This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document.

The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document before the visit unless otherwise noted. The institution should refer to the Federal Compliance Overview: Information for Institutions and Peer Reviewers in completing this template. This guide identifies applicable HLC policies and provides an explanation of each requirement.

Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC’s requirements, it is important that institutions write to HLC’s requirements and not to the federal regulations cited.

Institution name: University of Cincinnati, Main Campus

Main contact in the financial aid office: David Peterson

Number of staff members in the financial aid office: 28

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: The financial aid office sends individual members to the Annual Federal Student Aid Training Conference. This is the only U.S. Department of Education training that the University of Cincinnati has participated. We usually send 2 staff members. [SHL note: no specific date provided]

Assignment of Credits, Program Length and Tuition

1. Complete the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours. Submit the worksheet and the attachments listed in it as Appendix A.

2. What is the length in semester or quarter hours or other applicable units of each of the institution’s degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours (Appendix A).
In August 2012, the University of Cincinnati (UC) converted from a quarter hour calendar to a semester hour calendar. UC follows the definition for a standard credit hour established by the Ohio Department of Higher Education. The University of Cincinnati offers programs at four different degree levels: associate, baccalaureate, master's and doctoral.

The associate's degree requires a minimum of two years of full-time study consisting of at least sixty (60) credit hours, completed to the satisfaction of the student’s program.

The baccalaureate degree requires a minimum of four years of full-time study consisting of at least one hundred twenty (120) credit hours, completed to the satisfaction of the student’s program.

The master's degree requires a minimum of one academic year of full-time graduate study beyond the baccalaureate degree, consisting of at least thirty (30) graduate semester credit hours, including any thesis or research project, and completed to the satisfaction of the student’s program.

The doctoral degree requires a minimum of three (3) years of full-time graduate study in the student’s degree program and either a minimum of ninety (90) graduate credits beyond the bachelor’s degree or a minimum of sixty (60) credits beyond a master’s degree, including at least seven (7) hours in dissertation research, and completed to the satisfaction of the student's program.

The Masters of Law (LL.M.) degree requires a minimum of two (2) semesters of law study beyond the international institution JD and a minimum of twenty-four (24) semester hours of applicable coursework.

The Juris Doctor requires a minimum of three (3) years of law study beyond the bachelor’s degree and a minimum of ninety (90) semester hours of applicable coursework.

The Doctor of Medicine requires a minimum of four (4) years of medicine study and a minimum of two hundred thirty-seven (237) credits of applicable coursework completed to the satisfaction of the student's program.

3. Are there any differences in tuition for specific programs?

☐ Yes  ☐ No

If so, please identify the programs and explain the rationale for the difference in tuition.

UC charges tuition based on Ohio residency status, credit hour load, credit level, academic program and program delivery mode. Students who are out-of-state residents incur a surcharge unless reciprocity (Kentucky, Kentucky Metropolitan, Indiana, and Indiana Metropolitan) applies.

The following are programs of study that charge tuition and/or mandatory fees other than the standard published rates:
year at MBA Rate. JD/MS: 3 years at Law Rates, 1 year at MS Rate. College of Medicine: MS in Physiology, MS w/ Safety Pharmacology Emphasis, Clinical & Translational Research-DL

Other Program Fees
Additional fees apply to students matriculated in the following programs of study:
College Conservatory of Music; College of Allied Health Sciences-DL and non-DL Programs (excludes Social Work); College of Arts & Sciences – Undergraduate STEM Programs ONLY; College of Business – All Undergraduate and Graduate Taxation only; College of Design, Architecture, Art and Planning; College of Education, Criminal Justice & Human Services - Information Technology Program ONLY; College of Engineering & Applied Science; College of Medicine - Genetic Counseling Program; College of Nursing – BSN, MSN, and MSN DL (except Nursing Education Post-Baccalaureate Certificate) Programs

Differential Fees
Full-time fees and non-resident surcharges of the more expensive career/campus is charged for all full-time students who take 7 or more credit hours of a higher/more expensive career or campus in a given semester. If a student is enrolled for a combined 7 or more hours across multiple careers (Undergrad / Grad / Professional), the student is charged the rate of the highest career.

Rationale for Differences in Tuition and Fees by Program
Lindner College of Business, all MA, MBA, MS, MAHR, Graduate Certificates, Non-Matriculated Programs, and Most Post-Baccalaureate Certificates: The premium tuition rate is commensurate with those charged in similar programs. The fees provide support for faculty salaries and student services. These student services include a high level of in-house career services for our students, including mentoring, special programming, networking opportunities, and educational and informational speakers.

College of Design, Architecture, Art, and Planning Master's in Architecture: the purpose of the premium tuition rate for resident and non-resident students in this program is to fund new faculty and operating costs for the program.

College of Law JD/MBA and JD/MS:
This particular degree path requires non-standard rates due to the inter-disciplinary nature of the program. Students in the program are instructed by faculty across two colleges, each of which charges different standard rates.

College of Medicine MS in Physiology: A premium tuition rate in this program is required due to the combination of the competitive nature of the program, the quality and success of the program, as well as continued substantial cost increases, particularly in faculty salaries.

College of Medicine MS w/ Safety Pharmacology Emphasis: A premium tuition rate in this program is required due to the combination of the competitive nature of the program, the quality and success of the program, as well as continued substantial cost increases, particularly due to the need for multiple external guest lecturers with expertise not available within UC.

College of Medicine Clinical & Translational Research-DL: A premium tuition rate in this program is required in order to maintain high quality, academic integrity, and rigor of the training. The additional revenue allows the program to keep reasonably small class sizes which are necessary to provide high-quality, specialized training. It also allows the program to recruit a greater number of highly qualified instructors.

Program Fee- College Conservatory of Music: This program fee is necessary due to the high cost of educating CCM students, including one-on-one instruction and the necessary specialized equipment. The
fee allows the college to provide enhanced student services and support and to increase need-based financial aid for its students.

Program Fee - College of Allied Health Sciences - DL and non-DL Programs (excludes Social Work): This program fee is necessary in order to offset the costs of lab supplies, accreditation costs, and the costs associated with clinical placement.

Program Fee - College of Arts & Sciences – Undergraduate STEM Programs ONLY: This program fee is necessary due to several factors including: 1.) A&S’s intent to significantly expand opportunities for students to become actively involved in research; 2.) full-time, entry-level faculty in STEM disciplines command higher salaries than their counterparts in non-STEM disciplines; 3.) the need to be proactive in rewarding high-achieving faculty before they are recruited by other institutions; 4.) significant start-up costs associated with hiring faculty in STEM disciplines; 5.) the need to sustain its technical-support staff who are essential to the success, safety, and maintenance of teaching and research labs.

Program Fee - College of Business – All Undergraduate: This program fee is necessary in order to expand students’ professional development and options for professional experiences, while reducing overall student costs. This fee funds and sustains the transfer of all professional experiences into the College.

