
Union Institute & University
Self-Study Appendices
2009

Submitted to
The Higher Learning Commission of the
North Central Association of Colleges and Schools

Appendix A
Institutional Snapshot

Institutional Snapshot Union Institute & University

I. Learner Demography Headcounts

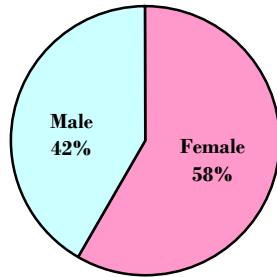
I.A. Undergraduate Enrollments by Class Level

Union Institute & University does not categorize undergraduate learners by class level. As adults, with often extensive prior learning credits, undergraduate learners are often, in fact, not classifiable, as they may be enrolled in both upper- and lower-level learning at the same time.

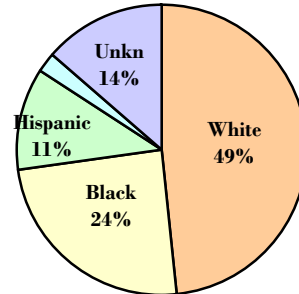
I.B. Undergraduate Learners by Degree-Seeking and Non-Degree Seeking: Gender and Race/Ethnicity

All learners shown in the following tables are degree-seeking. While UI&U does occasionally enroll non-degree seeking learners (transient learners enrolled through a program and learners enrolled through the Lifelong Learning Department), they are typically enrolled for only one term or one course, and the university does not collect demographic data on these learners.

Undergraduate Learner Gender-
Fall 2008



Undergraduate Learner Race/Ethnicity-Fall
2008



Race/Ethnicity	Figure I.B.1. Undergraduate Learner Demographics, Fall 2008			
	Male	Female	Total	Percentage*
Am. Indian/Native Alaskan	2	6	8	0.9%
Asian/Pacific Islander	8	5	13	1.4%
Black non-Hispanic	53	169	222	24.2%
Hispanic	53	51	104	11.4%
White non-Hispanic	220	224	444	48.5%
Unknown	45	80	125	13.6%
Total	381	535	916	100.0%
Gender Percentages	41.6%	58.4%		

Race/Ethnicity	Figure I.B.2. Undergraduate Learner Demographics, Fall 2007			
	Male	Female	Total	Percentage*
Am. Indian/Native Alaskan	1	3	4	0.4%
Asian/Pacific Islander	9	9	18	1.9%
Black non-Hispanic	49	198	247	26.3%
Hispanic	47	41	88	9.4%
White non-Hispanic	194	267	461	49.0%
Unknown	47	75	122	13.0%
Total	347	593	940	100.0%
Gender Percentages	36.9%	63.1%		

Race/Ethnicity	Figure I.B.3. Undergraduate Learner Demographics, Fall 2006			
	Male	Female	Total	Percentage
Am. Indian/Native Alaskan	2	2	4	0.4%
Asian/Pacific Islander	11	3	14	1.4%
Black non-Hispanic	48	238	286	28.8%
Hispanic	49	62	111	11.2%
White non-Hispanic	168	271	439	44.2%
Unknown	53	86	139	14.0%
Total	331	662	993	100.0%
Gender Percentages	33.3%	66.7%		

I.C. Learner Demographics by Academic Center

Learners at each UI&U center reflect the nature of the community and the degrees offered. For example, the heavy emphasis on the criminal justice management major at the California centers results in a higher percentage of male learners than is the case for the other two B.S. centers, where emphasis are on social sciences and education majors. Figures 1.B.4. and 1.B.5. provide race/ethnicity and gender data for fall 2008 undergraduate learners by center and/or program option.

