappointment, Promotion and Tenure process, merit pay, annual performance reviews, oversight of curricular and program changes, and scheduling of courses, among other duties (Article 31, page 161). Because our departments are large, each department has a number of faculty area or program coordinators. These coordinators are responsible for scheduling courses, staffing courses with qualified full-time or adjunct faculty, performing peer reviews for adjuncts, administering and creating assessment reports, and other tasks critical to the discipline.

In addition to the five-department structure, UC Clermont College has a framework at the institutional level to provide further oversight into the delivery and quality of instruction that faculty provide. The college has had a faculty workload document since 1990; currently, a faculty committee is working on updating the workload policy. The committee made recommendations to the dean in spring 2015, and the document is currently under administrative review.

Faculty drive the curricular process. New courses, programs and changes to existing courses and programs are first presented to the academic department for discussion and approval, which includes verifying that the appropriate assessment plan, learning outcomes, and Breadth of Knowledge (BoK) designations are in place. Upon approval at the department level, the course or program is presented to the college-wide Curriculum Committee, which is populated by all five department chairs, an elected faculty representative from each department, the associate dean and senior assistant dean for academic affairs. If approved by the Curriculum Committee, the course is reviewed by the university's Academic Committee and final approval is granted by the provost's office. This draft

revision of the curriculum creation guide is designed to facilitate the curriculum process for faculty interested in creating new courses.

Scheduling of courses is initiated by the program or area coordinator, and the process is supported by the department chairs, departmental program managers, who serve as support staff for each department, and the Academic Affairs office.

Assessment reports are collected by area and program coordinators and reported via Compliance Assist technology. Academic Affairs staff, primarily the Director of Institutional Effectiveness and the senior assistant dean and associate dean, assist faculty with any part of the assessment process that may be creating challenges. Before the implementation of Compliance Assist in 2014-2015, we relied on a Blackboard organization site to collect assessment reports and disseminate forms, guides and sample assessment reports to faculty.

Faculty serve on search committees for new faculty and staff hires in all instructional areas of the college, including the library, learning center, experiential learning, testing, and college success. Faculty search committees are composed wholly of faculty, while staff search committees usually include both faculty and staff. Department chairs, working with the Dean and departmental faculty, decide upon what new faculty positions are needed. Search committees develop a recruitment plan to maximize opportunities for diverse hiring, write draft advertisements, establish appropriate qualifications, and conduct all screening and interviewing. The best qualified candidates are presented to the dean or associate dean, depending upon the position, for the final stages of the hiring process.

3.C.2.
We aim to adhere to the Ohio Department of Higher Education's requirements and the High Learning Commission's Assumed Practices for faculty qualifications. Tenure-track faculty are typically expected to have terminal degrees in the disciplines in which they teach. Faculty in technical fields typically have appropriate experience in the field and one degree higher than those programs in which they are teaching. Adjunct faculty in general must have a master's in the appropriate discipline or eighteen hours in the appropriate discipline plus a master's degree in a related area.

In checking current faculty credentials, we have found that not all faculty meet these criteria. We are now developing plans to ensure that all faculty meet these requirements by January 2017. These plans include using the Credentials module in the Compliance Assist platform and obtaining CIP code level degree credentials for current faculty through the National Student Clearinghouse's DegreeVerify tool. Through the Credentials platform, we are able generate a department-level report to match degree CIP code to the course CIP code to determine if the faculty credential matches the discipline being taught. We are in the process of gathering these data with the intent to have the system fully operational for the 2016-17 academic year.

The program and area coordinators work with their administrative support staff to assure that all adjunct faculty who teach at UC Clermont College have the appropriate qualifications through the transcript examination. This includes faculty who teach in dual credit, contractual, and consortial programs. The combined efforts of area and program coordinators along with the oversight of the Department Chair creates a strong system within the college to provide students with highly-qualified faculty.

3.C.3.
Faculty at UC Clermont College are routinely evaluated by their departments through the Reappointment, Promotion, and Tenure (RPT) process and annual performance reviews. RPT dossiers are evaluated by a department committee, the department chair, the College RPT Committee, the Dean, and the University Provost. Following the Collective Bargaining Agreement, RPT guidelines are developed for each of the five departments by department faculty, with approval from the Provost's office. In order to apply for promotion and tenure, all faculty must submit a minimum of three dossiers over the course of their careers. For each dossier, the faculty must have multiple peer evaluations from a variety of colleagues, so that by the time they are considered for promotion or tenure, they have been evaluated by as many as 10-12 of their peers, and their dossier analyzed by 10-12 faculty across various disciplines. Post tenure, more peer evaluations are required if the final promotion to Professor is desired.

Departments also conduct peer evaluations of adjuncts; each department sets out its own specific requirements for the frequency of peer observation of adjunct teaching. The CBA allows for adjuncts who have sufficient years at the institution to apply for promotion; peer observation are required for the promotions. Promotion requirements for

adjunct faculty are included in each department's RPT documents.

Student evaluations are conducted for individual courses every semester, as faculty are strongly urged to have students fill out evaluations either online or in class. Because our mission is primarily teaching, tenure track faculty are not tenured or promoted without consistently strong student evaluations.

In order to comply with the Collective Bargaining Agreement, all faculty must submit annual reports to their department chair as part of the annual review process, which includes both a written component and a face-to-face meeting with their department chair. An annual review goes over all components of a faculty member's responsibilities for the year, and addresses any concerns about the instructor's job performance, the resources available to them, and what they need to do in order to further their professional development. Faculty cannot be tenured or promoted without a continuum of annual reviews over each phase of their careers (Assistant Professor ->Associate Professor ->Professor). Overall, the various levels outlined here demonstrate the College's commitment to ascertain how faculty are performing in the eyes of students, peers and administration.

3.C.4.
UC Clermont College has several resources for faculty to draw from for their professional development. All faculty at Clermont are allocated $1,000 per year for professional development. These funds are part of each department's annual budget. An additional $1,000 can be granted by the Dean's office if the faculty member presents at a conference. These funds assure that faculty will have the resources to attend a conference relevant to their field at least once a year. In addition, Clermont faculty may also apply for funding through the College's Faculty Development Committee, which was established in 2014-15 as a result of the current Collective Bargaining Agreement. CBA-mandated Faculty development funds were disbursed by the University to the colleges, who then formed faculty committee. In its first year, 2014/2015, faculty applied for and received funds through this program totaling $24,500. Because of the popularity of this new fund, the Dean agreed to match the amount distributed by the Provost's office in both 2014-2015 and 2015-2016.

One of the recent professional development activities at Clermont was the creation of a conference devoted to the development of our faculty, called 3T (Teaching, Techniques, & Technology). This conference, founded by the college's Teaching and Learning Committee, is funded through internal and external sponsors, is free to our faculty, and has drawn over 300 attendees per year since 2012, including internationally renowned educator Dr. Ken Bain, along with Apple Distinguished Educators.

In addition to monetary resources, Clermont faculty have access to several professional development resources both at the college and through the university. Workshops on the latest resources in the UC Blackboard system are routinely given by our faculty. The college's Assessment Committee hosts Assessment Dinners several times a year, where faculty give best practice talks or have roundtable discussions on how to do effective learning outcomes assessment, or work on assessment reports. In Spring 2015, the Assessment Committee hosted a workshop by well-known assessment expert Dr. Thomas Angelo.

An instructional designer was hired on a contract basis to work with Mathematics faculty to develop online courses starting in summer 2014. The college is now employing another half-time university instructional designer for 2015-2016, and plans to convert the position to a full-time in spring 2016. UC Clermont College is a leader at UC in Quality Matters (QM) training; faculty who teach online are expected to take a QM workshop if they have previous online teaching experience, or the Distance Learning Design semester-long workshop if they do not, for which they receive a stipend. The Office of Academic Affairs has designated a new Faculty Resource Center space, which will be equipped with teaching technology tools after results of a survey conducted by the Instructional Technology committee are shared with the administration.

The University's Center for Education, Teaching, and Learning (CET&L) offers numerous free workshops on all aspects of teaching in the classroom each year to all full-time faculty and staff. The Academy of Fellows for Teaching and Learning (AFTL) serves to acknowledge those faculty who are devoted to teaching, and provides a showcase to share ideas leading to higher quality instruction. Several UC Clermont College faculty are member of AFTL, and Clermont faculty have organized, presented papers, and attended the showcase on a regular basis.

3.C.5.

Students at UC Clermont College are given ample time and resources with faculty and staff on an instructional, advisory, and administrative level. All faculty are required to have at least 4 office hours per week and to publish their electronic communication policy on all course syllabi. In addition, UC Clermont College has a Learning Center, where many faculty volunteer their time by offering their office hours in The Learning Center. The Learning Center is open fifty hours a week year-round, and offers peer-to-peer and faculty-student tutoring services, as well as having a staff of qualified tutors in many subjects related to math, English, literature, sciences, business, and other fields. The Learning Center also oversees our Supplemental Instruction program, in which successful students in a given course attend it again and provide peer support for students through study sessions and other means.

3.C.6.

As with most institutions of higher learning, the staff play a pivotal role in achieving the mission of the college. UC Clermont College strives to provide the resources staff need to achieve success. The college has a Staff Council, which helps to serve the needs of all staff at the college by providing for one retreat a year. The Staff Council also serves as an advisory body to the Dean. All staff have access to $500 year in professional development funds in addition to departmental travel funds, which can be used to attend a conference or a training session off-site. Staff are required to participate in annual performance reviews administered by their supervisor. New staff hires undergo a careful hiring process and are vetted to assure that they are qualified to perform their job duties.

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- TLC Staff, University of Cincinnati
- UC AFTL Teaching Showcase programs
- UC Clermont RPT documents
- UCCC_Faculty_Bylaws_3_13

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.
UC Clermont College embraces its mission as an open access regional campus of the University of Cincinnati. There are a full complement of support services offered at no extra cost to incoming and current students. Students have regular access to academic advising, athletic programs, career assistance, counseling, disability services, student life and leadership activities, and veterans support. In addition, academic support services such as a Learning Center, Library, and Technology Services are offered at no extra cost to incoming and current students. Please see the Clermont Organizational Chart.

3.D.2.
UC Clermont College's Learning Center provides free tutoring delivered by professional tutors, volunteer faculty, peer tutors, and supplemental instruction leaders. The Learning Center (TLC) employs five professional staff tutors and a flexible number of peer tutors. At the start of the 2014-2015 academic year, TLC expanded from its original space into a neighboring converted classroom, which now serves as a Writing Center. TLC conducts approximately 5,000 tutoring sessions a year.

TLC also provide Supplemental Instruction (SI) for challenging science courses in chemistry and biology. SI is built around the idea of peer instruction; students who have successfully passed the course in question are chosen as SI leaders. The leaders attend the class again, and then meet with students outside of class for study sessions.

Students are now required to complete math and writing placement tests if they are matriculating into a degree program. Students who place into two developmental courses are automatically referred to the College Success Program (CSP) which provides specialized academic advising and the assistance of an Educational Advisor to provide academic coaching, critical college readiness skills, and appropriate referrals to other campus resources as indicated. All CSP students are also required to take a college readiness and success class, MLTI 1000. Though the College Success Program has existed at the college for approximately 10 years, it was a voluntary program. Tracking of the GPAs of students who did participate vs. students who were eligible but did not participate reveals that the program was quite successful in helping students succeed and persist. As a result, in 2014-2015, a task force of faculty and staff met to develop a mandatory version of the program. Students who are not mandated to participate in the College Success Program but still need one preparatory course receive access to those courses with the help of their academic advisor. UC Clermont College offers two developmental writing courses, English 0097, Academic Literacies, and English 1000, Intro to College Composition, as well as a numerous math readiness courses: MATH 0029 (Math Literacy), MATH 0030 (Fundamentals of Algebra), MATH 0031 (Introduction to Algebra), MATH 0034 (Intermediate Algebra), and MATH 1008 (Foundations of Quantitative Reasoning).

3.D.3.
Faced with post-recession declining enrollment and a retention rate stuck in the mid 50% range, the college undertook an enrollment planning process in 2011-2012, with the help of consultants. As a result of our Strategic Enrollment Management plan (pages 74-77), UC Clermont College added three new staff advisors, two to work with at-risk student population and one for undecided, or Exploratory Studies, students, with a clear goal of adding dedicated support targeted for our open access student population. In addition to these new advisors, staff advisors work together with faculty advisors to help students in all programs. The college has also added a transition advisor to help students who plan to move on to UC's Uptown campus after they graduate from UC Clermont College.

Staff advisors and faculty advisors share responsibility for academic advising. Faculty advisors primarily work with students in their own academic program. Beginning Fall 2015, students will be assigned to an advisor rather than choosing whom to see on their own or self-advising. The advising model is undergoing major revision as the college moves towards more intrusive and rigorous models of advising. Advising has also been moved from Student Services and Retention to Academic Affairs, in order to facilitate better coordination of student advising among faculty and staff. Beginning with the fall 2015 semester, all new first-year students are required to see an advisor before they are allowed to register for classes. Given that advising is an area where students have indicated a need for improvement on surveys such as Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Survey of Student Engagement (SSI), the College has devoted substantial financial and resources to improvements to advising, as the new hires and the purchase of a customized early alert system, Beacon, demonstrates.

3.D.4.
UC Clermont College provides infrastructure and resources to support our academic programs. The college has its own library, and under the leadership of a new director as of July 2015, plans numerous renovations to the physical space of the library, which has not had major construction in its 43-year history. The library collections are slowly moving to digital books and e-journals, and the library's website is undergoing a significant upgrade during Fall 2015. In 2015, the library purchased 10 laptop computers for student check out. During the University's upcoming seven-year capital campaign, the college has set a fundraising goal of $500,000 specifically for library renovations and upgrades, with a goal of $200,000 in raised in 2015-2016. The library's plans for renovation, along with the justification for such an upgrade can be found in the Library Review conducted in 2014.

The college has dedicated biology, chemistry and Allied Health lab spaces at our UC East location and biology and chemistry labs on the campus. The social sciences faculty are beginning work on a new social sciences lab space, which includes a computer lab space with adjacent small rooms that can be used for research. UC Clermont College has dedicated art studio space, a geology classroom, and classrooms for information technology courses. At UC East, the college's Manufacturing Technology program has a large, well-equipped Manufacturing Center. Allied Health students can meet their clinical requirements at numerous sites in the greater Cincinnati area. There are six computer classrooms available on the Clermont campus and two at UC East, which can be assigned for an entire semester or for occasional use. The college maintains an open computer lab for student use and a Bring Your Own Device space with power outlets, printing and small group workspaces for collaboration. Students can charge their devices in the library, which has more than 150 electrical outlets, or access library computers. The college has two collaborative classrooms, which are equipped with tables, easily moveable chairs, monitors at the end of each table for sharing work, and a flexible instructor station. All other classrooms have at minimum an instructor station with a computer, DVD player, ceiling-mounted projector, screen, and document camera. Two classrooms are equipped with Echo 360 lecture capture software for faculty use.