Program Fee - College of Business – Graduate Taxation Program ONLY: This program fee is necessary in order to recoup costs associated with virtual software access, course conversion to an online format, faculty training for online teaching, development of student orientation and training resources, and utilization of partner marketing and enrollment management services.

Program Fee - College of Design, Architecture, Art and Planning: This program fee is necessary in order to provide support for the student services, specialized technology, scholarships, and equipment necessary for instruction.

Program Fee - College of Engineering & Applied Science (including the Information Technology Program that was later moved to CECH): This program fee is necessary for several reasons including higher compensation packages for engineering and technology faculty than many educators in other disciplines, increasing costs associated with equipping and maintaining state-of-the-art facilities and labs, and increasing costs associated with the training and retaining of qualified staff to operate the technology-intensive infrastructure of the College.

Program Fee - College of Medicine - Genetic Counseling: This program fee is necessary in order to defray the cost of coordinating clinical placements for students and the electronic student tracking system.

Program Fee - College of Nursing – BSN, MSN, and MSN DL (except Nursing Education Post-Baccalaureate Certificate) Programs: This program fee is necessary in order to fund expanding data management requirements by accreditation bodies and students, personnel that will manage the residential masters programs and online RN/BSN programs and navigate, administer, and process state authorizations, and electronic proctoring of online exams in selected courses to ensure academic honesty.

Differential Fees: UC allows students to take classes across multiple levels (Grad/Undergrad/Professional) or campus, assuming the appropriate pre-requisites are met. The differential fee is necessary for students in this situation in order to reasonably match tuition paid with the cost of instruction.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §688.8(k) and (l).
Institutional Records of Student Complaints

4. What is the institution’s process for handling student complaints?

Student complaints are addressed as quickly and efficiently as possible by the department that receives the complaint. Students are encouraged to work towards a resolution by speaking directly with the appropriate instructor, co-worker, unit head or college dean [see Conflict Resolution webpage printout].

In more recent years, students are voicing their concerns to University social media accounts such as Facebook and Twitter. In these cases, the University has appointed staff who monitor these social media outlets and responds accordingly in order to resolve concerns as needed. If concerns expressed via social media or any other informal concerns become significant, the concerns are logged as formal items so that additional action is initiated and documented.

The University has multiple policies and forms available to students so that complaints are addressed promptly, consistently and comprehensively. For academic and student services complaints, the University presents the following channels to voice concerns: Office of the University's Ombuds Office, Office of the Registrar, Office of Graduate School, Distance Learning Complaint Information, Student Conduct Incident Referrals, Student Financial Aid, University Bursar, Distance Learning, and Admission Appeals concerns. For non-academic complaints, students may approach various offices: Bias Incident Response Team, Ethics Point Hotline, Human Resources, Office of Equal Opportunity & Access, Title IX, and UC Public Safety.

Academic Complaints

According to Article 9.1.2 of UC's Collective Bargaining Agreement, "In the event that a student has a complaint against a Faculty Member, the student should be encouraged to meet with the Faculty Member, with the Ombudsperson or with the Academic Unit Head in order to resolve the complaint. It is preferable, but not required, that the meeting be with the Faculty Member. If the student's complaint remains unresolved, the student may proceed under the Student Grievance Procedures, as established by the Board from time to time." [see attached 2016 UC-AAUP collective bargain agreement, article 9.1.12]

UC Ombuds
The Office of the University Ombuds is the office that provides guidance to many offices on campus in regards to student complaints or to convey concerns. The office engages in a variety of informal conflict resolution methods, including mediation, negotiation, consultation and coaching. The staff provides guidance and information regarding any applicable university formal grievance processes and help explain university policies and procedures. When students approach academic units, they follow the Student Grievance Policy and Procedures, to first attempt to resolve academic complaints informally following Procedures: Step 1 - Informal Resolution. Issues that are not resolved informally may be resolved through Step 2, Mediation, or Step 3, Formal Resolution.[see attached Ombuds Student Grievance Policy and Procedures Flowchart]. Their office is available for personal, confidential consultations via email, phone or during their office hours.

Office of the University Registrar
The nature of the Registrar's mission and core responsibilities by default results in regular contact by students throughout the semester, each semester. The majority of the contact is comprised of information or process queries submitted by students, parents, or interested 3rd parties. On occasion, however, students and parents may contact the Registrar's Office to lodge a “complaint” (e.g., "I disagree
with the residency determination decision"; I disagree with the final grade assigned; how do I have it changed?"; I missed the deadline for a certain process and I seek an extension of that deadline, etc.). For those cases, the Registrar’s Office maintains an internal protocol for review, internal escalation, and response, whereby the "complaint" is researched and vetted by assistant and/or associate registrars for policy exception eligibility. Cases as warranted are escalated to the University Registrar. In all cases, a resolution is determined (even if that resolution is a denial of the request), which is communicated to the student either by e-mail or formal letter, with a copy of that notification being retained and/or notation added into the University's student information system.

For a few processes (e.g., tuition refund appeals, and Ohio residency determination denial appeals), the Registrar’s Office may refer cases to the appropriate University appeals committee for final resolution, with such final resolution then also communicated in writing to the student by that particular appeals committee.

If the nature of the complaint involves matters outside Registrar’s Office jurisdiction, then the Registrar’s Office refers those matters to the appropriate academic or administrative unit or UC governing body. If the complaint is of a severe nature requiring University executive intervention (e.g., faculty misconduct), then the University Registrar will contact the Provost’s Office or other appropriate University executive. Certain Registrar’s Office and/or University appeal processes require the submission of appeal forms and supporting documentation. Such forms and documentation are maintained by the Registrar’s Office or applicable unit in accordance with the University's document retention policy.

With respect to FERPA-related complaints, the University Registrar partners with the Office of the General Counsel to investigate reports of possible non-compliance. The University Registrar and the General Counsel's Office Director of Privacy reach out to the appropriate academic, administrative or executive units, and then work with those parties to define and implement a resolution. Appropriate training is then provided as warranted as a preventive measure against reoccurrence. The University Registrar then communicates that resolution in writing to the individual who initiated the complaint and advises that individual of his/her right under FERPA to pursue the matter further with the U.S. Department of Education Family Policy and Compliance Office.

And so, the Office of the University Registrar does vigorously pursue all "complaints" brought to its attention. That office provide resolutions that are in compliance with University, State of Ohio and U.S. federal government policies (with exceptions granted as warranted and within the University Registrar’s authority to grant). For those matters that exceed the University Registrar’s authority, that office consults appropriate UC units and / or executive leadership. Final decisions/actions, etc. are then communicated in writing to the person lodging the "complaint"

Graduate School Grievance Guidelines
The University of Cincinnati Graduate Grievance Procedures resolve disputes involving graduate students in a fair and collegial manner and within the department if possible. Students are encouraged to seek assistance from the University Ombuds Office for possible resolution before the formal grievance process.
These Graduate Student Grievance Procedures supersede all former Graduate Student Grievance Procedures. They do not supplant the University of Cincinnati Student Code of Conduct.
In the interest of fairness, grievances shall not proceed during the summer months unless all involved parties agree to proceed during the summer. Grievance procedures and timetables will be suspended on the last day of spring semester and resume on the first day of fall semester. Grievances filed after the end of spring semester will be held until the beginning of the fall semester.