Race/Ethnicity	Figure I.C.1. Bachelor of Science Learner Demographics Fall 2008				
	Cincinnati & Distance	No. Miami Beach	Los Angeles	Sacramento	B.S. Total
Am. Indian/Native Alaskan	1	0	1	1	3
Asian/Pacific Islander	2	0	4	5	11
Black non-Hispanic	40	117	46	8	211
Hispanic	1	26	55	14	96
White non-Hispanic	37	18	59	134	248
Unknown	21	14	19	12	66
Total	102	175	184	174	635
% of BS enrollments	16%	28%	29%	27%	
Gender (male/female)	17% / 83%	21% / 79%	64% / 36%	86% / 14%	50%/50%

Race/Ethnicity	Figure I.C.2. Bachelor of Arts Learner Demographics by Option, Fall 2008				
	Online	Cycle	Montpelier Weekend	Brattleboro Weekend	B.A. Total
Am. Indian/Native Alaskan	3	1	1	0	5
Asian/Pacific Islander	3	0	0	0	3
Black non-Hispanic	8	1	2	0	11
Hispanic	4	2	1	1	8
White non-Hispanic	97	26	50	22	195
Unknown	29	6	3	21	59
Total	144	36	57	44	281
% of BA enrollments	51%	13%	20%	16%	
Gender (male/female)	20% / 80%	19% / 81%	15% / 85%	36% / 64%	22% / 78%

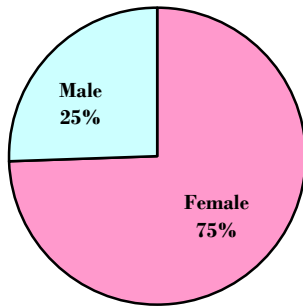
I.D. Graduate Learner Gender and Race/Ethnicity by Degree Level

All graduate learners shown in the following tables are degree-seeking. While UI&U does occasionally enroll non-degree seeking learners at the graduate level (either as transient learners enrolled through a program or through the Lifelong Learning department), they are typically enrolled for only one term or one course, and the university does not collect demographic data on these learners.

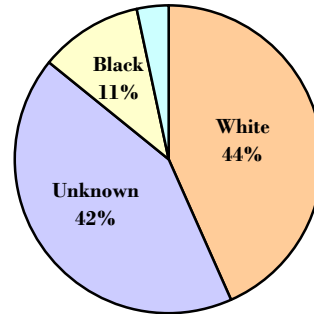
Notes to Section I.D.

1. Master’s learner tables include M.A., M.Ed., and M.F.A. learners, all centers and delivery options, plus learners enrolled in the post-master’s Ed.S. program.
2. Doctoral learner tables include all doctoral program learners (Ph.D., Psy.D., and Ed.D.)
3. Decline in master’s enrollments due to the 2008 sale of Master of Fine Arts programs to the Vermont College of Fine Arts. Under the terms of the purchase agreement, for fall 2008, UI&U enrolled only those M.F.A. learners who were federal financial aid recipients. UI&U enrolls no M.F.A. learners in the 2009-2010 academic year.
4. Decline in doctoral enrollments due to teach-out of pre-cohort model for the Ph.D. Cohort Ph.D. (2006), Psy.D. (2007), Ed.D. (2008).

Master's Learner Gender-Fall 2008



Master's Learner Race/Ethnicity-Fall 2008



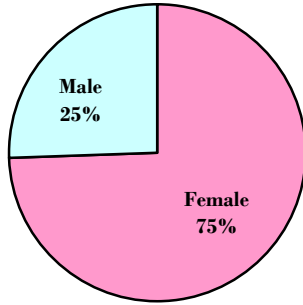
Race/Ethnicity	Figure I.D.1. Master's Learner Demographics - Fall 2008			
	Male	Female	Total	Percentage*
Am. Indian/Native Alaskan	0	4	4	0.9%
Asian/Pacific Islander	0	1	1	0.2%
Black non-Hispanic	10	37	47	11.0%
Hispanic	2	7	9	2.1%
White non-Hispanic	57	129	186	43.5%
Unknown	40	141	181	42.3%
Total	109	319	428	100.0%
Gender Percentages	24.5%	75.5%		