The college provides wireless access on every part of the campus. All faculty and staff are supplied with a computer, either a laptop, or a desktop computer with a tablet of their choice. As part of the University of Cincinnati, the college has access to a wide array of learning technologies through the University of Cincinnati's Center for Excellence in E-Learning, such as the Blackboard Learning management system, Kaltura lecture capture software, Box file storage, and Webex, all of which are part of the new Canopy e-Learning environment. Students and faculty can download Microsoft Office software for free. Faculty and students in online classes have access to embedded tutoring, embedded library services, Adobe Connect, and Respondus and ProctorU testing, as well as Blackboard. In Fall 2015, the college was been assigned a half-time instructional designer from the e-Learning department at the main campus; we intend to convert the position to full-time in spring 2016.

Our campus also has an auditorium suitable for performances, an art gallery, which exhibits a rotation of shows by student, faculty and other professional artists, and a Student Activities Center, which serves as a gymnasium for the basketball and volleyball teams and as a large gathering space for college activities.

3.D.5.
The instructional librarians provide a wealth of resources to students including teaching research techniques, database searches, and in-class workshops. The Library has flexible hours to accommodate the needs of a variety of students. Librarians provide research guides for courses/programs. The open computer lab and technology services information desk are available to troubleshoot common technology issues and provide basic training. The Learning Center also assists with basic research needs. Librarians and tutors can be embedded in courses and will work closely with the faculty to customize the support offered to the needs of the course. For more information, please see Criterion 3.B. In addition to embedding in online courses, the library provides instruction in research methods and other information literacy topics. Students are also actively involved in undergraduate research, particularly in the sciences; please see Criterion 1.D. for more information.

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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.
UC Clermont College encourages all students to participate in co-curricular experiences and campus-wide activities. Faculty and students work together to sponsor clubs, some of which are career-oriented, such as PACE (Professionalism Academics Character Experiences), UCCAPS (UC Clermont Association of Paralegal Students), Business, Law and Technology Days, and career fairs. The Office of Career Services recently underwent a change in focus, adding experiential learning, and a new program director was hired in mid-October 2015. She plans to greatly expand career education efforts for students through partnerships with community partners and businesses, students fulfill internship and practicum experiences, both for credit and non-credit.

The annual student organization fair is held at the beginning of the academic year and is designed to introduce students to the various student organization opportunities. The Office of Student Life and Activities partners with student organizations and faculty to host campus-wide events and activities to which the entire community is invited, among them educational film series (foreign language films, environmental and social justice issues), Earth Day activities, and International Education Week. Faculty work directly with students to organize co-curricular events such as poetry readings, art gallery shows and talks by artists. Student publications such as the East Fork literary journal and Lantern newspaper are overseen by a faculty member but run by students. Science activities such as astronomical viewing events and the attempt to create the world's largest potato battery during summer 2015 make science accessible and fun outside the classroom. PACE students took a field trip to Portland, Oregon to learn about entrepreneurship. Other co-curricular activities include a free annual Cincinnati Shakespeare Company performance on campus, club-sponsored brown bags series, LAN parties for computer gaming, and Women in Science and Engineering (WISE) presentations, several religiously-themed student groups such as Collegiate Ministry and Spectrum, which meets to discuss Christian and non-Christian religious belief. Opportunities exist for students in social, spiritual, academic, or service arenas. In addition, UC Clermont students are members of the broader University community and can be involved in any student events on UC's main campus, although our geographic distance from that campus means that Clermont students typically attend those events in groups, often with the college providing transportation or other support.

Academic Affairs is working with faculty to identify High Impact Practices on campus, and with the dean's approval, plans to increase financial resources for two in particular in the coming budget cycle--Study Abroad and Undergraduate Research. The university has increased its support for international education and has encouraged UC Clermont College to participate; UC Clermont students have undertaken study abroad in Mexico, Sri Lanka, and Croatia. Faculty interested in Study Abroad have developed a set of guidelines and are forming a committee to offer support to faculty interested in leading study abroad and will vet proposals. Likewise, faculty interested in undergraduate research have met recently and plan to form a similar group to develop guidelines. The Academic Affairs office is planning a workshop on the topic.

3.E.2.
Co-curricular activities at UC Clermont College are tied to its mission goals of lifelong learning, the fostering of diversity, and intellectual, cultural and social development. We are just beginning to identify and measure these activities so that we can track and assess what contributions we are making to student learning through these

activities. Enrollment and Recruitment Services and Student Success and Retention Services recently conducted its first self-assessment as part of the College's administrative unit review process. A survey of faculty indicated that High Impact Practices are already in place, and will now be assessed and developed under the HIPs model. Faculty support for undergrad research was also gauged by survey, and appears to have sufficient interest from faculty and students that the administration plans to offer financial support for it.

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- Undergraduate Research Center

3.S - Criterion 3 - Summary

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

Summary

UC Clermont College offers degrees and certificates appropriate to higher education. All of our transfer programs are designed for students to transition seamlessly to the University of Cincinnati's baccalaureate programs; we also participate in articulation agreements for several programs with Northern Kentucky University. Our general education courses are approved in the state of Ohio's Transfer Assurance System (TAGS), so that credits earned at UC Clermont College in general education courses will transfer into any other Ohio public college or university. Technical associate's degrees prepare students for careers upon graduation. All technical associate degrees adhere to the Ohio Department of Higher Education's guidelines. All programs and courses have identical learning outcomes and expectations regardless of whether they are face-to-face, online, hybrid, or dual credit. Programs offered via contractual and consortial agreement are regularly assessed and overseen in other ways by UC Clermont College faculty and administration.

Faculty and staff are qualified, and appropriately credentialed where applicable. Faculty and staff are evaluated annually by their supervisors. UC Clermont College provides both faculty and staff with professional development funding as well as numerous in-house professional development opportunities, whether provided by us or by the University of Cincinnati's uptown campus.

UC Clermont College provides a variety of support services for students, including a library, learning center, recently expanded staff advising, a revamped split advising model, federal financial aid and scholarships, and specialized student support such as veterans' services, disability services, experiential learning and career services, and a college success program for at-risk learners. These services are in the midst of significant realignment, growth, and change as we reevaluate student needs.

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

Core Component 4.A

UC Clermont College uses multifaceted methods of ongoing course and program assessment and review to demonstrate the quality of its programs. Faculty, staff, and administration analyze results to develop and implement improvements to teaching and learning.

4.A.1.
UC Clermont College has maintained regular program and discipline/area reviews since 1990. While the procedures have been modified with the change from quarters to semesters and with structural change from three Divisions to five Departments, the faculty's close review of curriculum, quality of instruction, assessment of student learning, and planning for the future remain at the core of the process. These reviews provide data for program improvement including enhanced faculty resources and recommendations for improved instructional practices, upgraded technology and facilities, expanded student support services for improved teaching and learning, and rationales for budgetary requests.

Before the University of Cincinnati switched from the quarter system to semesters, all programs and general education areas were reviewed on a three year cycle. Faculty serving as program and area coordinators completed and presented the report for approval by faculty at the division (prior to 2010) or department level. The chair provided an independent review, then the coordinator put the review into Blackboard for the Curriculum Committee and the Assessment Committee to discuss and approve. Transfer programs were reviewed for seamless transition to four-year institutions, while two-year career-oriented program reviews include feedback from their advisory

committees. Discipline/area reviews examine continued strengths and, where necessary, disciplinary support for programs.

Under the quarter system from 2006-2011, reviews of transfer and two-year career-oriented programs as well as disciplines/areas such as math and English were distributed equally across divisions. The college's review of programs with external accreditations or approvals were typically scheduled to coincide with those reviews and site visits. In 2010, UC Clermont College converted to a five department academic structure but kept the review process and schedule in place. Please see the English Area Review and Paralegal Program Review as examples of our previous program review reports.

In preparation for the University of Cincinnati's change to a semester system in August 2012, the old system of program review was suspended, in part because emphasis in 2011-2012 moved to a comprehensive course-by-course and program-by-program review across the entire university. Each new semester course was now required to include detailed, measurable student learning outcomes. Graduation requirements changed from a minimum of 90 quarter credit hours to 60 semester credit hours; several programs also had title changes. Programs were required to include program outcome and benchmarks. Working in cross-college collaboration teams with faculty from other colleges of the university as necessary, Clermont College faculty reviewed every course and every program; results were entered into e-Curriculum, the University-wide curriculum management system developed for semester conversion.

The first year of the semester change in 2012-2013 was devoted to implementation. In 2013-2014, UC Clermont College decided to move to a comprehensive department review of all discipline areas and programs in a department on a five-year rotation and to use Campus Labs Compliance Assist as a tool. Program or area faculty, using data provided the Office of Institutional Effectiveness, fill out a template to construct their review. Under the old model, the template was a Word document; now it is a fillable template in the Compliance Assist system. Faculty add narrative to provide context and to make recommendations for any changes to the program's academic content, faculty or financial needs. The Science and Health Department is the first department to complete this extensive review in 2015-2016. A new annual program progress update report is now required in addition to the five-year comprehensive review, and all programs and areas will complete this report each year. The annual progress updates allow for straightforward data collection and analysis, while the five year review allows for reflection and planning.

After the results from these program reviews, along with results from course and program assessments of student learning, are evaluated by the academic departments and the Academic Assessment and Curriculum Committees, the reviews go to the Program Review Committee. This committee includes:

Associate Dean for Academic Affairs
Senior Assistant Dean for Academic Affairs
Department Chair, Business, Law and Technology
Department Chair, English, Languages, and Fine Arts
Department Chair, Math, Computers, Geology, and Physics
Department Chair, Science and Health
Department Chair, Social Sciences
Assistant Dean, Marketing and Communications (advisory)
Director of Institutional Effectiveness (advisory)
Business Manager (advisory)

The Program Review Committee makes recommendations for improvement to the dean. Since results of the Science and Health five-year review were due in October 2015; recommendations to the dean are due by February 2016. Annual progress updates are due every year in July; the 2014-2015 reports are here: Business, Law Technology; English Languages, Fine Arts; Math, Computers, Geology, Physics; Science and Health; Social Sciences, and the interdisciplinary BTAS in Applied Administration degree.

4.A.2.
UC Clermont College evaluates all transfer credit. Transfer credit is first evaluated through the University of Cincinnati's Center for Credit Evaluation, which accepts credit from accredited institutions. Ohio's Department of Higher Education mandates that all general education courses be approved in the Transfer Assurance Guidance

System (TAGS). All TAGS courses are part of the Ohio Transfer Module (OTM Arts and Humanities, OTM Natural Sciences, OTM Oral Communication, OTM Social and Behavioral Sciences) and therefore must be accepted for transfer by any public university in Ohio. Similarly, Career Technical Assurance Guide (CTAG) courses allow for vocational school credits to be transferred seamlessly to associate degree programs. Because TAGs and CTAGs are rigorously examined and approved by faculty peers for the Department of Higher Education, UC Clermont College is comfortable accepting courses with these designations. We also accept credit earned through CLEP or AP test results. UC Clermont College determines the way in which transfer credit applies to graduation requirements in specific programs. A Prior Learning Assessment Portfolio Review involving the identification, documentation, assessment and recognition of learning acquired through formal and informal means, including experiential learning and military training, is available. This process was recommended as best practice by the UC Prior Learning Assessment Task Force with two UC Clermont College participants. Over the past several years, 23 students have applied for consideration.

During a joint BTAS steering committee meeting with counterparts at UC Blue Ash, we discovered that students have been misadvised at both colleges. Students have been granted too much credit from their associate's degrees, with the result that they are taking too few hours at 3000 and 4000 level. Immediate action has been taken to correct this error, and new students enrolling in the program in summer 2016 and thereafter will be advised correctly. the associate dean will monitor the transcription of credit to this program on a regular basis to ensure that the appropriate number and type of credits are being applied for incoming students.
Study Abroad credit earned at institutions in other countries is allowed after approval from the appropriate department chair, who may consult with program faculty. The University of Cincinnati's Study Abroad policy provides a full explanation.

4.A.3.
Clermont College 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, credit through programs such as Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). High school students who have participated in dual credit programs in Ohio have either attended accredited Ohio public universities or taken dual credit courses in their high schools, which are treated as identical to courses at the offering college.

4.A.4.
The prerequisites and student learning outcomes for all Clermont courses are enumerated in several places. Prerequisites can be found on OneStop, the student registration system, and in e-Curriculum, an electronic database for all courses and programs for faculty and staff use. Program learning outcomes are part of the program outlines available on our website. Course learning outcomes are listed on all syllabi. The Office of Academic Affairs collects syllabi from all courses on a shared drive, and department chairs conduct checks of syllabi for courses in their departments to insure appropriate rigor and adherence to the template. UC Clermont College issues a syllabus template to instructors each semester; this template's content follows the guidelines from the University General Education Advisory Committee and Faculty Senate.

The rigor of new courses is examined through a multi-step curriculum process, starting with the department. All new courses must be approved by department faculty and the department chairs, who submit these courses to the Curriculum Committee, composed of all five department chairs, one elected faculty representative from each department, the associate dean and the senior assistant dean for academic affairs. Courses approved by the college are then sent to the University's Academic Committee and Provost for final approval.

The quality of teaching is also reviewed through regular student evaluation of courses and through peer observation of courses. All six academic departments at Clermont College require regular, sustained peer observation and student evaluation data as part of the Reappointment, Promotion and Tenure process. Tenure track faculty are comprehensively reviewed a minimum of three times--twice in the pre-tenure period for reappointment and for tenure in the sixth year. Tenured faculty are not currently regularly reviewed, unless they decide to apply for promotion to Professor; however, the associate dean and department chairs are discussing creative ways to encourage more peer observation among tenured faculty. For example, a trio of recently tenured faculty created a teaching community among themselves, where they attended each other's classes and met to discuss teaching issues and offer informal feedback to one another. The faculty senate asked them to to offer a workshop on their

methodology for the 2015 faculty retreat. Full-time, non-tenure track educator faculty are reviewed on the same cycle; after six years, they are eligible for expedited review, a simplified review every several years for the duration of their careers at the college.

All faculty, full or part-time, are required to have their teaching evaluated by a full-time faculty member in their first term. UC Clermont College's policy is that adjunct faculty be regularly peer observed and that they conduct student evaluations as well if they wish to teach on a regular basis; this is enforced by the academic departments. Department chairs and the associate dean are developing a smoother, more thorough process for regular peer observation of adjunct faculty.

Please refer to Criterion **3A** for a detailed account of how the college ensures appropriate qualifications for faculty hiring, including for dual credit, contractual and consortial faculty.

4.A.5.
UC Clermont College maintains specialized accreditation for programs as appropriate. The American Bar Association approves the Paralegal Studies Program, the Ohio Peace Officers Training Association accredits the Police Academy, and the Health Information Systems Technology program, and all Allied Health programs, are accredited by their respective professional associations.

4.A.6.
The college evaluates the success of its graduates through tracking successful transfer students. In addition to IPEDS reporting, recently the college has begun to report retention and student success data through the Student Achievement Measure (SAM), which allows the college to track students once they leave UC Clermont College for up to six years. The college regularly surveys its graduates, including a separate survey for BTAS graduates, although return rates are small. The new-hired program director for Experiential Learning and Career Services is investigating better ways to follow up with graduates on a more comprehensive scale than is current practice.