Complaints regarding Distance Learning programs
The University of Cincinnati operates under SARA to comply with state authorizations for distance learning students. The web http://www.uc.edu/distance/state-authorization-/student-complaint-information.html [see prinout attached called DL Student Complaining Information, University of Cincinnati], was created in the course of DL state authorization work, in efforts to align with SARA policy
regarding consumer protection and resolution of complaints. Complaints regarding student grades or student conduct violations are governed by institutional policy and the laws of the SARA institution’s home state. If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except those about grades or student conduct violations) may be appealed, within 2 years of the incident, to the SARA portal entity in the home state of the institution against which the complaint is lodged. SARA consumer protection provisions require the home state, through its SARA portal entity - ODHE for UC, to investigate and resolve allegations of dishonest or fraudulent activity by a provider, including the provision of false or misleading information.

NC-SARA posts data regarding student complaints that have been appealed to an institution’s home state at:  http://nc-sara.org/content/reports

Complaints regarding Admission Appeal Processes
To appeal an undergraduate admission decision, students must have been denied admission to the Uptown (main) Campus. Appeals will not be considered for students who are offered admission to a main campus program, even if it’s not the student’s first-choice program. If an applicant wishes to appeal, they must:
- Submit a letter (maximum one page) outlining why they feel their application should be re-reviewed. Only appeals that provide new information (i.e. new test scores or updated transcripts with semester or trimester grades) will be considered. Letters should be mailed to:
  Director of Admissions Operations
  PO Box 210091
  Cincinnati, OH 45221-0091
- Make certain that any new information is received in the Office of Admission. New test scores must be submitted directly from the testing agency and only official transcripts will be accepted.
- Respond to any requests for additional information personally and in a timely manner.
Appeals will be considered on a case-by-case basis and final decisions will be mailed to the applicant. Appealed decisions cannot be further appealed. The Office of Admissions will make every effort to provide final decisions in a timeframe that allows the applicant to make an informed decision about their continued education by May 1 of the student’s senior year of high school.

Non-Academic Complaints

Title IX
The university does not tolerate sex discrimination, sexual harassment, or retaliation and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in university programs or activities. The university responds promptly and effectively to allegations of sex discrimination, including sexual harassment and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The university takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community. The university maintains a website for Title IX information, and the college has a designated Deputy Title IX Coordinator on campus to promptly address reports of possible Title IX violations.

In addition, the university is committed to excellence and diversity in its students, faculty, staff, and all of our activities. A fundamental component to achieving diversity is ensuring equal opportunity for all through affirmative action and by providing an inclusive environment free from invidious discrimination in all of its forms. Complaints of discriminatory or sexual harassment are handled according to University Rule 3361: 10-13-01 and Policy Statements on discriminatory harassment or sexual harassment through the designated university officials and offices. [see attached University Rule on non-discrimination]
Public Safety Complaints
UC’s Department of Public Safety is committed to providing a safe campus environment for students, faculty, staff and visitors. Public Safety welcomes feedback to build trust and transparency. In their website, students are encouraged to file a complaint, or to recognize the good work of their personnel. Find attached their feedback form.

Ohio Department of Higher Education
The Ohio Department of Higher Education (ODHE) is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. Although the ODHE has limited authority over colleges and universities, and cannot offer legal advice or initiate civil court cases, the Chancellor’s staff will review submitted complaints and work with student complainants and institutions.

5. Provide the institution’s complaint policy and procedure and the web address where the public can find this information:

The University of Cincinnati is committed to providing a fair and respectful campus environment. Students, faculty and staff are encouraged to resolve complaints or conflicts with the appropriate person or persons involved. The University’s conflict-resolution website encourages students to work towards resolution by speaking directly with the instructor, unit head or college dean.

After speaking with the appropriate personnel, if the student has not been able to reach a resolution, the university provides several options for filing subsequent formal complaints, depending upon the context of the situation, persons involved, corresponding type of service, etc. The website provides a comprehensive set of links where students can file the complaint.

Please see Appendix B which provides the list of channels where students may complete a form. The web address is http://www.uc.edu/righttoknow/conflict-resolution-.html or attach as Appendix B.

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as Appendix C.

7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

The Office of Institutional Research deployed a survey to University offices regarding student complaints during November 2017, to collect information specifically on this question. The definition of "complaint" varied across offices, but in spite of that, offices were able to provide several examples where services in teaching and learning were improved based on the determination that students’ concerns.

The great majority of University offices that receive and process student complaints integrate what they learn into improvements in services or in teaching and learning. Offices monitor where weaknesses or trends occur and have adjusted processes and procedures as needed.

The following are examples, some of them quite significant, of documented changes in processes and procedures, which were arrived to after noticing potential repetitive student concerns:

• Created Transfer Taskforce and developed Center for Pathways Advising & Student Success after learning through student complaints that students transferring from other institutions and transitioning from a regional campus needed additional support. (Academic Advising)
• Tracking recidivism of students violating the code of conduct, identifying repeat offenders and evaluating the effectiveness of past sanctions, developing programming targeted toward violations that are increasing. (Student Conduct)
• Working with school directors and program coordinators to share student concerns with faculty and develop specific strategies for improvement (C. of Education, Criminal Justice and Human Services)
• Using monthly newsletter to communicate information about veteran benefits so that students are provided more advance notice. (Veteran Services)
• Adding educational opportunities via Title IX workshops to prevent common issues by raising awareness (Title IX)
• Hired additional staff in Title IX office to investigate issues and support students.
• Providing correction or additional training for faculty or staff. (Academic Advising)
• Added an honor code and a professional development seminar for students in College of Pharmacy.
• Added diversity, equity and inclusion workshops for all faculty and students. (Pharmacy)
• Enhancement of library facilities, including but not limited to additional group study rooms, enhanced wi-fi, addition of Mac computers, and 24-hour opening of the library during the academic year.
• Informing faculty and staff through governing councils (C. of Nursing)

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).


### Publication of Transfer Policies

8. Where are the institution’s transfer policies published?

Transfer credit policies are publicly disclosed on the University's admissions website on transfer information: [http://admissions.uc.edu/transfer.html](http://admissions.uc.edu/transfer.html). Transfer policies are posted under the Credit Evaluation section as part of the Advising and Academic Services website: [http://www.uc.edu/aas/creditevaluation.html](http://www.uc.edu/aas/creditevaluation.html). Transfer information for high school students is available in the following website: [http://www.uc.edu/aas/creditevaluation/highschool.html](http://www.uc.edu/aas/creditevaluation/highschool.html)

Students who have earned credits at another institution may provide official college transcripts and request a credit evaluation report that will outline how credits will be applied to their anticipated major.

