

April 26, 2023

Dr. Hugh Sherman President

Ohio University Cutler Hall Athens, OH 45701

Dear President Sherman:

Attached is a copy of the Multi-location Visit Report completed following the Higher Learning Commission (HLC) visit to Ohio University (the institution). As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution’s history record and the completed report will be included in your institution’s permanent file.

If you have any questions or comments regarding the Multi-location Visit or the attached report, please contact accreditation@hlcommission.org.

Sincerely,

Higher Learning Commission

cc: Loralyn Taylor, Accreditation Liaison Officer Tom Bordenkircher, HLC Staff Liaison



**Multi-Location Visit Peer Review Report**

**Institution:** Ohio University

## Additional Locations Visited:

|  |  |  |
| --- | --- | --- |
| **Location Name** | **Location Address** *(street, city, state and ZIP code)* | **Date Reviewed** |
| Ohio University Heritage College of Osteopathic Medicine (OU-HCOM) Athens | 191 West Union Street, Athens, OH 45701 | March 21, 2023 |
| Ohio University Heritage College of Osteopathic Medicine (OU-HCOM) Cleveland | 4180 Warrensville Center Road, Warrensville Heights, OH 44122 | March 23, 2023 |

**Peer Reviewer**

Name: Jacqueline H. Parrill, Ed.D.

Institution: Central Ohio Technical College Title: Vice President & Chief of Staff

*Instructions*

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution’s strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at [hlcommission.org/upload](https://www.hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

# Overview Statement

Provide information about current additional locations and the institution’s general approach to off- campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

Ohio University’s (OHIO’s) approach to opening additional locations has been and continues to be a partnership model that is focused on a single program or narrow set of programs and only establishes additional locations if they can provide the same quality instruction as it does at its main campus. Once the need for an additional program has been identified by a community partner, an assessment of the potential location’s demographics is conducted to determine the adequacy of potential enrollment and program viability and sustainability. Temporary facilities are initially utilized and, once long-term viability is determined, a permanent location is established.

The university currently has six approved additional locations. Four of the additional locations are extensions of the university’s main campus in Athens: Heritage College of Osteopathic Medicine (HCOM) – Athens, HCOM – Cleveland, and Dublin.

**HCOM-Athens** is the university’s new medical school building, Heritage Hall, which opened in 2021. The building is located at 191 West Union Street, Athens, Ohio, and is on the university’s main campus. Due to the college’s financial aid offerings, the US Department of Education requires the building to be designated as an additional location. The Doctor of Osteopathic Medicine is the only professional program offered by the university. HCOM employs extensive technology to support its one college/three campuses philosophy. The medical school completed its planned expansion to the Dublin and Cleveland additional locations and has no further plans for additional locations at this time.

**HCOM-Cleveland** serves as a training site for HCOM and opened as an additional location in 2015. The additional location is housed in the Cleveland Clinic located at 4180 Warrensville Center Road in Warrensville Heights, Ohio.

**Dublin** was established in 2014 and is located at 6775 Bobcat Way, Dublin, Ohio. In addition to serving as another medical training site for HCOM, this location also offers master’s degrees in public administration, business administration and accountancy. OhioHealth is the preeminent education partner for this location. The Dublin location has additional land that could be developed; however, the pandemic disrupted planning conversations and no plans for development are currently accepted.

As an extension of the College of Health Sciences and Professions - Interdisciplinary Health Studies department, the **Cleveland Clinic** additional location was established in partnership with the Cleveland Clinic to offer the Master of Science in Cardiac Perfusion. This partnership was established in 2022. Due to clinical experience limitations, no growth in this program is anticipated. However, the university and the Cleveland Clinic may partner on other academic programs in the future. The Cleveland Clinic location is located on the Cleveland Clinic Main Campus at 9500 Euclid Avenue NA31, Cleveland, Ohio.

The two other approved additional locations, the Proctorville Center and Fairfield County Workforce Center, are considered part of the university’s Regional Higher Education (RHE) Office, extending from one of OU’s branch campuses.

**The Proctorville Center**, OHIO’s oldest additional location opened in 2007, is located at 111 Private Drive 516, Proctorville, Ohio. The location is an extension of the Southern Branch Campus and provides general education coursework for students in eastern Lawrence and Galia counties. This location is currently under review as part of the RHE strategic planning process due to ongoing enrollment declines.