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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.
UC Clermont College is committed to a culture that ensures educational effectiveness in an open-access, regional college environment. Our open-access status presents unique challenges insofar as we are sensitive to the fact that some of our students may be unprepared or under-prepared for college-level work. In order to promote intellectual development, UC Clermont College creates and sustains an effective learning environment, while recognizing the need for continual improvement. Assessment data are collected from academic areas as well as from student support areas such as The Learning Center. Our assessment process fosters improvements in curriculum, pedagogy, instructional resources, and student services, and continues to emphasize the importance of student learning and teaching effectiveness. We believe our data illustrate that we are fulfilling our educational mission.

Clermont College has a longstanding assessment process, including program and general education assessment. Program assessment plans were comprehensively revised in April 2014 in compliance with UC's development of university-wide program assessment plans. UC's requirements for assessment plans were modified while plans were being submitted; as a result, we are continuing to update those plans as of summer 2015. Despite the somewhat slow and evolving process coming from the university's assessment committee, Clermont program faculty have nonetheless continued to assess student learning rather than pausing for plan updates to be fully approved.

General education assessment at Clermont College is also undergoing change, though it should be noted that this change is not directly tied to university general education assessment, which is in its very early stages. Several Clermont faculty participated in a UC-wide pilot, led by the University General Education Committee, to test the use of the American Association of Colleges and Universities (AAC&U) VALUE rubrics in spring 2015. On its own, Clermont College has been assessing general education courses since 2004. Currently, the associate dean is working with faculty in general education disciplines to develop an inquiry-based approach to general education assessment. This approach, where faculty choose to design a research project around curricular or pedagogical change to improve results of learning outcomes, has enthusiastic support from a pilot group of 10-15 faculty. In Spring 2016, workshops for these faculty on rubric development, research project design and incorporation of high impact practices will be conducted by the Academic Affairs office. In Fall 2016, faculty in the pilot will conduct assessments based on their research projects and report results to the group in Spring 2017. In the meantime, the existing assessment plans will be used by those not participating in the pilot. Once the pilot concludes, faculty and Academic Affairs staff will assess the process and decide whether to expand the inquiry model to all programs or make other modifications.

Assessment reports, previously collected in a Blackboard organization, are now reported in Compliance Assist using a template created by the Director of Institutional Effectiveness and technical support staff from Campus Labs. Currently, that team is working on development of connections of the institution's core competencies, so that the faculty and administration can easily identify patterns, address issues, and encourage best practices across

departments and the college as a whole. These results will then be shared on department web pages and the Office of Institutional Effectiveness's assessment web pages.

4.B.2.

Assessment reports are due in May. Because assessment is conducted by faculty, reports are completed either in fall, spring or both, depending on which courses are being assessed and when they are offered. The college requires that assessment results be reported, and those results also form part of the annual program update and five-year department review. Failure to report results can have a negative impact on the program's ability to secure a favorable review or additional resources.

As an example, here is the current implementation plan for assessment within the Psychology program:

Course Name	Course Number	Course Section	Term Assessed
Introduction to Psychology	PSYC1001	All sections	Spring
Research Methods and Statistics I	PSYC2001C	All sections	Fall
Research Methods and Statistics II	PSYC2002C	All sections	Spring
Child Development & Adolescence	PSYC2005	All sections	Spring
Psychology of Adulthood & Aging	PSYC2007	All sections	Spring
Personality	PSYC2053	All sections	Spring

Linked here are comprehensive assessment reports for 2014-2015, organized by departments: Business, Law, and Technology; English, Languages, and Fine Arts; Math, Computers, Geology, and Physics; Science and Health, and Social Sciences.

4.B.3.

The faculty in two-year career-oriented programs discuss course and program learning outcomes with advisory committees to ensure students are obtaining the skills necessary for employment. In addition, faculty in transfer program disciplines (like Psychology) routinely meet with University colleagues from other colleges to discuss uniform learning outcomes. These cross-college collaboration teams meet and revise course content, course naming, numbering, and learning objectives. In fact, the recent transition from quarters to semesters necessitated much more collaboration at this level. As an example, psychology faculty at UC Clermont College collaborated very closely with psychology faculty from the College of Arts and Sciences in redesigning the Intro Psych and Research Methods/Statistics courses to make them more amenable to a semester system. Assessment results for Psychology show these changes.

Several examples will demonstrate how UC Clermont College faculty use assessment data to improve student learning. The Fine Arts faculty addressed assessment results by redesigning assignments in their Fundamental Concepts of Art course. This course serves as a general education Breadth of Knowledge requirement in Fine Arts. Faculty in the program did not see satisfactory results on their assessment of critical thinking. They designed a two-part writing assignment, asking students to respond to and reflect on on their preferences for several pieces of art. The first assignment was conducted early in the semester. Course content was then designed to link back to those pieces of art as basic art concepts such as line, color and composition were emphasized. Students were asked to reflect on and respond to the same pieces of art at the end of the semester and to compare their opinions from the earlier assignment with their current opinions on the pieces. The art faculty report strong

improvement in critical thinking as a result of this instructional change that was driven by assessment results.

Another example of good practice is the discursive assessment process of the English composition faculty. This is a large group of both full-time and adjunct faculty, who meet once a semester to assess the two composition courses, English 1001 and English 2089, which are both required of all students. Faculty rate a random sample of student writing against a rubric ahead of their meeting, then discuss the results. Strengths, weaknesses, and suggestions for changes in teaching emphasis based on those results are generated at the meetings and then sent to all English faculty. This process is a mature one, having been in place in largely this form since 2002. It allows for wide-ranging discussion among all who are teaching of curriculum, methodology, and areas for emphasis on a regular and ongoing basis, and serves as a model for putting assessment results into practice.

4.B.4.

Faculty participation in assessment plans and continuous improvement of teaching methods like these is crucial, which is why our culture of assessment is discussed with new faculty at their orientation. All instructors are expected to take part in the assessment process. In addition, UC Clermont College maintains a standing, college-wide Academic Assessment Committee which is instrumental in the oversight of the development and implementation of current assessment plans at the program and college-level and reviewing assessment reports. The Academic Assessment Committee also serves as a dispensary of vital information to faculty about new and emerging issues in pedagogical assessment.

In addition, the Academic Assessment Committee sponsors several workshops throughout the academic year wherein speakers (both internal and external) are invited to come and share their thoughts on the assessment process. These workshops take place in a more informal environment so that faculty can absorb information about assessment in a more relaxed fashion, which we believe removes some of the challenges associated with academic assessment. As an example, the committee recently was instrumental in sponsoring an Assessment Day, for which they invited Dr. Tom Angelo, a nationally renowned expert on academic assessment, to give several seminars on best practices in assessment. The response to these workshops has been overwhelmingly positive, and we believe fosters confidence within the faculty that assessment is worth their investment of time and effort.

The Office of Academic Affairs oversees the process of assessment by offering templates in Compliance Assist, sending out reminders for submission deadlines, providing training on the new Compliance Assist system, and assisting the Academic Assessment Committee with planning faculty development activities in assessment practices. The library also conducts assessment of its library instruction.

Sources

- Academic_Assessment_Committee_Bylaws
- Angelo Flyer and invitation
- BLT AY_14_15_SLO_Assessment_Results
- CA Guide Assessment Plans
- Clermont-Library-Student-Assessment-IP-AY16
- ELF AY_14_15_SLO_Assessment_Results
- English_Composition_Gen_Ed_Course_Assessment_Results
- FCA_15FS_Assessment_Report
- GenEd capstone survey
- MCGP_AY_14_15_SLO_Assessment_Report
- Psychology_Gen_Ed_Course_Assessment_Results
- Science_and_Health_AY14_15_SLO_Assessment_Report
- Social_Sciences_AY_14_15_SLO_Assessment_Report
- The Learning Center, University of Cincinnati

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.
Prior to the development of the Strategic Enrollment Management plan in 2013, we did not set formal retention goals. Since the report began to be implemented in the 2013-2014 academic year, the college set a goal of 1% improvement for 2014-2015, which was not achieved (declined -0.7%, 56.4% compared to 57.1%); however, many of the strategies identified in SEM were not implemented until late 2014 which could have limited positive impact. Our retention goal for 2015-2016 is 60%. The first-to-second year (entered fall term and enrolled second fall term) retention of the 2014 first-time full-time degree-seeking freshman (IPEDS) cohort was 59.9%.

4.C.2.
The Office of Institutional Effectiveness collects retention, persistence and completion data. Institutional-level data are posted to the Gallery in Campus Labs and are available to all faculty and staff. Prior to Campus Labs implementation, outcomes, reports and other institution and program data were posted to the Assessment & You: UC Clermont College Blackboard community site, which was established to facilitate collection, access and use of data in program review, strategic planning, assessment and other similar processes. Academic program-level data are reported to academic departments. Prior to the SEM plan, enrollment was the only target that was set. The target was based on overall headcount enrollment. During the SEM plan development process, we recognized the need to focus on enrollment as a comprehensive indicator that includes entering students with various characteristics, as well as developing goals for retention, persistence and completion (pages 26-27).

4.C.3.
Student outcomes data have been used in program review since the process was revised in 2004-05. All academic programs and discipline areas completed a program review report between 2005-06 and 2009-10. In 2010-11, the five-year cycle began again with 4 academic programs and 4 discipline areas completing the review. In preparation for conversion from quarters to semesters in 2012-13, given the significant changes in curriculum and assessment caused by semester conversion, the college suspended program review beginning in 2011-12. Over a three year period during the semester conversion process, courses were updated, removed and transitioned from quarter to semester formats; at the same time, the University of Cincinnati completely overhauled the course numbering system, so every program saw changes in its curriculum. Clermont College took advantage of the opportunity to make major changes to program oversight and completely revised the program review process. During the planning phase for a new program review process, we invested in Campus Labs software to help us streamline the program review and student learning outcomes assessment processes. The software license agreement began in 2013-2014, and templates were built, tested and released for faculty use in 2014-2015. As a result of the new plan, all programs will now turn in annual progress updates, and all academic departments, and the academic

programs and discipline areas within the department, undergo a comprehensive review once every five years, with the Science and Health department leading the way, in 2015-2016.

To improve on the program review process, faculty were given program outcomes data for the past three cohorts. The department chairs and the associate dean then met with faculty to discuss ways that they might improve on retention and to facilitate conversation before annual updates were submitted. These meetings will reoccur annually.

The graduate survey has been administered electronically via SurveyMonkey since 2008. The survey includes demographic, perception of academic achievement, satisfaction, employment and continuing education intent questions. The response rate to the post-graduation electronic survey is low, typically between 10-20%. A variety of strategies including personal calls, follow-up emails and incentive prizes have been tested in an attempt to improve the response with little to no increase in the overall response rate. Beginning with Summer Semester 2015, the timing of the survey was changed from post-graduation certification (about 4 weeks after the term ends) to pre-graduation with an invitation sent out by email to students who have applied for graduation that term. This strategy increased the response rate with the Fall Semester 2015 associate degree & certificate graduate survey having a 28.6% response rate and the BTAS graduate survey having a 68% response rate. To further address the need for a high response rate on this important student perception survey, one strategy being considered is administering the graduation survey to graduates during the in-person graduation certification advising appointment. This strategy should increase response rate significantly and provide the opportunity to identify needs for post-graduation career search assistance.

In order to develop more ambitious targets, we have hired a senior director for Student Success and Retention. The senior director and the associate dean are working together on improving first-year experience courses, developing more co-curricular activities led by faculty, and have added a faculty coordinator for first-year experience to pull these activities together more coherently. We hired two at-risk advisors and made the educational advisor position full-time to support students in the now-mandatory College Success Program (CSP); these staff also run a Student Success Center, which assists CSP students and continuing students who are at-risk. We offer counseling services, veteran's services, and testing services, which provides testing accommodations for students with disabilities, placement testing, and credentials testing such as PearsonVue and others students needs for licensure and certification.

In 2015-2016, the interim associate dean plans to highlight High Impact Practices already occurring on campus. Through making existing HIPs more visible, we also plan to expand faculty interest and willingness to engage in more of them, so that all students have several high impact experiences during their time at UC Clermont College. The college also provides support in these areas; a study abroad faculty committee has just been formed to oversee all aspects of study abroad. Our Career Services office has been re-envisioned into Experiential Learning and Career Development, with a new staff member who began her position in Fall 2015. We have allocated space for an Undergraduate Research Center and surveyed faculty about their interest and needs. A workshop on working with undergrads on research is being planned for those faculty interested.

The college has recently invested in upgrades for the Testing Center, which was relocated into a larger space. The College Success Program was moved to larger office near the Testing Center and Disability Services to form a small Student Success Center, allowing staff working with at-risk populations to be in one central location. The revised College Success Program requirements have resulted in measurable improvements in the targeted student cohort's persistence and GPA from previous years. The Learning Center expanded into a second room that gives us a Writing Center space. In accordance with the recommendation of our SEM plan, we implemented the use of an early alert/student success system, Beacon, in Fall 2015, with a Beacon training day for students, faculty and staff conducted in September 2015. To reinforce the importance and value of this tool, the college planned student success activities over the fall semester around the theme of Be Your Own Hero. Attached are images which were placed on banners in the Student Lounge area (Banner 1, Banner 2, Banner 3). The library, Learning Center, and advising staff are all participating in the Be Your Own Hero events.

4.C.4.
The student retention, persistence and completion rates have historically been based on the IPEDS first-time full-time degree-seeking freshman definition. These links show First-to-Second Term Persistence, First to Second Fall Retention, and Graduation Rates for the past five years.

According to the Ohio Board of Regents' 2013 Status of Ohio Graduates Remediation Report by District, nearly 34% of the 664 Clermont County 2013 high schools graduates entering college in Fall 2013 enrolled in remedial English or math courses in their first year of college. The number of first year students enrolling in developmental English and Math over five years is attached. Depending on the level of placement and the number of developmental courses required to prepare the student for college-level coursework, a student may have one or more semesters added to the expected time-to-degree for an associate degree program. Because IPEDS graduation rate is calculated at 150% (3 years for an associate degree program), it is unlikely that many students enrolling in developmental coursework will complete the degree in this time-frame. This time-to-degree constraint reflects most negatively on developmental students pursuing degrees in the allied health field that also require significant natural science coursework prior to entering the program cohort. The IPEDS graduation rate definition is often an inaccurate reflection of student success for any student who is not the traditional college-ready student that typically enrolls in a bachelor's degree program.

Transfer Students
Of the 320 students enrolled in a UC Clermont College program in 2012-13 who transitioned to UC in Fall 2013, 72% transitioned without completing the associate degree first. Since more than 62% of the 2011 IPEDS freshman cohort were enrolled in transfer programs and the majority of students in these programs transfer prior to completing the associate degree, using the IPEDS definition to calculate UC Clermont College's graduation rate provides an inaccurate representation of student success for our student body as whole.