Please see screenshots of transfer policies available in our websites, as Appendix D.

Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as Appendix D.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.].

The University of Cincinnati participates in the Transferology network ([www.transferology.com](http://www.transferology.com)), which is mandated across all Ohio public colleges and universities by the State; this is a resource that allows students to search for course equivalencies across participating institutions nationally.

In addition, UC opened a new center for Pathways Advising & Student Success in 2016. The center employs four academic advisors and an Assistant Director for Pathways Advising, and is focused on the needs of transfer, transition (internal transfers from UC regional campuses to Clifton) and non-matriculated students. The Center also employs additional staff whose role is to help coordinate certain student academic success needs, including the Starfish Early Alert Retention Management System and...
advisor training and development. http://www.uc.edu/pathways/transfer.html. Please see related articulation agreements which are publicly available in website printouts, as Appendix E.

Provide a list of articulation agreements as Appendix E and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

The University of Cincinnati adheres to the Ohio Articulation and Transfer Policy, which can be found on the Ohio Department of Education’s website. (https://www.ohiohighered.org/transfer/policy). Please see snapshot of website in Appendix F.

UC’s Credit Evaluation Center coordinates the transfer credit process, with assistance from the undergraduate colleges. All credit taken at a regionally-accredited institution (D- or higher) is accepted at UC and reviewed for an appropriate equivalency. Once the equivalency is determined by the Credit Evaluation Team (including college reviewers), it becomes part of the Campus Solutions database, in order to ensure all students receive consistent awards. Elective block credit hours in the discipline are awarded if a direct match to a University of Cincinnati course cannot be determined. If applicable, a general education breadth of knowledge code will also be awarded to the elective block credit for general education applicability. (Ex. below, HU=Humanities credit.)

Only transcripts from regionally accredited schools are data-entered by the Admissions staff, and the coursework is assigned to the appropriate college expert reviewer. Once an equivalency is determined, the credit is posted to the student’s record. All prior course equivalency decisions are stored for reference. If an equivalency has already been approved, there is no need for additional review and the existing equivalency will populate the student’s record.

The University’s student interface for transfer coordinators, Campus Solutions, is programmed not allow for the creation of transfer rules for non-accredited schools. In addition, coursework with non-creditworthy grades (Incomplete, Failure, In Progress, etc.) will not receive credit at the University of Cincinnati. Please see system snapshots of these rules attached as Appendix F.

Students may also request a re-review or appeal a transfer decision. Also attached in Appendix F.

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy:

Please see Appendix F attached. or attach as Appendix F.

For more information see Federal Requirement 34 CFR §668.43(a)(11).

Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.
Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?
   ☐ Yes
   ☐ No

12. How does the institution verify the identity of students enrolled in these courses?
   The University of Cincinnati utilizes various tools to verify student identity: Central login service, Proctored Exam options, such as Examity, ProctorU, Respondus LockDown Browser and Monitor, and we also include of our Academic Integrity and Student Code of Conduct on course syllabi and as part of the Bearcat Bond.

   Central Login Service
   The student identity process utilized is secure login - student Username and Password are required in order to participate in online coursework via Blackboard, the University's Learning Management System and in order to access essential online services and tools. This access includes registering for classes, paying tuition and fees, checking financial aid, accessing courses through Blackboard, accessing UC email account, online library resources and more; all using the same Username and Password. In accordance with IT password policy, passwords must be changed every 180 days http://www.uc.edu/content/dam/uc/infosec/docs/policies/Password_Policy_9_1_23.pdf

   At the college/program level, additional methods and tools are employed, at the unit's/faculty discretion, depending on program/academic area, student population, pace, etc. The following are methods and tools utilized by the colleges offering distance learning. However, it is important to remark that UC, the model of interaction generally requires the faculty member to actively and consistently facilitate student engagement within online courses, and serves as a best practice for getting to know students.

   Other methods and tools to verify student identity as well as help assure academic integrity of student work include:
   * design of assignments (i.e., performance-based assignments versus standardized tests)
   * use of randomized tests/questions and timed tests to discourage academic misconduct,
   * use of SafeAssign plagiarism detection tool to determine originality and authentication of content in student papers
   * proctored exams and use of webcams/lockdown browser for select/high stakes examinations

   Proctored Exams and Other Technology

   After a very comprehensive selection process, Examity was selected by UC as the primary live online proctoring solution, because of its tiered service level. Examity's product monitors students taking exams online using webcams. Technical support is offered before or during an exam.

   The student's identity is verified prior to each exam through a process known as Live Authentication, which ensures that the student understands exam rules, can answer identity challenge questions, shows an approved ID, and undergoes facial comparisons, among other activities to ensure that they are authorized to take the exam. Faculty choose among the two highest proctoring levels offered by Examity. Examity also offers two more levels: Level 2, where after authentication, each test is recorded from start to finish and later viewed by a person, in its entirety to ensure that no rules have been violated; and
Level 3, Live Proctoring, where after authentication, Examity monitors the test-takers surroundings and desktop throughout the exam. This allows Examity personnel to comment and troubleshoot in real time.

At the College of Nursing, online courses with high stakes exams (those used for assessment of learning outcomes), utilize Examity. [mention what other colleges use it]

ProctorU. https://www.proctoru.com/students/

This is an online proctoring service, which offers official testing centers, faculty at colleges/universities, among others. Students identify an appropriate proctor at the beginning of the semester and have their proctor approved by the respective departmental faculty.

Many of the programs in the health disciplines leverage ProctorU, including the Medical Laboratory Science in the College of Allied Health Sciences.

Respondus LockDown Browser and Monitor

This is a solution available to students and faculty to securely complete an online test in Blackboard https://kb.uc.edu/KBArticles/RespondusLDB-Landing.aspx. Respondus Monitor (RM) uses a student’s webcam to record him or her while they take an exam from a remote location. This helps to recreate the test environment that exists in the classroom where students are asked to use only those materials approved by their instructor. This system also verifies student identity via photo identification and uses the webcam to scan the physical environment to discourage anyone other than the authorized student from completing the exam.

At the time of writing this report, the University is the process of rolling out Examity more broadly to essentially replace Respondus. It is expected that by the end of Spring 2018, Respondus will be sunset from most online programs.

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

☒ Yes
☐ No

14. What are these additional costs?

The cost of online proctoring services is one of several things covered by/built into program and/or the distance learning fees assessed each term.

Program fees by college http://www.uc.edu/bursar/fees/2017-2018.html

Student bill line item http://www.uc.edu/bursar/fees/bill_descriptions.html

In cases where the student is responsible for identifying a proctor/proctoring service, the associated fees/charges are the responsibility of the student. Costs vary, depending on the student’s proctor selection, ranging from no cost to approximately $20-$30 per assessment. Therefore, students are encouraged to consider cost in their evaluation of acceptable proctoring options.