**Fairfield County Workforce Center** is owned and operated by the Fairfield County Commissioners. The center is located at 4465 Coonpath Road NW, Carroll, Ohio and is an extension of Ohio University Lancaster campus. In partnership with Fairfield County, OHIO moved their engineering technology associate degree program from the Lancaster Branch Campus to the Fairfield County Workforce Center in 2020. Clinical Medical Assistant and Phlebotomy Technician courses were added in 2021 and Patient Care Technician was added in 2022. OHIO expects to expand workforce-focused offerings at this location to meet the demand of local employers.

OHIO recently implemented a process for the annual review of the unique courses offered at each of its College Credit Plus/dual enrollment high school partners in order to determine if the offerings over the previous four years meet the threshold of enabling a student to complete 50% or more of an academic program. Based upon the most recent review, four high schools will be added as additional locations.

# Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

Multiple processes are in place at OU to ensure that the institution effectively plans for the growth and maintenance of the additional locations. Responsibility for additional locations depends on the specific location.

Planning and maintenance of the additional locations that fall under a branch campus are in scope of the Regional Higher Education (RHE) office’s strategic planning process. RHE manages undergraduate education at the additional locations and their staff track revenues and expenses at each site. RHE conducts demand analysis and estimates tuition and state subsidy revenues. The respective branch campus is responsible for the maintenance and operations of the additional location. The Southern Branch Campus is responsible for the **Proctorville** additional location. Although part of the branch campus’ budget, finances for the location is tracked and monitored separately.

The **Fairfield County Workforce Center** is considered part of the Lancaster Branch campus. OHIO, in partnership with the Fairfield County’s Economic and Workforce Development Department and Hocking College determine the training programs offered to develop the local workforce for in-demand jobs at local employers. The Workforce Center is governed by a steering committee that votes on important issues concerning the Center, including but not limited to program offerings and space usage. An executive leadership team ensures the Workforce Center operations and programs align and continue progressing the regional workforce. OU-Lancaster’s dean of campus and community relations serves on both the steering committee and the executive leadership team.

Graduate-level programs at the additional locations are managed by the academic college or department delivering academic programs at the location. Each college or academic department provides budgeting and staffing oversight for the academic programs they are responsible for delivering at each location.

The Heritage College of Osteopathic Medicine (**HCOM-Athens**) plans the college’s budget, including the budgets for the HCOM additional locations in **Cleveland** and **Dublin**, in accordance with university and program specific accreditation standards. The university’s budget model is comprehensive and provides for projecting future financial performance and long-term planning and decision making. HCOM creates budgets for the college and each additional location and updates each of the five-year budget forecasts annually. Budget forecasts are monitored monthly and future year forecasts are regularly reviewed by university and HCOM leadership.

The **Dublin** additional location has an Executive Oversight Committee that is co-chaired by the executive vice president and provost and the dean of the HCOM-Dublin and is responsible for planning and operations at the Dublin location, including fostering OHIO’s relationship with the City of Dublin and the surrounding communities. The committee’s membership includes all the college deans, undergraduate admissions representatives, the vice president of research, and the associate provost for academic budget and planning.

The **Cleveland Clinic** additional location is managed by the College of Health Sciences and Professions in partnership with the Cleveland Clinic. A coordinating council made up of representatives from both the College of Health Sciences and Professions and the Cleveland Clinic oversees the administration of the Cleveland Clinic classrooms and labs.

# Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

OHIO’s additional locations are considered within the university’s comprehensive physical plant. Each college or academic unit with academic programs at an additional location works within the university’s processes and oversight to manage and maintain the facilities to meet the needs of the program’s curriculum and students.

**HCOM-Athens** is the college’s 121,000 square foot medical education building, designed to meet the Commission on Osteopathic College Accreditation (COCA) facility requirements to support the class size (250 students) approved for the location. The building includes a large atrium that also serves as community and event space; large classrooms equipped fully equipped with distance education technology to support the COM’s synchronous, team-teaching approach across all three COM locations; a Clinical Training and Assessment Center (CTAC) with 18 exam rooms; an anatomy lab; an Osteopathic

Manipulative Medicine (OMM) lab; a Learning Resource Center; 11 small group study rooms equipped with technology that are available 24 hrs/7 days per week; locker rooms; a public clinic; faculty and staff offices and conference rooms. Other student support amenities include a lactation room equipped with technology, a well café, a tech bar, a gym, and a meditation room. The building includes 10,000 square feet of shell space. Most students are commuters and have commuter parking passes with parking available nearby. Also, the campus bus service comes by the facility six times per hour.