Student Achievement Measure (SAM)
Due to the variety of student enrollment patterns and persistence characteristics including the number of first-year students who enroll in remedial coursework that extends time-to-degree and transition prior to degree completion as outlined above, UC Clermont College joined the Student Achievement Measure (SAM) in 2015. SAM expands the IPEDS freshman cohort definition to include part-time students and tracks the cohort for six years across institutions to provide a more comprehensive and longitudinal view of student success. The 2008 cohort was analyzed based on institutional data and using the National Student Clearinghouse StudentTracker Cohort Query to identify transfer and completion across institutions. The SAM student success measures will be reported at the program level in addition to the IPEDS measures to give academic departments and programs a more comprehensive view of student success, persistence and completion that can be used to identify opportunities for improvement.

Sources

- 15fs csp report
- 15fs csp report (page number 6)
- 15fs csp report (page number 10)
- 5 Year Degree Completion by Type
- 5 Year Developmental Course Placement
- Beacon Implementation Guide
- Career Development, University of Cincinnati
- Fall to Fall Retention Rate 2008 - 2015 (1)
- Fall to Spring Retention Rate 2010 - 2016
- Graduation Rate cohorts 2006 - 2012
- High-Impact-Practices-Faculty-Survey
- Student Acheivement Measure - All, full-time and part-time
- Testing_Services_Annual_Report_2014_2015
- UC Clermont SEM Plan 4-12-13
- UC Clermont SEM Plan 4-12-13 (page number 26)
- UCCC 3_Year_Graduation_Rate_by_Program__2011_Cohort
- UCCC Full-time FR First-Year Retention by Program, 11A-14FS, 12-9-15
- UCCC_Program_Review_Suspension_Memo_August_2011

- Undergraduate Research Center
- University of Cincinnati Clermont Proposed Visit Schedule, 8-17-15
- Whats Your Kryptonite banner
- Whats Your Super Power banner
- Whos Your Hero banner

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

UC Clermont College engages in continuous improvement for its educational programs, support systems and learning environment. Under the leadership of a new dean, the Academic Affairs Office and the Retention and Student Services Office are working to build a seamless process of student learning outcomes assessment, program review, and retention efforts to offer our students a strong educational foundation. UC Clermont College has been conducting program-based learning outcomes assessment for 20 years, and college-wide General Education assessment for ten years. In 2014-2015, the college purchased a license for Compliance Assist, a cloud-based tool which allows easier collection and reporting of learning outcomes results. Currently, program assessment plans are being reviewed by a University-wide committee and then revised and implemented based on that committee's feedback. The associate dean has convened a faculty group to develop a pilot inquiry-based model of general education assessment in 2015-2016. The college has made investments in additional staff advisors and in technological infrastructure to collect and analyze retention, persistence and completion data and then to use that data to develop effective strategies to improve results. These new initiatives have facilitated increased conversations and cooperation across different administrative units and between faculty and staff all toward strengthening our fulfillment of our mission's hallmarks--a student-centered approach and a commitment to encouraging lifelong learning.

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.
Fiscal Resources
UC Clermont College operates on a general funds budget of approximately $26 million, and has local funds in reserves totaling nearly $13 million. Since the 2006 Self-Study, UC Clermont College's General Fund operating budget has grown from $17.3 million to $25.7 million, a growth of 48.5%. During the same period, tuition and fees represented an increasing percentage of the budget, from 63.2% in FY2006 to 70.3% in FY2015, as state support declined from 36.4% in FY2006 to 29.5% in FY2015.

Human Resources
As of Fall Semester 2015, the college has 94 full-time instructional faculty, 2 full-time librarians, 186 adjunct faculty, and 92 full-time administrators and staff. The majority of spending is for human resources, focused on instruction and instructional support. Education and general (E&G) costs (excludes auxiliary spending) comprise more than 90% of UC Clermont College's expenditures which demonstrates the college's commitment to its academic mission. Over 50.8% of fiscal year 2015 (FY15) budget was directed to the instruction category of spending. Human resources account for $18.5 million (73.3%) of the FY15 general fund expenditures, and 63.6% of all fund expenditures. Also in FY15, operation and maintenance of the physical plant accounted for $2.1 million (8.3%) of total expenditures.

The college is authorized by the Higher Learning Commission to offer up to 100% of its programs through distance delivery. A part-time director of e-learning manages a calendar of onsite workshops and training opportunities, and coordinates with UC's Center for the Enhancement of Teaching & Learning (CET&L) to encourage and support Clermont faculty. Instructional design and other resources and support services are available through CET&L for all UC faculty at any level. In order to support the college's growing need for instructional design services, the college developed an Instructional Designer position which was submitted to the dean for approval in November 2014. In September 2015, a shared (50% at Clermont, 50% at UC) instructional designer began providing services on the college campus; Senior Instructional Designer Elicia Flom is available at the UC Clermont and UC East campuses for collaboration with faculty and staff on the development of instructional materials to support the academic priorities of the college. The position is being converted to full-time in Spring Semester 2016.

Technology Infrastructure

The college's technological infrastructure is sufficient to support institutional operations and delivery of instruction, through systems operated by UC and the college. Blackboard Learn is the university's learning management system and is part of UC's Canopy, an overall eLearning ecosystem. Distance learning courses are delivered through Blackboard, and additional institutionally-licensed service providers are incorporated as necessary at the course or program levels. UC recently acquired the Blackboard Analytics for Learn and Outcomes Assessment products from Blackboard that will provide integrated tools for data analysis about student persistence and learning outcomes. In addition to Blackboard Learn, other integrated instructional tools available through Canopy include:

- Echo360 - a streaming lecture capture system
- Kaltura - an open source video management/repository system
- WebEx - a web conferencing and online meeting tool
- Box - a secure cloud-based document storage and collaboration tool

UC Clermont College maintains a 1GB fiber connection to UC's Uptown campus for data access to both UC systems as well as a gateway link to the internet via Oarnet. This 1GB link is managed and traffic shaped to facilitate data requirements while maintaining cost measures that are affordable for the college. The college also maintains a wired and wireless infrastructure to allow for data/internet access in all offices, classrooms and public spaces. Eight full-time staff support the college's technology needs. A rolling five-year Technology Master Plan is used to ensure that planning aligns with academic priorities and financial resources.

UC Clermont College has committed fiscal resources to ensuring that sufficient technology resources are available to support high-quality instruction and its operational needs. Higher One's Campus Labs was identified as the best technology support solution for the college's accreditation, program review, planning and survey needs in 2014. In 2015, UC Clermont College began a pilot of Campus Labs' Beacon early intervention system. These systems required a financial commitment of more than $160,000 over 3 years beginning in 2014. Academic programs, including the fully distance-delivered Health Information Systems associate degree, have specific technology requirements. UC Clermont College allocated approximately $133,000 during FY15 for program-specific technology including ProctorU, AdobeConnect, Pearson View, academic program software licenses and academic databases, Respondus and Turning Point to name a few.

The university implemented an in-house student information system - UniverSIS - in 1999. This mainframe system is based on applications that are no longer supported and, after a request for proposal (RFP) and university-wide stakeholder review process, Oracle's PeopleSoft, referred to as Catalyst in its customized for UC form, was selected to replace the current student information system. UC's Board of Trustees received and approved the recommendation for funding at its February 2014 meeting. The $46 million student information system replacement project is being rolled out in stages in 2015-2017. UC Clermont College faculty and staff are involved in the rollout as appropriate, based on areas of responsibility. Prospective students for Fall 2016 were the first to use the SIS for admissions through the integrated Hobsons Radius student lifecycle management system. Academic advising and financial management will roll out to students in March 2016, and all students will register for Fall 2016 classes in the new system.

The university developed eCurriculum, an internal web-based faculty/staff curriculum management portal, in preparation for the Fall 2012 semester conversion. eCurriculum serves as the data source for other tools including the course planning guide, degree audit and academic program outlines. Although the eCurriculum system has been integral to coordinating and aligning the university's curriculum across academic units and colleges, the system's current functionality does not allow for data extraction. UC is now planning to upgrade functionality in a number of key areas through the rollout of eCurriculum 2.0, which began in Fall 2015 and will continue over the 2016-2017 academic year.

Physical Infrastructure

The college's buildings are maintained at a high level, both operationally and aesthetically, and provide a total of 272,699 gross square feet for educational activities. The college maintains 9 buildings, 91.2 acres and 2,200 parking spaces between the Batavia campus and the leased UC East facility.

The Batavia campus includes 5 academic buildings consisting of classroom, laboratory, library, office, meeting, and auditorium spaces; the Student Activities Center (SAC) sprung structure; and a maintenance building. The SAC serves as the home of the UC Clermont Cougar athletic teams and includes a gym, fitness center, equipment storage and locker rooms. The SAC is also used for academic and college functions.

In 2010, due to increased enrollment and growth of allied health programs, the college leased space at a former Ford manufacturing plant approximately 5 miles from the Batavia campus. Named UC East, this facility represents the eastern most campus of the University of Cincinnati. UC Clermont College leased the first floor space of the former Ford office building annex, and several UC colleges leased second floor space to expand the availability of select bachelor's programs to the service area by making UC bachelor's program completion possible at this location. The UC Clermont space at UC East includes classroom, laboratory, office, meeting, and business training spaces, and a manufacturing technology center.

The Campus Master Plan, implemented in 2010, is utilized and referenced for any physical campus additions or renovations. Facilities and Technology Services uses the Campus Master Plan and Technology Master Plan to connect annual department goals with academic priorities for fiscal planning. A multi-phase infrastructure upgrade on the Batavia campus is currently underway. This project implements recommendations that were made in an engineering audit recently performed for the campus. The Clermont Infrastructure Upgrades project work is necessary to prevent system failures and interruptions in campus teaching and learning, to improve campus-wide energy and operating efficiencies, and to support subsequent functional and programmatic renovations necessary at the campus that are outlined in the approved Master Plan. This project is the second of three phases that will replace outdated primary mechanical and electrical infrastructure components to improve energy performance in all of the buildings at the Batavia campus in three principle phases over several biennia. Phase 1, now complete, performed a campus-wide engineering audit, and recommended a series of upgrades to the campus' infrastructure. To ensure continued service until upgrades are complete, a temporary chiller and electric service were installed in Phase 1 in order to support the oldest buildings on the campus, Edith Peters Jones Building (EPJ) and the Snyder addition. The total cost of Phase 1 was approximately $250K, funded locally.

The implementation of the audit performed in Phase 1 will begin with the subject of the Project Program of Requirements (PoR) for Phases 2A & B. Phase 2A will replace primary systems in the oldest buildings on the campus – EPJ and the Snyder addition, and will perform modifications to the domestic water system serving these two buildings and the West Woods Academic Center. Phase 2B will construct a new central plant on the campus in order to properly support new infrastructure, serve campus buildings more efficiently, and position the campus to realize long-term energy and operating savings. The estimated budget for Phases 2A & B is $10.5M.

Phase 3, a future un-funded phase, will perform remaining infrastructure work in EPJ; and will replace primary infrastructure that is expected to need replacement over the long-term in McDonough Hall, the Student Services Building, the West Woods Academic Center and the Student Activities Center. The preliminary estimated budget for Phase Three - not requested for approval in the PoR - is between $2.5M to $6.5M in 2015 dollars.

5.A.2.
As outlined in more detail below in 5.A.5, the college's first priority is its academic mission which consistently represents the largest category of spending. Necessary expenditures for overhead and infrastructure items are decided upon with care, and with input from faculty and University support for large dollar investments. The college is not heavily involved in research, and has no significant ties with any subordinate entities, allowing for resource allocation primarily to the academic mission.

UC Shared Services Overhead
As a regional campus of the University of Cincinnati, UC Clermont College shares in many services and resources of the university as a whole. Examples include the cost of the university administration, legal services, enterprise-level software, payroll service, general ledger accounting, auditing, some student services, and many other areas.

A five year view of UC Clermont's payment to UC for these services is shown below (also enclosed):

UC Clermont College Internal Overhead Review	FY2012 Actuals	FY2013 Actuals	FY2014 Actuals	FY2015 Actuals	FY2016 Budget Thru Sep
TOTAL SPENDING/Budget	$25,351,597	$26,417,975	$26,113,606	$25,743,861	$24,956,070
Internal Overhead	$1,214,228	$1,240,694	$1,261,702	$1,281,974	$1,992,332
Internal Overhead as % of total budget	4.79%	4.70%	4.83%	4.98%	7.98%

In FY15, the university hired a consultant to review the particular services that the regional campuses shared. Not all services were included. The cost of the remaining shared services were then distributed proportionately to the two regional campuses, based on revenue. The methodology was reviewed and was determined to be fair. However, this analysis did result in a higher overhead cost for UC Clermont College. The higher rate was not implemented until FY16, when its percent of the UC Clermont College budget jumped from about 5% to 8%. Overhead paid to UC will increase to an even higher rate in FY17.

5.A.3.
UC Clermont College's mission, vision and core values statements were updated during the Clermont Vision 2010 strategic planning process and endorsed by faculty and staff in 2012. Academic departments, academic programs and areas, administrative units and student support areas have, or are developing, mission statements or statements of purpose that intentionally align with the college's mission statement. These areas review and update mission statements as often as necessary during established department, program and unit review processes.

Human and fiscal resource allocation centers on our mission of providing student-centered undergraduate education. Long-term planning for the college emphasizes our teaching mission above all else, along with maintaining accessibility for all, and is reflected in the mission statements.

5.A.4.
Staff Qualifications
As outlined in University Rule 3.8.1, human resource policies, including the minimum qualifications for staff positions, are established by UC. Specific university rules related to human resources are outlined in an online Human Resources Policies and Procedures Manual and in specific university rules 12-21. UC Clermont College abides by the university's strict education and experience guidelines for hiring, which vary by position, in addition to requiring background checks. Staff job descriptions include minimum position qualifications that provide the basis for review of applicants' credentials along with required knowledge, skills and abilities. These job descriptions, and relevant minimum and preferred qualifications, are the basis for advertising and selecting appropriately qualified staff. Selected applicants for hire at Clermont College are processed through UC's Human Resources Department, Compensation Department and Office of Equal Opportunity and Access, as outlined in UC's Recruitment and Search Guide, prior to the college extending an offer to the applicant.

Staff Training
Staff training occurs at various levels including on-the-job training in job-specific required duties, onsite training and workshops covering topics from system operations to leadership topics, and regional and national professional development opportunities. Professional development funds can be requested each academic year during the annual budgeting process at the department/unit level. Eligible staff members may apply for additional funds, up to $500 in a single academic year, through the college's Staff Council. The Commission on the Status of UC Women accepts

funding request applications from eligible staff for up to $500 in a single academic year to expand opportunities for UC women to participate in professional development. In fiscal year 2015, the college spent $22,000 for staff training and professional development.

Eligible staff may apply to participate in UC Women Lead, a leadership development program for early and mid-career women faculty and staff that is sponsored by the Provost's Office to champion diversity and excellence. This year-long series is in its second year and replaced the former Women's Institute for Leadership Development (WILD) program that began in 2000. Three Clermont faculty & staff are among the cohort of 20 UC women participating in UC Women Lead this year, and 10 Clermont women faculty and staff previously participated in WILD.