[Place holder: While the university is not charging students directly, if student schedules his/her online test with Examity less than 24 hours in advance, an additional fee may apply (approximately $5.00). This fee/charge is the responsibility of the student.]

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

Audience: Institutions
Form
Published: March 2016 © Higher Learning Commission
The cost of online test proctoring is one of several things covered/built into program and distance learning fees assessed each term by individual colleges/programs. Instructional and program fees by college/program are noted on the Bursar’s website http://www.uc.edu/bursar/fees/2017-2018.html, along with link to description of fees on the student bill line items http://www.uc.edu/bursar/fees/bill_descriptions.html.

In cases where the student is responsible for securing a proctor/proctoring service for select examinations, such as the practice employed in the online MLS program, the student is informed prior to the start of class through various communications, including: program website/FAQs, acceptance letters, and mandatory Orientation courses (section specific to proctored exams). Costs vary, depending on the student’s proctor selection, ranging from no cost to approximately $20-$30 per assessment. Therefore, students are encouraged to consider cost in their evaluation of acceptable proctoring options.

While the university is not charging students directly, students scheduling online exam through Examity, less than 24 hours in advance, will incur an additional fee. Link to Examity student guide, with “getting started” information, is included on College of Nursing site http://examity.com/?gclid=CL6wvPP889ACFQSAaQoda-clAQ and references additional fees may apply. [make sure to provide copies of disclosures as Appendix G]

Provide copies of the disclosures and the web address where the public can access such information as Appendix G.

16. How does the method of verification make reasonable efforts to protect student privacy?

The University takes very seriously its responsibility to safeguard student records and identification privacy. To enhance student identity security, UC has a unique identifier for each individual at the University, known as the UCID. UCID is used as the “student identifier” to represent students and protect their identity as they conduct university business –it identifies the student on instructor class rosters and exams and is linked to UC academic and administrative records.

[Place holder: May want to include language regarding DUO, 2 factor authentication for some systems - plan to rollout on more university system - Bo Vykhovanyuk or Katrina Biscay]

All University contracts with service providers/vendors include a data security rider http://www.uc.edu/content/dam/uc/infosec/docs/Guidelines/Data_Security_Rider.pdf to comply with information security requirements and safeguards defined by the university’s data protection policy.

When proctoring services are utilized, proctoring is done in the students’ location of choice, often times in their homes. Online proctoring services, such as Examity, require students to upload their approved ID to the secure proctoring site prior to testing. When they sign on their image is compared to their ID and other authentication procedures are completed (i.e., identify challenge questions).

For more information see Federal Requirement 34 CFR §602.17(g).

Related HLC Requirement: Core Component 2.A.

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).
17. General Program Responsibilities

a. What is the current status of the institution’s Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

The University of Cincinnati was reviewed and meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 600 and 668 to participate in the Title IV, HEA programs through 09/30/2021.

b. When was the institution’s most recent Title IV program review?

Final Program Review determination was September 19, 2016.

c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

☒ Yes
☐ No

d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as Appendix H.

e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as “the Department”) since the last comprehensive evaluation by HLC and the reason for such actions.

N/A

f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

The program review resulted in a liability of $670,152 from the University of Cincinnati to the Department of Education.

g. What response and corrective actions has the institution taken in regard to these Department actions?

The University of Cincinnati is developing an integration between Blackboard (our Learning Management System) and Campus Solutions (student system) that will allow us to track and store data relative to students’ online academic attendance activities. In addition, faculty will be able to indicate via class rosters whether a student enrolled in a course has engaged in any activities that meet the definition of academic attendance.

The information gathered from Blackboard and faculty will be used to determine if the student began attendance in the enrolled classes. Once fully implemented, this integration and data collection will allow us to be fully compliant with rules related to Return of Title IV funds for students who completely withdraw and Pell grant disbursements for students whose first disbursement of Pell grants occurs after the first day of the term. This will allow UC to return all funds for those who do not begin attendance in any of their classes. The data will also be used to recalculate the student’s eligibility for Pell and campus-based aid prior to completing the R2T4 for those who began attendance in some classes, but later withdrew.

Currently, UC does not yet have mechanisms in place to analyze Blackboard data and communicate with faculty in a timeframe that would allow us to meet R2T4 calculation and return of funds deadlines. Absent this available documentation to confirm student attendance, UC will return 100% of all Title IV funds when a student withdraws in the period of no academic entry. In the event UC becomes aware that a student has documented attendance in one or more classes, the R2T4
calculation will be revised and the aid award adjusted to reflect the student’s partial eligibility. This intermediate policy was included in our response to the 2015 USED Program Review that is now closed.

In part in order to mitigate negative financial consequences to students as a result of these R2T4 policy changes, UC has also changed its refund policy to fully refund tuition and fees during the same time period in an effort to offset the increased amount of aid returned.

h. What are the consequences of these challenges for the institution’s short- and long-term financial health?

This issue jeopardizes the University of Cincinnati’s long term participation in the Title IV, HEA programs and creates the potential for short term financial liabilities from errors and fines. The university is aware of the issues and continues to work diligently to ensure it is addressed as quickly and accurately as possible.

i. What are the findings from the OMB Circular A-133 portion of the institution’s three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

All three most recent A-133 have no findings with regards to financial aid administration.

j. In which of the following Title IV federal financial aid programs does the institution participate? Select all that apply:

- [ ] Pell Grant
- [ ] Federal Family Education Loan
- [ ] Federal Direct Stafford Loan
- [ ] Direct PLUS Loan
- [ ] Federal Supplemental Educational Opportunity Grant
- [ ] Federal Work Study
- [ ] Perkins Loans
- [ ] Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as Appendix I.

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

a. What were the outcomes of the three most recent Department reviews of the institution’s composite ratios and financial audits?

As a non-for-profit, we are not required to provide this information.

b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?

N/A

Note: HLC also annually analyzes each institution’s financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution’s finances based on these ratios.
c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.)

UC continually reviews and adjusts our internal processes to ensure continued compliance with federal financial reporting standards.

Provide all correspondence with the Department and other documents that explain the above actions as Appendix J.


Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

19. Default Rates. The institution should take steps to avoid excessive loan default rates.

*Institutions and teams should use the three-year default rate to complete this section.*

a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

Year 1: 8.1%
Year 2: 7.6%
Year 3: 8.0%

b. If the institution’s default rates are higher than those of its peer institutions, if the institution’s rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

UC’s default rate is not higher than our peers, but we do monitor to ensure our processes produce consistent results. "UCan Manage It" is a resource dedicated to assisting University of Cincinnati students and parents with enhancing their ability to manage financial resources effectively. This financial literacy program includes increasing knowledge regarding college costs & affordability, financial aid resources, budgeting, saving, and reducing overall debt loads and default rates as related to education.