**HCOM-Cleveland** leases space from the Cleveland Clinic within the Cleveland Clinic South Pointe Hospital. This 60,000 square foot lease agreement includes both administrative and academic space, including three main classrooms; an anatomy lab; an OMM lab; a Learning Resource Center; seven small group rooms; and a CTAC which includes 13 examinations rooms. Additionally, the space houses a meeting room, restroom facilities, a gym and meditation room, locker rooms, storage and space for administrative and technical support. Ample student parking is available adjacent to the facility. A café is located within the hospital.

OU-HCOM employs a process for ongoing review of facility resources to ensure adequacy and acceptability. The HCOM Space Advisory Committee, chaired by the medical school’s chief operating officer and includes representatives from HCOM-Athens and HCOM-Cleveland locations, meets regularly to review space requests, conduct long-term master planning, and monitor building and renovation projects. Space planning is assisted by the Ohio University Planning Office. Both HCOM-Athens and HCOM-Cleveland work with University Facilities Management to maintain the facilities. There is a full- time director of facilities management at the HCOM-Athens location and a facilities coordinator at

HCOM-Cleveland. Feedback from student surveys also inform the facilities planning processes.

All OU-HCOM training locations are connected through video conferencing which is managed by the Office of Medical Education Technology (OMET). OMET personnel oversees the configuration of classroom and conference room equipment and maintenance at all locations. Each location has its own IT staff to support on-site technology needs.

A physical visit to the HCOM-Athens and HCOM-Cleveland additional locations in late March 2023 confirm the state-of-the-art academic facilities and advanced technologies available to the students indeed meet their needs and the curriculum.

The medical college is accredited by the Commission on Osteopathic College Accreditation (COCA). In particular, COCA’s standard 4 regards sufficient physical facilities, equipment and resources for clinical, instructional, research and technological to meet students’ needs. HCOM’s recent successful, comprehensive visit in fall 2021, serves as additional evidence that these additional locations (including Dublin) meet the facility needs of students and the curriculum.

**Dublin.** The Dublin location has multiple academic programs from various colleges. The administration of the location is shared between HCOM and the College of Health Sciences and Professions. For the medical school, the medical school dean of the Dublin location is responsible for the overall operations of the location and ensures that the site has the necessary facilities to meet students’ needs. The Dublin dean reports to the Executive Dean and Chief Medical Officer who is in Athens. The other programs at this location are managed by the business operations manager from the College of Health Sciences and Professions.

**Cleveland Clinic.** This location focuses on one graduate program (Master of Science in Cardiac Perfusion), and is managed by the College of Health Sciences and Professions in partnership with the Cleveland Clinic. A coordinating council comprised of representatives from both entities oversees the administration of the location’s classrooms and labs and the program. Maintenance is performed by the Cleveland Clinic maintenance staff. A program director employed by the Cleveland Clinic reports up to

the College of Health Sciences and Professions and annually provides a report to the coordinating committee on the administration of the program and the condition of the facilities.

**The Proctorville Center** is a one-story university-style brick building with white columns. A center coordinator, who reports to the Southern Campus dean, ensures the site meets the needs of the students and the curriculum.

**Fairfield County Workforce Center.** The center includes 15,000 square feet of classroom (four classrooms), office and meeting spaces and a 42,000 sq. ft. training area that is designed for industrial use. The facility includes a computer workroom and a snack bar. This facility is maintained by Fairfield County, and they cover the costs and staffing. The Lancaster Campus dean is responsible for ensuring the site has the facilities and equipment necessary for the courses offered.

# Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

Instruction at all additional locations is overseen by the university’s Curriculum Council and academic colleges and departments. Each location has representation on the Curriculum Committee. Graduate programs delivered in a hybrid model are approved by the Curriculum Committee and the Graduate Council. They confirm the programs’ viability and approvals, including the location to be selected.

Outcomes and performance data are regularly evaluated by location.

Program and course learning outcomes are established by the academic department and are the same for each program regardless of location. All programs are evaluated through the university’s academic program review process every seven years. Also, academic programs with disciplinary-specific accreditation also must comply with regular reviews by those accreditors.

Oversight of instruction at all locations occurs at the academic college or department level following the same procedures as the Athens campus. Faculty hired at each location follow the same credentialing requirements as the main campus. Faculty orientation and professional development is provided at the locations consistent with what is provided on the main campus.

Student concerns at the RHE locations are addressed as they would be on any of the branch campuses. For concerns regarding graduate programs offered the Dublin or Cleveland Clinic locations, complaints would be addressed to the onsite program coordinator first and, if resolution is not obtained, the complaint would move forward to the Athens’ department and college.