Professional development workshops and training opportunities are offered onsite or at UC's Clifton campus throughout the academic year. These workshops are hosted by college departments, committees and the university. Recent workshops have been related to Title IX compliance, suicide prevention, Beacon user training, FERPA compliance, faculty leadership development, accessibility for online pedagogy, and inclusion practices. Additionally, UC hosts conferences that provide local low-cost or no-cost relevant professional development opportunities for staff. The 2015-16 conferences include the Building an Inclusive University Diversity Conference and the Annual Academic Advising Conference.

 5.A.5.
Budgeting
UC Clermont College has an annual budget process that supports the academic mission of the institution. Tuition and fees (70.3%) and state support (29.5%) are the primary revenue sources, and instruction and instructional support services (90.6%) are the primary expenditures.

The college holds annual budget hearings where each department/unit has the opportunity to propose budget modifications for future hires, technology upgrades, etc. Budget requests begin at the academic department and administrative unit levels based on the results of established processes including annual goals, student learning outcomes assessment, program and area review, administrative unit review and strategic planning. This transparent early review and discussion is tied to department and college goals in support of the mission.

UC Clermont College, along with the other UC colleges, presents budget scenarios to UC through the annual Integrated Enrollment Planning process. These scenarios are based on historical actual performance and future student enrollment projections. The college must present 3- and 5-year planning scenarios that include declining, unchanged and increasing enrollment projections. Upon acceptance of the budget scenarios, the dean and business officer present the projected budget to the college stakeholders. Departments and units must modify budget requests based on the approved projected budget and institutional priorities.

UC uses SAP for financial managements and budget managers have access to query financial information on an ad hoc basis or to various standard reports. A business officer is on site, supported by two financial administrators. This group oversees the budget process, which takes place over a few months, involving input from all departments. In addition, a "town hall" meeting format was established in 2015, which facilitates transparency through the presentation of budget and forecast information, and provides an open forum for questions from anyone at the college.

Monitoring Expenditures
Actual expenses versus budget are monitored monthly by the business office staff who follow up with departments who are over or under spending, and department heads are charged with budget monitoring responsibility. Quarterly update forecasts are sent to the university and are used in UC's overall budget monitoring.

Sources

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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.

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 University of Cincinnati, including UC Clermont College. The board is composed of 11 members, 9 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 nine-year term of office, with the exception of student trustees who are appointed to a two-year term. The university faculty senate chair and two elected faculty representatives serve as official representatives to the board. The president of the undergraduate student government serves as the official student representative to the board. The president of the alumni association, or the president's designee, serves as the official alumni representative to the board. Responsibilities of the board include selecting and appointing the president; setting the operating budget; approving personnel appointments; granting all degrees awarded by the university, including honorary degrees; establishing tuition and fee rates; approving contracts; and approving all rules, regulations, curriculum changes, new programs and degrees of the university. The board is accountable for how the money received by UC from the Ohio Board of Regents is spent.

Ohio Department of Higher Education and the Ohio Board of Regents
The Ohio Department of Higher Education (formerly known as the Ohio Board of Regents) is a Cabinet-level agency for the Governor of the State of Ohio that oversees higher education for the state. The agency's main responsibilities include authorizing and approving new degree programs, managing state-funded financial aid programs and developing and advocating policies to maximize higher education's contributions to the state and its citizens.

As a member of the Governor's Cabinet, the Chancellor of the Ohio Department of Higher Education advises the Governor on higher education policy and implements the Governor's plan to make college more affordable for Ohioans and drive the state's economic advancement through the public universities and colleges of Ohio, the state's network of public universities, regional campuses, community colleges, and adult workforce and adult education centers. The Chancellor is responsible for carrying out the responsibilities of the agency, including authorizing and approving new degree programs and managing state-funded financial aid programs. Chancellor John Carey was appointed the ninth Chancellor of the Ohio Department of Higher Education in April 2013.

The Ohio Board of Regents is a nine-member coordinating board with two ex-officio representatives from the State Legislature that advises the Chancellor on issues of statewide importance affecting higher education. Created in 1963 by the General Assembly, members of the Board of Regents are appointed by the Governor with the advice and consent of the Senate. Responsibilities of the Board include, developing an independent annual report on the Condition of Higher Education in Ohio, and issuing an annual performance review of the Chancellor. The Board is also responsible for advising the Chancellor on issues of statewide importance affecting higher education. The Board of Regents distributes the State Share of Instruction to Ohio's public colleges and universities, including the University of Cincinnati, based on a formula primarily driven by enrollments.

University of Cincinnati President
The president reports to the University of Cincinnati Board of Trustees and is granted authority over all aspects of the university as outlined in University Rule 3361: 10-5-01 Organization: the president of the university. Per the UC President's Organizational Chart, the senior vice president and provost for academic affairs reports to the president.

Senior Vice President and Provost for Academic Affairs
Per the UC Provost's Organizational Chart, the UC Clermont College dean, along with the other UC college's deans, reports to Senior Vice President and Provost of Academic Affairs Beverly Davenport who serves as the Chief Academic Officer for the University of Cincinnati. She is responsible for providing strategic direction for the university's 43,000 students, some 4200 faculty and 13 academic colleges, including two regional campuses plus the Graduate School and University Libraries. She also manages a senior leadership team that supports various aspects of faculty and student success including International Affairs, the Honors Program, Enrollment Management, Institutional Research, Student Affairs, Undergraduate Academic Affairs, and Faculty Affairs including recruitment, reappointments, promotion and tenure (RPT), faculty development, and labor relations and contract negotiations with the AAUP.

UC Clermont College Dean
Effective May 15, 2015, the UC Board of Trustees appointed Dr. Jeffrey C. Bauer as the dean of UC Clermont College. The UC Clermont College dean has general supervision of all interests of the college including authority to call and preside over faculty meetings; appoint the members of established college standing and ad hoc committees as necessary, after consulting an elected faculty committee; represent the college, its relations with students and student organizations, and in cooperation with the office of the vice president for student affairs and human resources has responsibility for the welfare of the students of the college; sees that the policies established for the conduct and discipline of students are enforced; and signs all diplomas and other official papers of the college.

5.B.2.
Clermont College Governance
The dean oversees all aspects of the college (see 5.B.1. UC Clermont College Dean) including the academic departments and non-academic administrative units. The college faculty, under direction of the dean, is responsible for making its own regulations governing the admission of students, the courses of instruction to be offered, grading policy, degree requirements, recommendations for degrees, honors, and prizes, and other such matters as may be within its jurisdiction as outlined in University Rule 3361: 50-3-01. Faculty, based on academic program or discipline appointments, report to one of 5 academic departments, and decision-making and curricular proposals begin at the department level (see 3.C.1.). An academic department chair, who reports directly to the dean, oversees all activities of the department.

Per the UC Clermont College Faculty Bylaws, the Faculty Senate oversees the college's standing committees (see detail in 5.B.3.). Committees' membership may include staff representatives depending upon the committee charge and staff role. Staff Council represents the voice of the college's staff, and Student Government is the link between students and college administration. Current or former students also serve on search committees, grievance and faculty standing committees, and program advisory committees, as appropriate.

In addition to the academic structure of the college - 5 academic departments and the library - there are 5 administrative units within the college. An administrative unit head - an associate or assistant dean, or director - oversees the personnel, programs and services, and activities of the unit. These unit heads report directly to the dean and comprise the Administrative Council (see 5.B.3.).

University Rules
The University of Cincinnati has a comprehensive list of rules that govern the university's activities. All university employees are expected to comply with university rules and policies at all times. The rules are publicly accessible on the university's website and are categorized in seven divisions:
1. Administration
2. Business and Finance
3. Personnel

4. Students
5. Academic
6. Property
7. Auxiliary

Policies and Procedures
The University of Cincinnati has extensive administrative policies and procedures that address various aspects of governance of the university and its colleges. Policies, procedures and manuals are available on the UC website and range from the Emergency Closure Policy to Human Resource Policies and Procedures to Student Code of Conduct to Web Policies & Standards. UC Rule 1.12.1 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." This Rule establishes the procedure for the development of new policy and procedure.

University Governance
The University of Cincinnati and Clermont College employ the University Rules, and policies and procedures, through established organizational structures, including standing committees and student organizations, to engage constituents in institutional governance. The university follows an Integrated Decision Making (IDM) framework that supports shared governance by university administration and faculty. This model of participatory governance, established in 2007, outlines a structure that ensures constituents from across the university are engaged in university governance. Proposals within UC follow the IDM path for engaged decision-making that clearly articulates the flow from the college to the all-university governance committees to the President to the Board of Trustees. The path includes the following:

College Committees
Dean
All-University Governance Committees
Integrated Decision-Making Committees
Provost
President
Board of Trustees

5.B.3.
College Structures
UC Clermont College enables faculty, staff and students to contribute and collaborate on the establishment and application of academic policies and practices in accordance with university rules and procedures through various college-level and university-level organizational structures and committees. These organizational structures and their relationship to the college governance are detailed below.

Administrative Council - The Administrative Council is comprised of the college's senior staff who advise the dean and provide effective leadership to the staff and student services functions of the college. The Administrative Council meets regularly to provide a forum for cross-functional discussion on major policy or operational issues and to make recommendations on policies or practices that lead to a better learning environment for our students.

Faculty Senate - The Clermont College Faculty Senate's charge includes overseeing committees (see detail below), conducting nominations, advising the dean on agenda items for faculty meetings, reviewing the college budget, considering all matters that may be of concern to or in the interest of faculty, and reviewing policies and procedures.

College Faculty Standing Committees
Academic Advising - With appropriate college administrators, oversees the administration of and compliance with the Academic Advisor Selection Process and the administration of the evaluation of Academic Advisors; works cooperatively with Student Services and Academic Affairs to ensure the effectiveness of the Academic Advising process; aids and advises Student Services on the development and administration of Student Orientation;

develops and administers training for Academic Advisors; determines and administers recognition and awards for outstanding academic advising.

Academic Assessment - Reviews aggregate reports from the Program Review, Area Review, and General Education Assessment processes (initiated by the Curriculum Committee; serves as an interface with the UC Clermont College Teaching & Learning Committee; specifically as to their charge (Charge B) that deals with institutional assessment. The Departmental Members shall be
responsible for leading the assessment discussions at their respective Department levels.

Building & Grounds - advises and recommends actions to the dean of the college on matters related to the facilities and property used, owned and/or leased by the college.

College Reappointment, Promotion & Tenure (RPT) - Charged, along with providing its independent evaluation of the submitted RPT folder, with the assurance that the departmental guidelines, criteria, and procedures have been followed.

Curriculum- Reviews and evaluates current and proposed credit courses, technical baccalaureate and associate degree/certificate programs for the purpose of: preventing unintentional overlap and duplication; verifying sound curriculum development; coordinating the integration of program curricula and general education requirements; assuring that the **Ohio Board of Regents (or ODHE?)** requirements are me; and encouraging transfer articulation where appropriate.

Faculty Development - Supports faculty development programs and opportunities by subsidizing proposed efforts designed to improve the quality of teaching, service, scholarship and leadership throughout the College.

Faculty Planning - Identifies and promotes a faculty perspective on planning issues and their solutions and serves as an advocate for the faculty regarding campus planning; focuses on planning issues including, but not limited to, the enhancement of quality instruction and of facilities, and the enhancement of resources and support for faculty development activities; seeks input from faculty and communicate that input to the Faculty Senate; assists the dean and the cabinet with the review and updating of current planning documents.

Instructional Technology- Assesses faculty, student, and non-administrative instructional computer utilization and needs and on that basis will: develop a long-range instructional technology plan; provide input into the design and maintenance of computer facilities; recommend instructional computer policies to be forwarded to the Academic Associate Dean; propose and prioritize strategic initiatives in the area of distance learning; disseminate relevant information and promote training opportunities to faculty; encourage the sharing of research and successful applications; assist faculty in identifying and securing grants and other relevant resources; act as liaison between UC Clermont College and the wider UC community and to aid in the creation of partnerships for the advancement of technology resources with business entities and local, state and national government organizations.

Library Advisory- Provides user input concerning libraries policies, procedures, services and facilities; advises the Director of the Library regarding issues of concern to UC Clermont College faculty, students, and staff; serves as a channel of communication and liaison between the Library and its users; and as an advocacy group to support library needs in serving the
campus community.

Scholastic Review- Primary responsibilities are recognizing outstanding student achievement and reviewing the standards and actions for students with academic difficulty and monitoring appropriate action (such as warning, probation, suspension, and dismissal). Acts as UC Clermont College's Hearing Committee for cases of Academic Dishonesty and Academic Misconduct.

Student Appeals/Instructor Evaluation- Reviews the evaluation instrument and recommends changes in its format and content as are deemed necessary; responsible for establishing and publishing the procedures for administering the evaluation and the procedures for informing the faculty members of the results; serves as the College Grievance Review Committee whose function is described in the Student Code of Conduct and in the Student Grievance Policy

and Procedures Policy; hears appeal cases of scholastic action other than those specifically covered in the Student Code of Conduct and the Student Grievance Policy and Procedures.

Student Scholarship/Faculty Recognition- Obtains, reviews, and selects recipients from application for UC Clermont College student scholarships. Oversees faculty recognition awards on the college level.

Teaching & Learning- Fosters a collaborative academic culture which is dedicated to continuous improvement of teaching and student learning at UC Clermont College; interfaces with the college wide committee responsible for institutional assessment by examining the college's academic mission and determining its performance in relation to that mission; establishes a feedback loop to share information based on relevant data; and becomes a resource to faculty to find, create and use information to enhance student learning and to communicate our effectiveness to faculty, students and the community at large.

Staff Governance - Full- and part-time staff are represented by the Staff Council. The Staff Council is charged to advocate on behalf of staff to UC Clermont College administration and University administration and offices and promote better staff relations with the College community. The Staff Council supports the mission of the college and oversees standing and special committees, conducts elections, assists in establishing college goals and priorities, serves the college community at large, communicates issues and ideas to the administration, fosters good communication among staff, and coordinates professional development and enrichment opportunities for staff.

Student Government and Organizations - Student Government provides oversight for all UC Clermont student organizations (18 different organizations in 2015-16), serves as the voice of the students with college administration, and represents UC Clermont College students at the UC Student Government Association meetings. Clermont Student Government has two seats for senators on UC Student Government. Membership includes an elected President and Vice President, and elected or appointed Secretary and Treasurer, who serve as the leadership team, and an appointed representative from each UC Clermont student organization. Student Government meets weekly during the academic year to discuss issues, plan events and facilitate student engagement/involvement at the college, and hosts monthly "Pizza with the Dean" sessions as an open forum for all students to meet with the dean to get campus updates, share ideas and address concerns.