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as Appendix K.

c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

☐ Yes
☐ No

If yes, provide a list of companies that provide loan services to the institution’s students and explain the relationship of these companies to the institution.

UC provides an emergency loan program to students who have limited financing options to continue their education.

Provide samples of the loan agreements and disclosure information as Appendix L.
For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?


* Athletic Participation: University of Athletics Compliance: Executive Senior Associate Athletic Director, Maggie McKinley. A snapshot of disclosure websites is attached as Appendix M, and is available at http://www.gobearcats.com/index.aspx, then select EADA report, which takes the public to the https://ope.ed.gov/athletics/#/institution/details website.

* Financial Aid: Assistant Vice President for Financial Aid, David Peterson. A snapshot of disclosure website is attached as Appendix M, and the web-links that provide financial aid disclosures are in the following:

668.43 – Institutional Information

http://financialaid.uc.edu/fees/costs18.html
Provides cost of attendance information (a)(1)

http://www.uc.edu/bursar/refunds.html
Bursar's Office refund policy (a)(2)

http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html
Registrar's Office policy on withdrawing from classes (a)(3)

http://financialaid.uc.edu/eligibility/recalculation/R2T4.html
Provides return of financial aid information (a)(4)

https://webapps2.uc.edu/ecurriculum/DegreePrograms/Home/
Registrar's Office listing of undergraduate programs (a)(5)

https://webapps2.uc.edu/ecurriculum/DegreePrograms/Home/Graduate
Graduate School's listing of undergraduate programs (a)(5)

http://www.uc.edu/hlcaccreditation.html
University page on accreditation (a)(6)

http://www.uc.edu/aess/disability.html
Accessibility resources (a)(7)

http://onestop.uc.edu/hours.html
One Stop staff (a)(8)

(a)(9) This is individualized by student, study abroad experience and major. This can be produced on a case by case basis by Financial Aid or the student's academic advisor.

http://www.libraries.uc.edu/research/copyright/UC-policy.html
University copyright policy (a)(10)

http://admissions.uc.edu/information/transfer/ts-faq.html
Admission's transfer policies (a)(11)

(a)(12) Our office is not able to address this aspect of 668.43

(b) Our office is not able to address this aspect of 668.43

668.44 – Availability of employees for information dissemination purposes

http://financialaid.uc.edu/contact.html
Provides contact email and phone numbers

http://onestop.uc.edu/hours.html
One Stop hours of availability for walk-in and appointments

668.40 – Conviction for possession or sale of illegal drugs:


Federal definitions

Annual disclosure to students

668.42 – Financial assistance information

http://financialaid.uc.edu/aid.html
Types of aid and application process for all types (a) & (b)

http://financialaid.uc.edu/loans.html & http://financialaid.uc.edu/eligibility/rights.html
Loan information and student rights & responsibilities (c)

[DAVID TO PROVIDE PDFS FOR THESE SITES]

b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?

☐ Yes
☒ No

c. Does the institution have any findings from the Department regarding these disclosures?

☐ Yes
No

Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.

N/A

d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as Appendix M.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution’s policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

The Student Right-to-Know website references websites of Institutional Research, the Registrar’s Office, Student Financial Aid, Title IX, and the Office of Equal Opportunity, each of which maintains relevant portions of the information on their respective websites. A snapshot of the website is attached as Appendix N and is available at http://www.uc.edu/righttoknow.html. This website is maintained by the Office of the Provost.

The administrators and offices responsible for ensuring that the requirements are regularly compiled, published and accurate are:

* Graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants: Director of Office of Institutional Research, Susana Luzuriaga. A snapshot of the reports is attached in Appendix N and is available at http://www.uc.edu/provost/about-us/peopleandoffices/institutional_research/student_reports.html

* Required disclosures related to withdrawing as a student, current academic programs and faculty, names of applicable accrediting agencies: University Registrar, Douglas Burgess. Snapshots of related websites are attached in Appendix N and are available at http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html

[placeholder for academic programs and faculty]
[placeholder for accrediting agencies]

* Description of facilities for disabled students: Director of Accessibility Resources, Michael Southern. Snapshots of related website, including an accessibility map attached in Appendix N, are available at http://www.uc.edu/aess/disability.html

* Policy in enrollment in study abroad: Assistant Vice President for Financial Aid, David Peterson. Snapshot of website is attached in Appendix N and available at http://financialaid.uc.edu/eligibility/studyabroad.html
b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?
   □ Yes
   ☑ No

c. Does the institution have any findings from the Department regarding these disclosures?
   □ Yes
   ☑ No

d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.
   N/A

e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as Appendix N.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.


22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

a. Are these policies readily available to students?
   ☑ Yes
   □ No

b. Do they satisfy state or federal requirements?
   ☑ Yes
   □ No

c. Does the institution have any findings from the Department regarding these disclosures?
   □ Yes
   ☑ No

   Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.
   N/A

d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as Appendix O.
e. Are the policies being appropriately applied by the institution in individual student situations?

*Note*: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

☑ Yes
☐ No

For more information see Federal Requirement 34 CFR §668.34.

*Related HLC Requirements*: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as Appendix P. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC’s substantive change policy requires that the institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).


24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as Appendix Q. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing consortia and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC’s substantive change policy requires that the institution notify HLC of any new consortia for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortia for 25 to 50 percent of a program, and that HLC approve consortia for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.


**Required Information for Students and the Public**

25. Provide course catalogs and student handbooks. Attach as Appendix R.
26. Which sections of the institution’s website include required disclosure information? Provide the webpage name and link for each.

UC's One Stop website pulls together much of this information for ease of student and public access. 
http://onestop.uc.edu/?from=uctools

In addition, specific information about each of the following can be found directly on the various home office websites, either directly our via UC website search, as follows:

Catalog:
Please go to Appendix R which contains several links to course catalogs and handbooks

Institutional Calendars:
https://www.uc.edu/registrar/calendars.html

Grading
https://www.uc.edu/registrar/faculty_resources/grading_scales.html

Admissions
http://www.uc.edu/admit.html

Academic Program Requirements
https://webapps.uc.edu/DegreePrograms/
(see “Curriculum Guides” linked within each program)

Tuition and Fees/Costs /Net Price
http://www.uc.edu/bursar/fees.html
http://financialaid.uc.edu/fees/costs18.html
http://financialaid.uc.edu/planning/netprice.html

Refund Policies
https://www.uc.edu/registrar/policies_and_procedures/tuition_refund_request.html

27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as Appendix S.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).


Advertising and Recruitment Materials and Other Public Information

28. Do the institution’s advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution’s accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?

☐ Yes
No

Provide copies of these advertising and recruiting materials as Appendix T.

29. Which sections of the institution’s website include advertising and recruiting information? Provide the webpage name and link for each.