HCOM utilizes a centralized structure for governance and assessment of the curriculum and instruction. The college’s Dean’s Council includes the additional location deans and meets regularly to promote and maintain consistency of the curriculum, the student experience, and communications across all locations. Student concerns at all HCOM locations elevate through the student government officers. The peer

reviewers met with students at both HCOM-Athens and HCOM-Cleveland and confirmed that students felt their concerns were addressed in a timely fashion and that faculty were both responsive and readily available to address their needs.

COCA’s standards also serve to provide evidence that appropriate instructional oversight is provided at the HCOM additional locations. Current student enrollment numbers at all HCOM locations are approved by COCA and are in compliance with COCA’s standards.

# Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

The staffing plans and qualifications of personnel on the additional locations are the same as those used on the main campus and are in alignment with both ODHE and HLC faculty qualification guidelines.

All university personnel participate in the institution’s systems for evaluation of faculty and staff and have access to its offering for professional development. Faculty at additional locations are selected, trained and oriented as they are on the main campus. Staff participate in the institutional performance management process through University Human Resources.

Qualifications for all staff candidates, regardless of locations, are reviewed by the University Human Resources and the assigned search committee. Additionally, each academic college has its own policies and procedures for ensuring appropriately qualified staff. Staff sufficiency is determined by program and location needs.

Some academic colleges provide additional processes for personnel support and management.

HCOM faculty and staff candidates’ qualifications are reviewed by the hiring supervisor, university HR representatives, and search committee members conducting the search. Credentials of clinical faculty are confirmed through primary source verification. Sufficiency of faculty is determined by teaching needs, research initiatives and clinical education needs. Staff adequacy is reviewed from the perspective of departmental, college and location needs.

Each medical school department chair hires, evaluates and mentors faculty hired in their department regardless of location. Students evaluate faculty teaching at all locations using the same systems and instruments.

HCOM’s Office of Faculty Learning, Development and Scholarship, that began offering services last fall, provides support for onboarding and orientation and faculty development programing at all locations.

Faculty development programming and resources are also available to the clinical faculty and preceptors who teach students at the clinical teaching sites.

HCOM-Athens has the necessary faculty and staff to support the college’s programming. The HCOM- Athens’s staff plan includes the necessary personnel to effectively support and manage the extensive

TIV technology that is used to support the curriculum delivery methodology employed by the college. A 22-member technology team, including three members on each of the other HCOM locations.

HCOM-Cleveland’s table of organization includes the dean, senior director of administration, student affairs assistant director, learning services assistant director, three administrative support positions, three IT staff, two curriculum staff, facilities coordinator, two clinical skills coordinators, and an assistant director of office and inclusion. The location has 24 faculty on site (17 FTE).

The outcome of HCOM’s recent successful accreditation review (COCA element 7.1) provides additional evidence of the locations’ sufficiency of staff and faculty and the appropriateness of their qualifications.

# Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

OHIO’s student support services and library services are available to all students regardless of location. These services are typically accessed at the student’s affiliated branch campus or through the main campus, both in-person or online. Student records at any location are maintained in the PeopleSoft student information system.

Student concerns on additional locations follow the same process as students attending the main campus. Administrative concerns begin with the location program administrator and then escalate, as appropriate, to the affiliated campus associate dean or dean. Academic concerns are first addressed with the course instructor, then to the appropriate division coordinator at the affiliated campus, then to the associate dean, and finally to the dean. Concerns not addressed at these steps are then moved to the Executive Vice President and Provost. Each academic college may have additional processes in place.

Enrollment services, including admissions and financial aid, are managed through the student’s affiliated campus at the undergraduate level and centrally through the main campus at the graduate level except for medical college students. At Proctorville and the Fairfield County Workforce Center, support is provided primarily through virtual access during campus business hours or the student may access support through functional offices on the Athens campus.

Most student services for the Dublin location are provided onsite and can also be obtained virtually. Dublin students have access to graduate advising through their department, onsite IT support as well as university support by phone, and online library services.

Cleveland Clinic students have access to support onsite as well as university resources online.

HCOM manages its own profession-specific admissions process. HCOM’s main admission office is located in Athens; however, admissions personnel are available at each location. Student records are maintained in the student information system in the same manner as all other OHIO students. The

medical college has administrative staff at each location who provide direct student services support including academic advising, counseling, learning services, career counseling, tutoring and health and mental health services. Financial aid and debt management counseling are available to students via virtual means.