University Integrated Decision Making (IDM) Framework
All-University Governance Committees
UC has a number of all-university governance committees that provide oversight of financial and academic policies and procedures. UC Clermont College administration, faculty and staff engage with all-university governance committees as contributing members of the committee or through collaboration via other established organizational structures. These committees, a brief overview of each committee's charge, and the UC Clermont or UC regional college representatives on the committee (*in italics*), are outlined below:

Deans' Council - Serves as a forum for the deans to discuss and evaluate important issues facing the University and to provide advice, guidance, and recommendations to the Provost and President on these issues and other academic matters. *Dean Bauer serves as a member of this committee.*

Diversity Council - UC President Ono is the chair of the committee that is charged with building an institution-wide capacity to meet the needs of an increasingly diverse campus that embraces diversity as one of the university's core values, infusing every aspect of campus life and purpose and every measure of success. It guides the university's efforts to conceptualize, assess, nurture and cultivate diversity and inclusion as institutional and educational resources at the university. *Associate Professor Page Beetem serves on this committee.*

Faculty Senate - The university faculty, organized under and pursuant to rule 3361:50-3-01 of the Administrative Code, considers matters affecting the university and makes available to the president and the Board of Trustees its aid, advice, and counsel. Faculty Senate is the primary governance body of the UC faculty and has various subcommittees. *UC Clermont has two faculty senators - Assistant Professor-Educator Carolyn Vining and Associate Professor Wanda McCarthy - serving on this committee. Additional faculty serve as at-large members on Standing Committees.*

Fiscal Coordinating Committee - Acts as an advisory to the Senior Vice President for Administration and Finance and is charged to help facilitate integrated decisions around fiscal planning and priorities. Participatory task forces (e.g., Performance-Based Budget Team) are convened and report to the Fiscal Coordinating Committee. The Fiscal Coordinating Committee (FCC) interfaces with the Academic Operations Committee and includes faculty, administrators and undergraduate and graduate student government representatives. *UC Blue Ash, the other separately accredited regional college of UC, Dean Cady Short-Thompson currently serves as the regional college representative on this committee. Clermont's Director of Business Affairs Maria Keri has a dotted reporting line to Senior Vice Provost for Academic Finance and Administrative Affairs Kathy Qualls, a member of the FCC, and has monthly one-on-one meetings with her in addition to monthly Business Administrator meetings that include representatives from each of the UC colleges.*

President's Cabinet - Shares information among senior leadership and provides input to the President.

Strategic Enrollment Management Policy Council - Charged to set enrollment policy for the University, approve all significant enrollment initiatives from a strategic perspective and critically appraise cost-benefit ratios before forwarding to the Budget Committee for financial approval and Academic Committee for academic approval. The committee also assures enrollment initiatives align with UC2019 and the Academic Master Plan and guides the development of the associated Five-Year Enrollment Plan.

Undergraduate Academic Affairs Committee- Provides leadership and oversight to the university's emphasis on excellence in undergraduate education. Develop goals, strategies, and timelines for implementation aligned with the university's Academic Master Plan. *Interim Associate Dean Kim Jacobs-Beck or her designee serves on this committee.*

University Academic Committee- The university-level governance committee charged to review and recommend newly-proposed academic policies, procedures, and programs to the Provost that impact the university's teaching, research, and service missions.

University Budget Committee- The university-level governance committee charged to review and recommend budgetary and fiscal plans, policies, and procedures that impact the university's teaching, research, and service mission as well as its overall financial health. Provide oversight of the budget planning process and support the Provost, President and Board of Trustees on fiscal matters that impact the university's mission. The committee works with and seeks input from the Fiscal Coordinating Committee when appropriate.

University IT Committee- Charged to consider all significant IT initiatives, issues and policies that impact the university, work with the Chief Information Officer to prepare recommendations to the Senior Vice President for Administration and Finance and the Senior Vice President for Academic Affairs and Provost, and develop appropriate IT policies, standards, guidelines, practices and compliance expectations. *UC Clermont has faculty and staff representatives on the IT Topical Committees.*

Undergraduate Student Government - Represents the interests and opinions of undergraduate students, provides for the government of student organizations, and promotes the general welfare of the student body. Student Government is the official representative of all undergraduate students attending the University of Cincinnati. *Two senators from Clermont Student Government serve on this committee.*

Integrated Decision Making Committees
After a proposal has been approved by the appropriate All-University Governance Committee, it is forwarded to the University Academic and University Budget Committees. The role of these committees is to seek advice from the Fiscal Coordinating Committee as necessary, review and endorse proposals and forward to Provost, or return to originating body for additional information.

Provost
The provost seeks advice from Academic Operations Committee (AOC) and Faculty Senate as necessary; reviews, endorses, and makes decision; or forwards to President for review and recommendation; or returns to University Academic Committee or University Budget Committee for further information.

President
The president seeks advice from the Cabinet and Executive Committee; reviews, endorses and makes decisions; or forwards to Board per University Rules; or returns to Provost for further information and clarification.

Board of Trustees
The board reviews and makes decisions, or returns to the President for further information and clarification.

The organizational structures outlined in this Core Component demonstrate the college and university's commitment to widespread, representative engagement across all internal constituents. Administration, faculty, staff and students are actively engaged throughout the decision-making process ensuring that stakeholders are able to contribute to the governance of the college including setting academic requirements, policy and processes. The distribution of representation begins with the university rules under the direction of the Board of Trustees and ends with the Board of Trustees carrying out the decisions that have been vetted through the appropriate organizational structures.

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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.
Tuition, fees and state support are the primary sources of revenue for UC Clermont College. In 2014-15, UC Clermont College's general funds revenue exceeded $25.7M, with 99.8% ($25.6M) generated through tuition and fees ($18M) and state support ($7.6M). These fiscal resources, generated through delivery of the academic mission of the college, are allocated to support that mission. In FY15, $26.8 million (98.2%) of expenditures (all funds) were allocated to education & general (E&G) costs (excludes auxiliary). The majority of expenditures, $13.9 million (50.9%) in FY15, are related to the direct cost of instruction.

Fulfilling the college's academic mission takes precedence over other priorities throughout the budget allocation process. Budgets are reviewed annually for new needs and emerging trends that may become important, and adjustments are made, based on multiple inputs. For example, when faculty or staff separate from the college through retirement or resignation, the vacant position is reviewed to determine whether refilling it with the current job responsibilities, redefining it based on institutional priorities, or reallocating funding to another priority is the best strategic decision at that time. This process ensures that personnel decisions reflect a strategic approach to delivering a high quality undergraduate education and supporting student success in an open-access environment. It also enables the college to modify organizational structures to accommodate current need on an ongoing basis as each opportunity presents itself.

Capital and operational expense items are allocated through a similar mission-focused approach, and require various levels of internal approval. Items related to the operation, maintenance and improvement of the physical plant are planned in advance as much as possible, in accordance with the Campus Master Plan (see 5.A.1-Physical Infrastructure and 5.C.3.) with $250,000-300,000 allotted to the Plant Fund to address major renovations and emergency repairs that may arise during the year that must be resolved to maintain mission continuity.

5.C.2.
Student Learning Outcomes Assessment and Program Evaluation
The current student learning outcomes (SLO) assessment process was implemented in 2004-05. The assessment process includes reporting by general education areas and academic programs at the end of each academic year. The areas and programs use the results of assessment to inform planning for the next academic year and as the basis for modifications to pedagogy and curriculum as necessary. Assessment results are used in planning and program evaluation and thus are embedded in the five-year program/area review cycle as well as the recently implemented annual program/area progress update report process. The new annual progress update report includes curricular, staffing, student outcomes and satisfaction, assessment and financial measures to provide a comprehensive annual snapshot of program/area health (see 4.A.1.).

These various levels of reports (SLO assessment, annual progress update and 5-year program review) emphasize the use of assessment findings as the basis for requests and planning related to curriculum, staffing, programmatic and capital expenditures. All program and area proposals and requests are first reviewed at the academic department level ensuring that the college's academic mission remains the priority.

Academic Planning
The 5 academic department structure enables academic planning to begin within programs/areas. Once proposals are vetted within the academic department, the department faculty vote to approve or disapprove of the proposal. Approved proposals move through the academic approval organizational structure before moving to the University of Cincinnati Integrated Decision Making (IDM) process and Uptown committees.

The dean, associate dean, senior assistant dean, five academic department chairs, library director and a Faculty Senate representative hold weekly meetings to discuss institutional and academic priorities, evaluate operations, address issues, vet proposals and plan. Other stakeholders are included in the meetings as appropriate depending on the discussion topics. As necessary, joint Academic Department Chair & Administrative Council meetings are scheduled to discuss topics that have broad institutional implications.

Administrative Unit Planning
Administrative units including Academic Affairs; Business Affairs & Administrative Services; Facilities & Technology Services; Marketing, Communications & Student Recruitment; One Stop Services and Student Affairs & Services are managed by deans or directors who report directly to the UC Clermont College dean. During an annual evaluation meeting with the dean, the deans or directors outline annual goals for their respective areas linked to the goals and mission of the college. With the implementation of the Campus Labs Compliance Assist Planning module, the process of annual goal setting is facilitated by the Administrative Unit Annual Goals template which also enables planning across units to be linked to institutional priorities. The Administrative Unit Review process implemented in January 2015 further emphasizes the link between organizational evaluation and planning.

The Administrative Council meets regularly to ensure coordination of operations. Problem areas are addressed, and long term and short term outlooks are considered for the best allocation of resources.

The Faculty Senate is considering the formation of a new Budgeting and Institutional Priorities Committee to strengthen the linkage between planning and budgeting.

5.C.3.
Strategic Plan
As has been past practice, the most recent strategic planning process provided opportunities for participation by all faculty and staff. Clermont Vision 2010 was launched with an All-College Summit with all faculty and staff in May 2011. An external consultant, the Executive Service Corps of Cincinnati (ESCC), was selected to facilitate the strategic planning process. At the summit, facilitators from ESCC worked with groups of 8-10 faculty & staff throughout the day to review the college's mission and vision and gather input on strategic priorities and goals. The feedback from the summit was compiled over the summer and considered by the Strategic Planning Steering Committee. The committee established 3 breakthrough goals and faculty and staff were invited to join one or more of 4 action teams when fall term began; the 4 action teams focused on the 3 breakthrough goals and reviewing/revising the college's mission, vision and core values statements. The action teams worked through Fall Quarter 2011 and presented their recommendations to the Strategic Planning Steering Committee. The Steering Committee shared the recommendations with the college and gathered feedback through surveys. After the feedback was analyzed, the Steering Committee collaborated with the action team members to modify the recommendations. The final recommendations, including revised mission and vision statements, were presented to faculty and staff. The mission, vision and core values statements were endorsed by faculty and staff in February 2012.

Implementation of Clermont Vision 2010 has been challenging in a time of comprehensive change at the institution. The Strategic Planning Steering Committee was an ad-hoc committee formed to guide and oversee the Clermont Vision 2010 strategic planning process, and no college committee charge includes oversight of the strategic plan which makes the measurement of progress a manual and time-consuming task for administration. Additionally, semester conversion officially occurred in Fall Semester 2012 and consumed a significant amount of faculty and staff time and focus, pre- and post-conversion. Two major planning initiatives that

were identified as strategic plan objectives - development of a strategic enrollment management plan and an academic master plan - also demanded significant faculty and staff resources. These major institution-wide initiatives, along with the semester conversion and lack of a comprehensive planning management system, sometimes redirected focus from the overall Clermont Vision 2010. Not surprisingly, when UC Clermont College submitted the implementation of an administrative unit review process as the institution's Quality Initiative in Year 7, the HLC reviewers expressed concern about the evidence of commitment and capacity, "There is concern regarding the apparent lack of additional resources committed to the initiative and the acknowledged challenges of limited human resources, multiple priorities, and lack of software and technical resources to develop/support an electronic review database." As a result of the HLC reviewers' feedback, the college selected Higher One's Campus Labs' Compliance Assist and Baseline products to support the accreditation, assessment, planning and program review processes. The Compliance Assist and Baseline implementation began in Spring Semester 2014. The strategic plan is now being entered in Compliance Assist>Planning which will enable the college to track progress and link other planning processes to the strategic priorities.

Academic Master Plan
Development of an academic master plan was identified as a strategic objective (Goal I, Objective G) in Clermont Vision 2010. The associate dean of academic affairs and chair of the UC Clermont College Faculty Senate co-chaired the ad hoc Academic Master Plan Taskforce that was charged to develop the plan began work in January 2013. The taskforce membership included 7 full-time faculty across the 5 academic departments and the library, the associate and senior assistant deans of academic affairs, the department chair of social sciences, two academic affairs staff, one Enrollment & Student Services staff and one academic affairs support staff designated to support the taskforce's work. The taskforce identified 3 keys areas to create the framework for the plan as follows:

- Promote academic excellence
- Educational access and opportunities for success
- High-quality student-centered environment

The taskforce members formed 3 subcommittees to identify objectives and strategic actions for each of the key areas. The final Academic Master Plan was presented for discussion at the November 2014 UC Clermont College Faculty Meeting. The Academic Master Plan is now managed in Compliance Assist>Planning which enables the college to track progress and link other planning processes to the strategic priorities.

Strategic Enrollment Management Plan
The development of a strategic enrollment management (SEM) plan was also identified as a strategic objective (Goal II, Objective B) in Clermont Vision 2010. College leaders anticipated that the SEM initiative would not only help to identify potential causes of recent enrollment declines and establish enrollment and retention targets but also provide recommendations on organizational structure and best practices for future oversight of SEM planning processes. Several SEM consultants across the country, including SEM Works, Inc., Noel-Levitz, and two different private consultants/consultant teams were interviewed by the dean and director of institutional effectiveness during Fall Quarter 2012. SEM Works, Inc., was selected for the project in January 2013. Dr. Jim Black and Dr. Lynda Wallace-Hulecki visited the college for an initial campus audit in February 2013. The results of the audit were shared with the college community and the consultants returned for a SEM Leadership Summit in March 2013. After the Leadership Summit, teams of select UC Clermont College faculty and staff analyzed key motivators for high priority student populations, or persona groups. The persona group analyses were used by 3 action teams: the Future Student Lifecycle Team and Current Student Lifecycle Team considered motivators and barriers at each stage of the student lifecycle, while the Academic Program Innovation Team identified opportunities for changes to existing programs and the development of new programs. Another team, the Strategic Enrollment Intelligence Team, reviewed existing and potential data sources to support the 3 SEM teams. These teams worked throughout 2013 spring, summer and fall semesters. The teams' recommendations were presented to the SEM Leadership Team which identified a list of priority actions for Phase I implementation beginning in Spring Semester 2014. The final SEM plan was presented to the college in Spring Semester 2014.

SEM Organizational Structure Analysis
The organizational structure analysis completed by SEM Works, Inc., resulted in a significant reorganization of the Enrollment & Student Services (ESS) Department into two more strategically-focused departments: Enrollment

Services and Student Success & Retention Services. The assistant dean of enrollment & student services, director of enrollment services and director of advising positions were abolished, and two senior director positions were created to manage the 2 new departments. In addition to the new senior director positions, additional positions were created in financial aid, academic advising and veterans services. All existing staff positions within ESS were reviewed and job responsibilities were updated to reflect the new student-success focus as outlined in the SEM plan. The Enrollment Services unit's programs and services include recruitment, admissions, dual enrollment, financial aid and scholarships, registration, and TRIO grants. The Student Success and Retention Services unit's programs and services include academic advising, athletics, disability services, veterans services, student life, Title IX compliance and student code of conduct. The ESS reorganization and new staff positions were created and filled during SEM Phase I implementation. Additional staff positions were targeted for future phases dependent upon improved enrollment and retention benchmarks or institutional priorities.