On our degree programs website, each individual program page has a text statement of their pertinent external accrediting body, if applicable. This content, along with the curriculum and other basic descriptive information, is maintained in eCurriculum (explanation of eCurriculum in Appendix S). It is not possible for the content to be modified without an automated notification to the particular college dean’s office, graduate school (for grad programs), and the office of the provost. With these safeguards, it is not possible for a program to alter its accreditation statement, or online delivery, or the title of the degree program, without review/approval through the college dean’s office, graduate school, and the office of the provost. A notification is also sent automatically to our degree audit encoding staff members (so that they appropriately update web degree audits to be consistent with the website), and any other assigned faculty/staff who need the info (such as the program director of a feeder program at a regional campus).

- https://webapps2.uc.edu/ecurriculum/DegreePrograms/Home/UnderGrad
- https://webapps2.uc.edu/ecurriculum/DegreePrograms/Home/Graduate

Certain college webpages automatically display the same digital content, using the AEM component feed. This was built by the web communications team (led by Ben Stockwell – who has been a truly excellent partner working on this). See the attachment on “Using the AEM eCurriculum Component.” Examples of webpages deploying these content feeds include:

- http://www.artsci.uc.edu/programs-degrees/majors.html
- http://www.ucclermont.edu/academics/majors-programs.html
- http://www.ucblueash.edu/academics/majors/all-majors.html

We recognize that not all of the university’s marketing/recruiting materials can be set up to automatically consume/display the text approved through eCurriculum. Many programs have their own recruitment pages, brochures, flyers, etc, which are essential for building awareness of program offerings, and which must describe program components. In order to ensure that these materials are consistent with the key pieces of information maintained in eCurriculum (primarily the curriculum, delivery format, and accreditation status), we have shared instructions with web/marketing staff in the colleges (see the “Web Content Management Guidelines”).

In regards specifically to the HLC logo, we have a process in place to refer to HLC’s guidelines on using HLC logos and images here: https://www.hlcommission.org/Accreditation/hlc-logos-images.html.

For eCurriculum processes, including guidelines on how to update web content on programs, please see Appendix U.

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as Appendix U.

31. What webpage displays the Mark of Affiliation on the institution’s website? Provide a link.

http://www.uc.edu/hlcaccreditation.html

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and 602.23(d).

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

The University of Cincinnati’s Office of Institutional Research uses several means of collecting information on student outcomes, and routinely provides these reports to the Provost's Senior Staff. Since 2016, these reports have been rolled out via dataanalytics.uc.edu, which is a Tableau server. Outcomes such as retention, graduation, licensure exam passing rates, post-graduation outcomes are available publicly on the Right-to-Know page, and more granular reports are available internally with drillable abilities through dataanalytics.uc.edu.

Since the adoption of the dashboard, dissemination of student outcome reports has been faster and more accessible than ever before. The dashboards allow Institutional Research to track user traffic, so for example, retention reports can get as many as 200 users in a single day, and trends evidence that the usage is growing. See attached snapshots from dataanalytics.uc.edu, which show the variety of reports, as well as usage patterns.

The internal reports include:

* Weekly updates of current-term retention dashboards at both undergraduate and graduate levels
* Longitudinal reports that show the history of retention and graduation rates, with the ability to drill to program level
* Post-graduation outcomes are available publicly, and an internal dashboard, which allows several drilling abilities, is available through dataanalytics.uc.edu
* Transition dashboards that show retention from regional campuses to Clifton campus
* Transfer dashboards that show retention and graduation rates for transfer students
* The Student fact-book include statistics on degrees conferred trends
* DFW dashboards, which provide users the ability to view student performance at the course section level, at the course level, at the subject level, or even at the college level
* NSSE - National Survey of Student Engagement. Reports are available publicly, and for internal consumption, they are posted in an internal SharePoint site
* Graduate student Exit Survey
* Program review dashboards for graduate school programs

33. List the types of student outcome data available to the institution:

See screenshots of above mentioned reports as Appendix V or attach as Appendix V.
34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

The Academic Strategic Plan to achieve first-time, full-time baccalaureate retention and graduation rates of 90% and 75%, respectively, are assessed annually through UC's Strategic Enrollment Management structure and through annual Dean’s performance reviews.

It is also important to note the University is incentivized to bring students to successful course and degree completion, as both successful grades and degrees awarded are reported to the Ohio Department of Higher Education every year. These completion metrics are important factors in the State Share of Instruction formula utilized in the distribution of funding among Ohio public institutions.

These institutional goals and incentives, as well as the ease with which colleges and student service offices can analyze their outcomes has created a virtuous culture involving the regular tracking of outcomes. This focused practice has in turn created further analysis. As a result, the internal versions of the retention and graduation rates dashboards now include filters for bio-demographic variables such as first-generation and Learning Communities participation. Other dashboards that have been developed to promote student success, and that are being used significantly are the DFW reports, and the ”15 to Finish.” Both of these dashboards have revealed new evidence which has in turn created new policies and practice which already have shown successful results. For example, DFW rates for courses have declined from 13.8% in 2013 to 9.1% in 2017 (see attached evidence in Appendix V).

The ”15-to-Finish” dashboard demonstrated that students who took 15 or more credit hours in their first semester were more likely to be retained than students who took 14 or less credit hours, regardless of ACT/SAT scores. This information, which confirms trends in higher education findings, is already changing the way UC advises students so that advisors strongly recommend their students to focus on their studies, as students who are potentially working and studying are more likely to struggle and leave (see attached snapshots in Appendix V).

In terms of planning, the office of the provost and enrollment management use college-level and program-level retention and graduation rates in concert with academic preparation measures of incoming students to project retention and graduation rate goals for each college. These conversations provide significant help for Business Administrators in each college, who utilize these projections in creating their budget projections.

At the graduate level, the Graduate School performs program reviews on a specific seven-year cycle schedule. The program review process includes external reviewers, who are provided with program review reports. These reports rely on the dashboards created for this purpose, and these dashboards include outcome metrics such as time-to-degree, completions, etc.

In terms of Post-Graduation Outcomes, the University has devoted significant resources in order to obtain better and faster employment information for our graduates. Since 2016, the University has partnered with the Ohio Dept. of Job and Family Services to obtain these data directly. The Office of Institutional Research combined these data with continuing education data from National Student Clearinghouse, and those dashboards enabled the reporting of 91% of post-graduation outcome statuses for the graduating class of 2015-16. This information is now publicly available on the University’s website, and internally it has been shared with greater detail to key constituents, such as provost’s senior staff, college advisors, etc. We are optimistic that this research and information, especially when coupled with continuous annual updates, will provide opportunities for improvement.

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the College Scorecard.
Explain how information from the Scorecard is incorporated in the institution’s review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

[pending]

For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).