For the HCOM locations, COCA includes standards that require specific student support services. HCOM’s status as Accreditation with Exceptional Outcome serves as additional evidence the provision of necessary support services at these locations.

The peer reviewer visited the learning resources centers (libraries) at both the HCOM-Athens and HCOM-Cleveland. Along with other resource materials, both locations maintain several copies of required texts that students can check out rather than having to purchase the books.

The medical college engages a variety of student surveys. The Action Plan developed for 2012-2022 provides a number of specific examples of responses to student concerns as evidence in support of attention to student concerns.

# Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

OHIO student academic performance is monitored and measured uniformly and consistently across all locations. Program and course learning outcomes are established by the academic department and are the same for each program regardless of location. Program outcomes assessment are reported annually. Additionally, all programs are evaluated through the university’s academic program review process every seven years. Also, academic programs with disciplinary-specific accreditation also must comply with regular reviews by those accreditors.

HCOM academic program offerings, regardless of location, use the same curriculum, courses, assessment plans and methodologies. The college uses both in-house created assessments and profession-specific national assessments. Performance is monitored on an ongoing basis and results are analyzed individually, collectively and by training location.

Student performance at all locations is tracked longitudinally and any individual student performance issues are brought before the Committee on Student Progress so that interventions can be made on a timely basis. HCOM’s Committee on Student Progress includes representation from all locations and is responsible for the adjudication of student progress issues in a consistent manner across all locations. Outcomes and performance data are regularly evaluated by location. Student assessments are analyzed promptly and provides evidence that student performance at all locations do not vary. The Senior Associate Dean for Medical Education monitors and reviews student outcomes and instructional effectiveness at all locations and works with the location deans to address any location-specific issues.

Meetings with leadership at both HCOM-Athens and HCOM-Cleveland confirmed that the evaluation and assessment processes inform planning at the locations. Meetings are held weekly and decisions are data driven.

# Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

OHIO offers the annual reporting component of their academic program assessment process and questions included in the academic program review process as evidence that the institution encourages and ensures continuous quality improvement.

Also, the university’s Administrative & Student Support Unit Review process further demonstrates this commitment. This process is designed to ensure that each unit engages in systematic and integrated planning and continuous improvement and requires the usage of data to develop action plans to foster improvement. Since many of these units serve the additional locations, their improvement efforts impact the additional locations.

HCOM offers their recent successful accreditation visit, specifically with respect to COCA Standard 11, as evidence of their commitment to continuous improvement of all aspects of the college.

Meetings with the leadership of the HCOM-Athens and HCOM-Cleveland locations provided additional evidence of the commitment to continuous quality improvement at the individual locations. Surveys, committees, and regular meetings provide feedback loops to identify and respond to opportunities for improvement.

# Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:

 Adequate Attention Needed

**Comments:**

University Communications and Marketing assure consistency of institutional messaging and graphic identity. Academic colleges or departments have offices and individuals who work in partnership with

University Communications and Marketing to ensure that all marketing content is consistently representing the university brand.

Online information about Proctorville and Fairfield County Workforce Center is managed by their respective branch campus communications manager who is part of the regional team that works collectively on web content. This team also works with RHE and their colleagues on the Athens campus to ensure information accuracy and consistency.

Representatives from the Dublin and Cleveland Clinic locations work with University Communications and Marketing to ensure communications are accurate.

HCOM’s Office of Admissions and Student Affairs performs an annual review of all print and digital materials used for recruitment to ensure accuracy and consistency with university marketing guidelines.

# Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

 Overall, the pattern of this institution’s operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.

Overall, the pattern of this institution’s operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**

The overall pattern of this institution’s operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

OHIO has a mature system in place for adding additional locations and continuing effective oversight by the institution of its additional locations is in place. Each location has sufficient and administrative capacity to provide quality academic programming and each location has necessary resources. The institution has recently implemented a plan to ensure that ensure that high schools where 50% or more of a program is available through the offering of College Credit Plus programming will be recognized as additional locations.

Ohio University’s overall operations at its additional locations appear to be adequate and no further review or monitoring by the Higher Learning Commission is needed.

**Notification Program for Additional Locations Approval Form**

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

|  |  |
| --- | --- |
| The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause. |  Yes No |
| HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years. |  Yes No |
| The institution has demonstrated success in overseeing at least three locations. |  Yes No |
| The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus. |  Yes No |
| The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion. |  Yes No |