In October 2015, the senior director of recruitment and enrollment services resigned after accepting a position at UC's College of Medicine, effective in early November. The vacancy in this administrative role coincided with a failed search for a director of disability services that was vacant because the previous director was appointed as the senior director of student success and retention. A review of these positions within the context of the organizational structure as a whole provided the dean with an opportunity to evaluate how best to move forward in order to meet the college's enrollment and retention goals and best meet the needs of students. Ultimately, the decision was made to reorganize in several areas as outlined below:

Dean's Office
The director of the library now reports to the dean instead of the associate dean of academic affairs. This change recognizes the library as an academic unit per the Collective Bargaining Agreement and allows for additional reporting within the Associate Dean's Office.

The program coordinator of athletics now reports to the dean instead of the senior director of student success and retention.

One Stop Services
The senior director of enrollment services position was changed to director of one stop services and includes oversight of the registration, orientation, College Credit Plus, Front Desk, and financial aid functions. Business Officer Maria Keri serves as interim director of one stop services during the search for the director. A registration officer position is noted in the organization chart, but the search process will not move forward until the FY17 budget allocation process is completed.

Senior Director of Student Success & Retention Services
The senior director of student success and retention services resumed responsibility for the Disability Service Office (DSO) function following the failure of the search for a new DSO program director. The DSO director position will be re-advertised as a DSO program coordinator at the beginning of 2016. In addition to oversight of the DSO, the senior director is responsible for Student Code of Conduct issues, Title IX, Student Grievances, Veteran's Affairs and Student Life.

Marketing & Communications
The Recruitment team now reports to the Marketing & Communications Department. Blaine Kelley was promoted to director of student recruitment with responsibility for the recruitment team, and he reports to Assistant Dean Mae Hanna. A marketing & publications coordinator position is included in the organization chart, but the search process will not move forward until the FY17 budget allocation process is completed.

Associate Dean's Office
The 3 TRIO grant programs, Educational Talent Search, Educational Opportunity Center and Upward Bound, along with all faculty and staff advisors, now report to the associate dean of academic affairs. A new director of advising position was created and the search process began in November 2015; at that time advisors will report to the director of advising, who will in turn report to the associate dean.

Campus Master Plan
The Clermont College Campus Master Plan was developed to align with the college mission and Clermont Vision 2004 strategic plan. The previous Campus Master Plan was last updated in the early 1990s and changes to the internal and external environment were extensively studied during the development of the new master plan document.

The master planning process was organized into several phases as follows:
Phase 1 - inventory and evaluation of existing conditions
Phase 2 - identification of planning issues and establishment of goals and objectives
Phase 3 - development of alternative plan concepts
Phase 4 - refinement of alternative plan concepts based on campus priorities into a recommended campus master plan.

A six-member staff team from the University of Cincinnati's Department of Design, Architecture and Planning formed the Clermont College Master Planning Team that oversaw the master planning process. The UC Clermont College Master Plan Committee - a team of 17 administrators, faculty and staff - represented internal stakeholders. Other contributors throughout the process included consultant services, UC and UC Clermont College representatives, and various external stakeholders such as local emergency responders, and Village of Batavia, Batavia Township and Clermont County representatives.

Upon completion of Phase I and II, conceptual site plans and strategies were developed to examine and test potential solutions, ideas or scenarios for both short-term and long-term growth needs (the Campus Master Plan was developed during a time of significant enrollment growth, with a 24% increase in headcount from 2005 to 2009). These were considered in light of academic priorities and funding strategies along with other wants and needs during Phase III. The final plan was developed based on these discussions and further refined through review, evaluation and more discussion with campus and community constituency groups.

The Campus Master Plan 2010 outlines 13 goals that are recognized as institutional imperatives that address the college's future growth and support the college's mission and strategic plan. These goals include:

1. Balance the campus' resources with the need to accommodate growth.
2. Unify and integrate campus development
3. Improve quality of campus facilities, resources and overall environment through a commitment to design principles, standards and strategies.
4. Strive to reduce the campus' carbon footprint and energy consumption, while increasing sustainable design initiatives on campus.
5. Continue to strengthen linkages with the surrounding community and UC's main campus.
6. Create an academic programming framework that will achieve the collective goals of Clermont College, the University of Cincinnati, and the State of Ohio as well as enhancing the coordination of programs/degrees offered between UC's main campus and the Clermont Campus.
7. Enhance the quality of life elements on campus to meet the current and future needs of students, staff and faculty.
8. Provide a safe campus environment for students, staff and visitors.
9. Enhance existing classrooms, labs and teaching spaces to meet new and evolving needs of students, teachers as well as pedagogical goals to provide the best teaching environment possible.
10. Enhance existing resources and provide new educational resources to ensure the best learning environment possible.
11. Enhance the physical layout, framework and safety of the campus through planning and design.
12. Create additional space and or provide flexible space for priority needs.
13. Maximize efficiency and maintenance of campus facilities operations.

The Campus Master Plan and its goals and objectives guide short-term and long-term planning for the physical plant including maintenance, improvements and operations. The facilities planning process includes an all-college Buildings and Grounds Committee, Master Planning Committee, Dean's Advisory Board and campus-wide Town Hall meetings to solicit input and share information across all constituencies, both internal and external. Academic Affairs monitors semester classroom and teaching space use and allocation and works directly with Facilities

Services to ensure that short term, immediate space needs are met. Detailed classroom and space utilization studies are done each time the Campus Master Plan undergoes a major update. The Campus Master Plan is being entered in Compliance Assist>Planning so that the goals and objectives can be linked to other college planning processes and the strategic priorities.

Technology Planning
Data usage and access trends are reviewed and tracked on a regular basis to ensure that the overall technology infrastructure can more than adequately handle the throughput and computing needs of the campus community. Annual technology planning is done via meetings, discussions and input with the academic department chairs. Faculty have an opportunity to submit requested items to their respective chairs, who in turn, work with Technology Services managers to ensure inclusion as appropriate.

Internal Groups
Through UC Clermont College's many committees, activities, collaborations, partnerships, initiatives and student organizations (see 5.B.), no one is excluded from the planning process, and under Ohio's Open Meetings Law, these meetings are open to all. Faculty, staff and students have access to college administration and are encouraged to be actively engaged in the institution's activities and planning.

External Groups
The Dean's Advisory Board, composed of local service area community members, give the administration input on college decisions and institutional priorities. The Marketing and Communications team responds to community input via social media or more traditional means, and shares communication with the Dean, Administrative Council, and academic department chairs. The college's mission of serving students remains a priority and is considered in light of its role in Clermont County and surrounding community.

Every technical degree program has a community advisory board that includes program faculty, community members employed in the career field and program graduates. These advisory boards meet at least once during the academic year. Meeting topics often include curricular changes, college and accreditation updates, student and employer satisfaction survey results, student learning outcomes assessment results and program evaluation.

5.C.4.
The college plans outlined in 5.C.3. demonstrate the comprehensive approach to short-term and long-term planning driven by the college mission. These plans are supported by the ongoing evaluation of operations and programs through the annual academic program/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 embedded in these review processes so that adjustments to institutional priorities can be implemented based on facts and findings of ongoing assessment.

Since tuition, fees and state subsidy represent nearly 100% of revenue, the college also regularly reviews macro trends in unemployment, demographics, and educational patterns, in order to forecast institutional impact, and to plan strategy in relation to the implementation of its plans and fulfillment of its mission. Student headcount enrollment peaked in Fall Quarter 2010 at 3,990 and has declined 28.8% through Fall Semester 2015. Student enrollment correlates with unemployment patterns, and the college has made hiring adjustments, promoted efficiency and reduced spending where possible, in order to minimize the impact of these fluctuations and reduced state support. The Integrated Enrollment Planning (see 5.A.5.) process includes 3- and 5-year planning in consideration of declining, stable and increasing enrollment scenarios. Long term planning tools include utilization studies, economic trending, enrollment trending and recent historical data.

5.C.5.
UC Clermont College's planning processes and documents including the strategic plan, campus master plan, academic master plan and strategic enrollment management plan have been developed to guide decision making based on emerging factors, such as technology, demographic shifts and globalization. New program development is based on an analysis of these trends and institutional capacity. The college's planning processes support the academic mission in an academic, physical and technological environment that is flexible enough to meet the needs of current and future students.

Responding to Demographic Shifts and Technology
UC Clermont College is located in Clermont County, Ohio, the southeastern edge of the Appalachian Regional Commission that also includes Brown, Adams, Highland counties. The 4 Appalachian counties in the college's service region include more than 152,000 residents 25 years and older who have less than an associate's degree (no high school diploma, high school graduate, some college but no degree), representing 72% of the this demographic group. In order to serve the diverse needs of this population, the college has committed significant human, fiscal, technological and physical resources to expand education access through distance delivery courses and programs and its first technical bachelor's degree.

Distance Delivery
Distance delivery has been strategically expanded to meet the needs of current and future students based on demographic and technological shifts in the service region. Since the 2006 reaccreditation site visit, the college has been approved to offer 100% of its programs through distance delivery, and the Health Information Systems associate degree program is the first fully online program to be offered. To meet the growing need in this field, additional professional certificates have been added to the program array. Additionally, existing programs continue to progress toward fully online delivery, or a mix of online, classroom and hybrid delivery formats which relies on a robust technology infrastructure that allows for instructional flexing. A robust variety of general education and technically-focused courses delivered through distance delivery expands access not only to Clermont students but also to students enrolled in a UC or UC Blue Ash program who are working to fulfill program requirements.

To support the growth of online and hybrid course and program delivery, the hiring of a shared onsite instructional designer (see 5.A.1. Human Resources) ensures that faculty have sufficient support to provide high quality academic instruction that meets the needs of our students regardless of how and where instruction is delivered. The half-time position is being converted to a full-time position in the spring of 2016.

UC East
The UC East location, opened in 2010 (HLC site approval letter) is an example of institutional planning between UC Clermont College and UC's baccalaureate colleges. This location met the college's need to respond to increasing enrollment and to provide high quality instructional facilities for in-demand allied health programs. Since the 2010 opening, the programs and services at the location have expanded to include the development of a Manufacturing Center, a science lab, the Applied Administration technical baccalaureate program and food services. The second floor hosts junior and senior level classes for select bachelor's degrees programs awarded by UC.

Bachelor's in Technical and Applied Studies Degree Program
The Applied Administration technical baccalaureate degree program began in Fall 2011 based on emerging factors. This program provides the junior and senior level courses for students who have an applied associate degree credential. According to the most recent Clermont County Profile, more than 10,700 county residents 25 and older have an associate degree, representing 8.1% of the population; 17% have a bachelor's degree and 8.7% have a master's degree or higher. This program bridges the gap for applied associate degree graduates who want to pursue a bachelor's degree in order to move into a supervisory or administrative position and meets the needs of local employers who are seeking bachelor's degree credentialed employees for these types of positions.

Manufacturing Center
Prior to 2012, UC Clermont had a computer-aided design (CADP) major that oriented students to related machining skills. The recession of 2008 hit manufacturing particularly hard, with businesses across the county and state declaring bankruptcy, reorganizing, experiencing layoffs or—at a minimum—refocusing their efforts into profitable areas. UC Clermont College was uniquely positioned to aid in the recovery starting in 2010. The college recognized the on-shoring initiative, the rebound of manufacturing sector, and the need to provide training in the Greater Cincinnati region where statistics show that 9,000 of 16,000 jobs created in 2011 were in the manufacturing sector and reorganized the CADP degree program as a Manufacturing Engineering Technology program. The college leased an additional 10,000 square feet of space at UC East, received an Appalachian Regional Commission grant for $250,000 in equipment and matched it with another $250,000 in equipment. The resulting program works for both degree-seeking students and business clients. Six courses have been incorporated into customized programs for more than 60 trainees at Milacron LLC, a local manufacturer, during the past three years, enabling the company to prepare machinists and assembly workers for immediate jobs with the company.

In order to reach more businesses and individuals with our expanded training capacity, the college and county economic development office applied for a Local Government Innovation Fund grant in September 2015. It will provide $50,000 to conduct a full study and develop a comprehensive training service plan for service region.

Globalization
UC Clermont College recognizes the effects of globalization and works to ensure that its faculty and staff reflect a diverse population and that its students are prepared to fulfill their role as global citizens. See 1.C for details.

UC Office of Equal Opportunity & Access
The university's Office of Equal Opportunity & Access is responsible for ensuring compliance with university policies and federal and state laws pertaining to equal opportunity and affirmative action. The Office coordinates the development and implementation of the University of Cincinnati affirmative action plan, equal opportunity policies and procedures, and promotes diversity in all of the programs and activities of the university in consultation with colleges and administrative offices; investigates and resolves complaints of discrimination filed by students, staff, and faculty; and conducts education and awareness programs in the areas of Sexual Harassment, Americans with Disabilities Act (ADA), Diversity, and Affirmative Action.

Searches for all faculty and staff positions are conducted with the goal of finding the best person within the framework of the university's commitment to equal employment opportunity. Every effort is made to ensure a diverse applicant pool, including but not limited to, contacts with other institutions, organizations, publications, and/or individuals who are in a position to assist in attracting highly qualified applicants. Recruitment efforts include advertising in publications geared to attracting culturally diverse candidates and using appropriate resume banks, websites and other media.

The university's Utilization Analysis Summary is used to determine if underutilization exists in any of the university's job groups. Underutilization is defined as having fewer minorities or females in a particular job group that would reasonably be expected by their availability in the population. Underutilization is declared if the disparity between a percent representation within the job group and the workforce availability exceeds two standard deviations. A separate analysis is conducted for females, all minorities, and African-Americans. Additional minority recruitment efforts are made for vacancies where underutilization exists.

General Education and Cultural Experiences
The university's general education core includes Breadth of Knowledge (BoK) contemporary topics that are designed to direct students to courses and experiences that prepare graduates to contribute and thrive in a global, diverse, and technological society (see 3.B.1.). Diversity and Culture is one of three contemporary topic distribution areas, and students transitioning to a UC bachelor's program are required to take 2 courses from the 3 areas.

The annual International Education Week International Education Week (IEW), a joint initiative of the U.S. Department of State and U.S. Department of Education, provides an opportunity to celebrate the benefits of international education and exchange worldwide through a variety of on-campus activities and presentations. Last year's topics included international food sampling, sushi rolling, faculty and study abroad student participant roundtables, music and body art, and study abroad opportunity information sessions.

While attending workshops or fulfilling general education requirements expose a larger number of students to aspects of diversity, experiential learning, including service learning and study abroad, can be a powerful change agent for participants. Recent faculty-led experiential learning opportunities have included exploring business operations in Portland, Oregon; teaching nutrition to early education students in a low-income indigenous community in Yucatan, Mexico; service learning in Sri Lanka; studying the legal system in Mexico; and a student exchange program in Croatia. Students may design their own study abroad experience or participate in experiences coordinated through the university's International Programs office. More than 1,400 different types of experiences were available through International Programs in 2013-14. Financial support is provided through block grants (for faculty-led experiences), grants, financial aid and scholarships.