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**Publication of Student Outcome Data**

Student outcome data should be made available to the public through the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution’s website following the specifications above?
   - ☒ Yes
   - ☐ No

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

   The university makes available student outcome data in the Student Right To Know page, which is easily found from the University’s main webpage by looking for key most common words such as "right to know", "student outcomes", "retention rates", "graduation rates" etc.

   The reports provide fall-to-fall retention rates by college for first-time full-time undergraduates seeking baccalaureate and associate degrees. The university offers a broad range of programs, so a college-level disaggregation allows stakeholders to assess student outcomes for unique families of programs.

   In addition, the reports include 4-, 5-, and 6-year graduation rates for the first-time, full-time baccalaureate degree-seeking cohort and 3-year graduation rates for the first-time full-time associate degree-seeking cohort. Disaggregating graduation rates by type of degree distinguishes between students with different academic goals.

   Licensure exam passing rates are provided at the program level, and Post-graduation outcomes are also posted publicly by College, which reflect the large variety of programs the University offers.

38. Provide a link to the webpage(s) that contains the student outcome data.

   The following website contains a set of student outcome reports which are available to the public and include graduation and retention rates, post-graduation outcomes, and licensure exam passing rates. Please see Appendix V for screenshots of the reports.

   Main page:
   
   http://www.uc.edu/righttoknow/grad_retention.html
Graduation rates, Clifton campus:
http://www.uc.edu/content/dam/uc/provost/docs/institutional_research/student_reports/graduation_rates/Clifton%20Grad%20Rates.pdf

Graduation rates by financial aid status:
http://www.uc.edu/content/dam/uc/provost/docs/institutional_research/student_reports/graduation_rates/Clifton%20Campus%20Graduation%20Rates%20by%20Financial%20Aid%20Status.pdf

Graduation rates for student athletes:
http://www.uc.edu/content/dam/uc/provost/docs/institutional_research/student_reports/graduation_rates/GSR%20and%20FGR%20Summary%20by%20Gender%20%26%20Sport.pdf

Post-Graduation Outcomes Main page: http://www.uc.edu/careereducation/about/outcomes.html

Licensure Exams Passing Rates: http://www.uc.edu/righttoknow/grad_retention/licensure.html


Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

Please find attached Appendix W which lists each institutional accreditor and governing bodies. The list includes the respective programs associated with each, the dates when each accreditation was initiated, when it was last reviewed, and the expected next review. This list is publicly available at http://www.uc.edu/about/accreditation.html, and it provides hyper links to each agency and accrediting body. Samples of these disclosures are available in Appendix X. [remember to take some samples]

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as Appendix W.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as Appendix X and indicate the web address where students and the public can find these disclosures.

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.


Public Notification of Opportunity to Comment

Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the Procedure on Third-Party Comments.
Notices should include:

- The purpose and dates of the visit.
- The institution’s accreditation status with HLC.
- An invitation to send written, signed comments directly to HLC.
- Contact information for HLC.

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit.

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

41. Submit a list of constituencies that have received the notice of opportunity to comment. (These groups may include students, parents, alumni, taxpayers, donors, community groups and local businesses.)

[SAMPLE BELOW PASTED FROM CLERMONT’S REPORT - BUT FINAL SHOULD HAVE NOTICES FROM JANUARY] The selected publications and websites, outlined below, are intended to notify all internal and external stakeholders including students, parents, alumni, donors, community groups, taxpayers, residents and local businesses. The content of the notices is consistent with the sample format provided by the HLC.

42. What media did the institution use to solicit comments?

[SAMPLE BELOW PASTED FROM CLERMONT’S REPORT]

The content of the notices was consistent with the sample format provided by the Commission. Copies of the notices are attached as follows:
- Bethel Journal
- Community Journal Clermont
- Community Journal North Clermont
- Cincinnati Enquirer/Cincinnati.com
- Highland County Press
- Milford Miami Advertiser
- The Brown County Press
- The Clermont Sun,
- The Sunday Sun
- UC E-Currents
- UC Clermont College Homepage
- UC Clermont College E-News
- UC Clermont College Accreditation Webpage

43. Copies of the institution’s notices must be sent in PDF format to HLC (legalaffairs@hlcommission.org) at least one month before the comprehensive evaluation visit. The comments and notices are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit. Attach a copy of the notices as Appendix Y.
Competency-Based Programs Including Direct Assessment Programs / Faculty-Student Engagement

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?
   ☐ Yes
   ☐ No

   *Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC liaison if the institution offers direct assessment programs that have not been approved by HLC.*

45. Does the institution offer any competency-based programs?
   ☐ Yes
   ☐ No

   *Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.*

46. Provide a list of direct assessment or competency-based programs offered by the institution.
   N/A

47. How does the institution ensure that faculty in these programs regularly engage with students?
   Please respond to the following questions:

   a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.
      N/A

   b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.
      N/A

   c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.
      N/A

   d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.
      N/A

   e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.
      N/A
List of Appendixes

Please read each section of this document carefully for instructions on the information and material to be included in these appendixes. Appendixes displayed in italics are optional; the institution may provide the required information either by entering it into this form or by attaching it as an appendix.

Assignment of Credits, Program Length and Tuition
Appendix A........... Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours

Institutional Records of Student Complaints
Appendix B........... Institutional complaint policy and procedure, and web address
Appendix C ........... Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies
Appendix D ........... Published transfer policies
Appendix E ........... List of articulation agreements, and web address
Appendix F ........... Evidence that decisions regarding transfer align with disclosed policy

Practices for Verification of Student Identity
Appendix G ........... Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities
Appendix H ........... Most recent program review or other inspection or audit reports since last comprehensive evaluation
Appendix I ........... Correspondence with the Department and other documents explaining the institution’s general program responsibilities
Appendix J ........... Correspondence with the Department and other documents explaining the institution’s actions in response to concerns regarding its financial responsibility requirements
Appendix K ........... Correspondence with the Department related to default rates and any required default rate management plan
Appendix L ........... Samples of loan agreements and disclosure information
Appendix M ........... Disclosures to students about campus crime information, athletic participation and financial aid, and web address
Appendix N ........... Disclosures to students required by student right to know/equity in athletics responsibilities, and web address
Appendix O ........... Disclosures to students about satisfactory academic progress and attendance policies, and web address
Appendix P ........... List of contractual relationships
Appendix Q ........... List of consortial relationships

Required Information for Students and the Public
Appendix R ........... Course catalogs and student handbooks
Appendix S ........... Policies and procedures to ensure required information is accurate, timely and appropriate

Advertising and Recruitment Materials and Other Public Information
Appendix T ........... Advertising and recruiting materials
Appendix U ........... Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate

Review of Student Outcome Data
Appendix V......... Types of student outcome data available to the institution

Standing With State and Other Accrediting Agencies
Appendix W......... Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies
Appendix X......... Sample disclosures of institution’s standing with state agencies and accrediting bodies, and web address

Public Notification of Opportunity to Comment
Appendix Y......... Notices of opportunity to comment