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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.
UC Clermont College develops and documents evidence of performance in its operations through a variety of evaluative processes. These processes identify areas of strength or high performance as well as opportunities to increase efficiency and improve performance.

Academic Quality
Within the 5 academic departments, programs and areas conduct student learning outcomes assessment, annual program/area progress updates, comprehensive 5-year department/program/area reviews and course and instruction evaluations. Department chairs and program faculty review student feedback collected through graduate surveys and national surveys (Noel-Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement and Survey of Entering Student Engagement), program performance and student outcome measures annually. The results are used in the annual program progress update report and the comprehensive 5-year reviews for planning.

Administrative Unit Review
Academic program/area review has long been an established process but the Clermont Vision 2010 Goal 2, Objective C identified the need for review of other areas of operation, specifically the administrative (non-academic) units. The development and implementation of an administrative unit review process was approved as the Quality Initiative in Year 7 of the Open Pathway. The process, timeline and infrastructure was developed during the 2013-14 academic year. Enrollment and Student Services (ESS), recently reorganized into two separate operational units, Enrollment Services and Student Success & Retention Services, was identified as the first unit for review based on the reorganization and other changes in the areas' processes and procedures as outlined in the SEM plan. The first administrative unit review reports were due on October 1, 2015 (ESS report, SSR report). The administrative units will follow the five-year cycle calendar as used in the academic department/program/area review process, as follows:

January - October 2015: Enrollment Services and Student Success & Retention Services
January - October 2016: Academic Affairs
January - October 2017: Facilities & Technology Services
January - October 2018: Administrative Services
January - October 2019: Marketing & Communications

Facilities & Technology Services
Satisfaction surveys are distributed every other year to faculty, staff and students to gather feedback for both the Technology and Facilities support teams. These surveys collect feedback on infrastructure, staff performance and overall service level satisfaction in many areas. Weekly follow up calls are performed from the Campus Services Help Desk. These calls randomly select campus users who have created help calls and inquire as to the overall satisfaction of the user for services provided.

Data/responses from the satisfaction surveys and weekly help call feedback are reviewed by department managers. Any areas that need improvement are addressed. These improvement needs can also tie back to individual department member annual goals as well as help to identify areas where additional training may be required.

Fiscal Resources
Efficiencies in staffing, class size management, appropriate pay ranges, and careful procurement practices are a continued focus, with a primary goal of maintaining adequate student service. The college regularly reviews its successes and failures and adjusts plans accordingly, and also stays current with best practices in higher education via participation in NACUBO, CACUBO conferences and trainings, as well as by utilizing those resources and networks.

As a regional college of UC, the institution's financial performance is audited annually as part of the university's audit.

During FY15, the UC Office of Internal Audit completed an internal audit of the college to evaluate and test internal controls and processes supporting the following:
• Managing, analyzing and reporting financial data;
• Revenue transactions;
• Expenditure transactions;
• Scholarship administration;
• Gift and endowment income and expenditures;
• Payroll transactions;
• HR process (evaluations, vacations/sick reporting);
• Certain auxiliary operations (Athletics, Library, etc.);
• The current Information Technology environment;
• Other items, as considered necessary.

The audit report resulted in changes to controls and processes (see 5.D.2.).

Human Resources
Administrators, faculty and staff job performance is evaluated through established annual review processes. Position vacancies are evaluated to determine alignment with institutional strategies and adjusted as appropriate (see 5.C.1.).

Library
The Clermont College Library assesses the success of information literacy instruction via summative post-class surveys. The surveys are brief and include questions designed to encourage student reflection, occurring after each class. The reflection questions include a simple yes/no component as well as a short answer opportunity for students to record what they learned and how that might influence their future research practices. Librarians have access to the survey data anytime, sorting by librarian name or by class. Librarians also review the data annually. The surveys have directly impacted instruction, influencing the integration of meaningful group work and class discussions into library instruction.

Programs & Services
Programs and services, including the library (in-class and reference services), Learning Center (faculty and students), Testing Services, Disability Services, orientation, counseling services, Manufacturing Center/Milacron partnership, Student Life and College Success Program collect student feedback through various surveys throughout the year or when feedback is needed for a focused project. Results are used to inform planning and operational improvements. Within the 5 administrative units, these programs and services also complete a 5-year comprehensive review.

Student Experience
UC Clermont College administers national surveys on a 3-year rotating basis to measure engagement and satisfaction of current students and to compare to similar colleges. These surveys include Noel-Levitz Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE). The results are shared internally, aggregated by respondents' program for program/area review and posted to the website for public access. The Teaching & Learning Committee is reviewing the results of these surveys and the Beacon Student Strengths Inventory, first administered to the Fall 2015 entering freshmen, to identify opportunities for workshops and professional development topics to support the college's student success initiatives.

The college's Graduate Survey is administered each term. The survey invitation is emailed to students and includes the survey link; reminder messages are sent to non-respondents. Prior to Summer Semester 2015, the survey invitation was sent out post-graduation, but the administration timeline was changed to try to improve the low response rate. The Fall Semester 2015 response rates improved to 28% for the associate degree & certificate graduate survey and 68% for the BTAS graduate survey. Academic Affairs staff are discussing approaches to further improve the response rate which may include an advisor or staff member administering the survey during the student's graduation certification meeting. The college recognizes this is an opportunity to gather data on current employment and continuing education intent as well as graduate satisfaction feedback and is committed to improving in this area.

Program accrediting bodies require the college's Allied Health, Health Information Systems and Paralegal Studies programs to regularly evaluate student, alumni and employer feedback through various surveys. The results of the surveys are used to measure student and employer satisfaction and for program improvement.

Student Outcomes
The university fulfills the college's federal reporting requirements. The IPEDS graduation (150% of an associate degree program) and retention (fall-to-fall) rates are aggregated at the program level and reviewed by academic department chairs and program faculty annually. These Student Right-To-Know reports are publicly available on the college's website and UC's Office of Institutional Research website.

5.D.2.
Findings from operational experience and evaluation results in changes intended to improve institutional effectiveness, capabilities and sustainability.

Academic Quality
During the SEM process, three of the academic department chairs co-chaired the Academic Innovations Team that focused on three areas, with one department chair leading each of the focus areas: New and Current Program Capacity, General Education/Liberal Arts Recruitment Strategies, and New and Current Program Review Structure. The New and Current Program Capacity team analyzed current faculty expertise to identify capacity for new programs leveraging current faculty resources. The General Education/Liberal Arts Recruitment Strategies team identified opportunities for faculty to participate in recruitment that were incorporated into the SEM Priorities. The New and Current Program Review Structure team identified a need for a new committee structure that was approved by faculty in March 2015. The new Program Review Review (PR2) Committee will review the annual program progress update reports and the Science & Health departmental review reports during 2015-16.

Facilities & Technology Services
The internal audit resulted in changes to internal controls and processes including the following:
* Lack of a college IT Steering Committee was highlighted in the audit. The process is underway this fall to gather information, bylaws and membership to form the committee in 2016.
* Limited ability to globally provide software updates and patches as well as identify and remove illegal installations of software products on University owned computers was reviewed. A software management tool from Dell has been purchased and installed on all college computers. These items are now being tracked and updated in a timely fashion.
* Procedures were in place to allow the University Office of Information Security to scan the UC Clermont College network for security vulnerabilities. The remediation process though was not well documented. Procedures have now been put in place to track identified vulnerabilities and ensure their completion.
* Insufficient physical security of UC Clermont node/data rooms was identified. A new key system is being put in place during the fall 2015 term to isolate these equipment rooms. Final intent being that only those individuals with a need-to-access to have that ability.
* UC Clermont College had historically managed the computer antivirus software at a college level. The University provides a global system of managing and updating the McAfee antivirus software across all network systems; as a result, the college has migrated to the EPO environment managed at the university level.

Fiscal Resources
Existing Administrative Services fiscal and business processes were modified based on the internal audit findings. These include:

· The practice of including social security numbers as a text note for certain financial deposits was discontinued, and all such data were removed from UC Flex (UC's financial services portal)
· Certain contracts with outside entities were reworded and improved controls were put into place
· Faculty and staff received travel and spending policy reminders
· The administration agreed to review some broader polices involving faculty pay for advising, program management, and course development, as well as retirement gifts for all employees, with changes expected by 2016.

Programs and Services
The college committed significant financial resources to increasing staff for programs and services to support its open access mission beginning in 2014. Based on the SEM organizational and web analyses, additional staff positions were created in academic advising (specifically targeted to improving services for at-risk students), admissions, bachelor's programs, College Success Program, financial aid, marketing and communications, testing services and veterans affairs. Other positions, in such areas as allied health and career services, were reviewed to ensure alignment with the college's mission and priorities. Some of these changes are outlined in more detail below.

Academic Advising is currently a shared model using both faculty and staff advisors. In order to implement required advising for entering freshmen, four additional staff advisor positions were created. Three advisors focus on entering freshmen and at-risk students (poor academic standing, underprepared for college, low retention probability based on Beacon Student Strengths Inventory) and one advisor focuses on the applied administration bachelor's degree program students. In addition to the 4 new staff advisor positions, a services exchange agreement with UC Enrollment Services established a Clermont-funded position at UC for admission application processing in exchange for a UC-funded transition advisor based on the Clermont campus. The transition advisor works with students in academic programs that are designed to transition to a UC bachelor's degree program. When the director of allied health position was abolished in 2015 due to budget cuts and to eliminate the overlap of responsibilities with the Science and Health department chair, the allied health academic advisor was reassigned so that all academic advisors reported to the same supervisor. This reassignment both improved service to students and ensured a team-based approach to advising.

Career Services was comprised of a program manager of career services position that was established in 2010. This position was abolished in 2015 because the administration wanted to expand the office's services to include more experiential learning to better serve the needs of transfer students as well as students in technical associate's degrees who needed immediate career services. The full-time faculty were surveyed in May 2015 to gather input on the appropriate emphasis of job duties for a new position; more than 67% of respondents (29/43) supported revising the position description with an emphasis on experiential learning. The majority of comments supported an emphasis on experiential learning or a blended position with elements of both experiential learning and career services. Only one comment supported the previous career services-only focus. The position description was revised to program director of experiential learning and career services, posted and filled in Fall 2015.

The **College Success Program** (CSP) was established in 2008 to support the college's underprepared students. Students who placed into two or more (English, reading and mathematics) remedial courses were invited to participate in the program. A director of developmental education and an achievement coach served this population. Between 42 and 84 students participated in the CSP each year and 122-232 students qualified for the program between 2008 and 2013. When the director retired, oversight of the program was assigned to two faculty co-coordinators. The achievement coach accepted another position within UC in 2013-14 and an adjunct faculty member was selected to support CSP students while the program underwent review.

The interim associate dean of academic affairs convened a College Success Task Force to review student success measures (grade point average, persistence and course completion) of previous CSP participants and qualified non-participants, which indicate that the program participant cohorts have higher persistence and course completion rates than the qualified non-participant cohorts, and consider whether students who meet the qualifications should be required to participate in the program. The task force recommended requiring qualified students to participate in the program, which was approved by the faculty in April 2015. The achievement coach position was redefined as a full-time educational advisor position and the program launched in Fall 2015.

The CSP educational advisor reports to Academic Affairs and works very closely with the two at-risk advisors. In fact, space located adjacent to the new Testing Center and the Disability Services Office was renovated to create a

Student Success Center which opened in Fall 2015. This location provides office space for 2 at-risk advisors and the CSP educational advisor, facilitates collaboration between Testing Services and advisors, and expands drop-in advising services for all students. The expansion of human resources and renovation of facilities demonstrates the college's commitment to fulfilling its mission of providing open access, student-centered undergraduate education.

Testing Services was reallocated to Academic Affairs and space was renovated to expand the center to 20 computer stations and 3 private testing rooms with sit/stand adjustable surfaces. A new director position was created that combined oversight of the Testing Center with pre-enrollment analysis responsibilities to expand the availability and use of data for strategically targeted recruitment activities.

Although placement testing is required prior to registration in English and mathematics courses, many students bypassed the requirement by postponing enrollment in these courses until after the first term of enrollment. A number of issues surrounding placement testing were identified during the SEM process and 4 priority initiatives were identified in the final plan: offer online placement testing; require placement testing prior to orientation; review ACT scores prior to students testing to determine appropriate placement tests; and reduce turnaround time to grade English placement tests to one week or less. The placement test was reconfigured to serve the needs of the local service region as well as those students enrolling in fully online programs and is now available online and on-campus. Completion of the placement test was required for all new students entering in Fall 2015; 97% of entering freshmen met this deadline. ACT scores were reviewed and students who met the minimum placement scores were not required to take the placement test. Testing Services staff and English placement test readers worked collaboratively to reduce turnaround time; in fact, when Quick Start placement testing was offered during July and August 2015, the readers were onsite to immediately grade the writing prompts enabling advisors to facilitate registration during small group orientation sessions.

Veterans Affairs was supported by a half-time academic director who passed away in 2014. In order to improve services to this growing student population, including onsite educational benefit certification, the position was redefined and increased from half-time to full-time. The program manager of veterans affairs position was posted and filled in late summer 2015. The program manager is a U.S. Army veteran, who served as both a combat medic and military policeman with tours in Texas and deployments to Kuwait and Afghanistan, and was previously program coordinator in the UC Veterans Programs and Services Office. The expansion of veterans services demonstrates the college's commitment to providing student-centered support services to meet its mission and address specific needs of its student body.

Student Outcomes
Although the majority of the college's first-time entering student cohort are traditional-age, full-time students, there has long been a frustration with the limited definition used for IPEDS student outcomes measures and the belief that the the measures do not accurately reflect student success. Many UC Clermont students enter college underprepared for college-level coursework: based on college placement test data for students entering in Fall Semester 2015, 54% of students placed into remedial math and 40% placed into remedial English. Additionally, students often alternate between full- and part-time enrollment and stop out, restarting their studies over time, which lengthens time-to-degree. Due to these student body characteristics, the college began participating in the Student Achievement Measure (SAM) in 2015 to measure student progress beyond the 150% completion measure used for IPEDS. The Fall 2008 Cohort data are available on the college's website and on the SAM website. Using the SAM 6-year completed/still enrolled/transferred parameters, the Fall 2008 full-time student cohort had a 60% progress and completion rate compared to 15.8% in IPEDS. Program level data will be provided to academic department chairs and program faculty as another measure of student outcomes for program evaluation.

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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

UC Clermont College's primary purpose is to deliver quality educational programs to the community it serves. The educational offerings are adequately funded, enabling the college to fulfill its mission of providing student-centered undergraduate education and lifelong learning. As a public institution, the College does not serve the needs of non-educational third-party or corporate entities to the detriment of its own priorities. The College is fiscally sound with more than $13 million in reserves and has established internal processes that enables appropriate planning for the future.

The college's fiscal, human, technological and physical resources support its educational offerings at the Batavia and UC East locations, at area high schools through dual credit or via distance delivery. A Strategic Plan, Academic Master Plan, Strategic Enrollment Management Plan, and Campus Master Plan guide decision making, and these are currently being connected so that all plans point the college in the same direction.

Sources

There are no sources.