Race/Ethnicity	Figure I.D.2. Master's Learner Demographics - Fall 2007			
	Male	Female	Total	Percentage
Am. Indian/Native Alaskan	0	5	5	1.0%
Asian/Pacific Islander	1	4	5	1.0%
Black non-Hispanic	10	31	41	8.6%
Hispanic	2	11	13	2.7%
White non-Hispanic	100	284	384	80.2%
Unknown	9	22	31	6.5%
Total	122	357	479	100.0%
Gender Percentages	25.3%	74.7%		

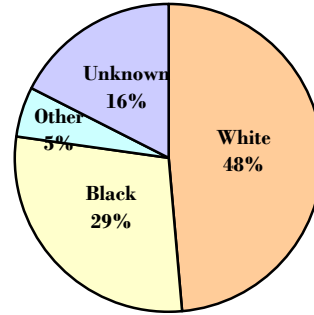
Race/Ethnicity	Figure I.D.3. Master's Learner Demographics - Fall 2006			
	Male	Female	Total	Percentage
Am. Indian/Native Alaskan	2	3	5	1.0%
Asian/Pacific Islander	0	6	6	1.2%
Black non-Hispanic	15	41	56	10.7%
Hispanic	4	9	13	2.5%
White non-Hispanic	94	307	401	77.0%
Unknown	6	34	40	7.7%
Total	121	400	521	100.1%*
Gender Percentages	23%	76%		

*Total does not equal 100.0% due to rounding off

Doctoral Learner Gender-Fall 2008



Doctoral Learner Race/Ethnicity-Fall 2008



Race/Ethnicity	Figure I.D.4. Doctoral Learner Demographics - Fall 2008			
	Male	Female	Total	Percentage
Am. Indian/Native Alaskan	0	2	2	0.6%
Asian/Pacific Islander	2	1	3	0.9%
Black non-Hispanic	32	67	99	28.6%
Hispanic	6	7	13	3.8%
White non-Hispanic	52	116	168	48.6%
Unknown	21	40	61	17.6%
Total	113	233	346	199.1%*
Gender Percentages	32.8%	67.2%		

*Total does not equal 100.0% due to rounding off

Race/Ethnicity	Figure I.D.5. Doctoral Learner Demographics - Fall 2007			
	Male	Female	Total	Percentage
Am. Indian/Native Alaskan	0	1	1	0.4%
Asian/Pacific Islander	1	2	3	1.1%
Black non-Hispanic	28	44	72	25.3%
Hispanic	6	8	14	4.9%
White non-Hispanic	49	106	155	54.6%
Unknown	11	28	39	13.7%
Non-resident Alien	0	0	0	--
Total	95	189	284	100.0%
Gender Percentages	33.9%	66.1%		

Race/Ethnicity	Figure I.D.6. Doctoral Learner Demographics - Fall 2006			
	Male	Female	Total	Percentage
Am. Indian/Native Alaskan	2	3	5	1.0%
Asian/Pacific Islander	0	6	6	1.2%
Black non-Hispanic	15	41	56	10.7%
Hispanic	4	9	13	2.5%
White non-Hispanic	94	307	401	77.0%
Unknown	6	33	39	7.5%
Non-resident Alien	0	1	1	0.2%
Total	121	400	521	100.1%*
Gender Percentages	23.2%	76.8%		

*Total does not equal 100.0% due to rounding off

I.E. Graduate Learner Gender and Race/Ethnicity: Program/Location

Graduate learner demographics reflect both program location and available areas of concentration in a program. Figures I.E.5. and I.E.6. provide race/ethnicity and gender data for fall 2008 graduate learners by program and degree level.

Race/Ethnicity	Figure I.E.5. Master's Learner Demographics by Program, Fall 2008				
	M.A. Online	M.A. Brief Residency	M.Ed. Montpelier	M.Ed. N. Miami Beach	Total Master's
Am. Ind/Native Alaskan	3	1	0	0	4
Asian/Pacific Islander	0	0	0	0	0
Black non-Hispanic	23	2	0	20	45
Hispanic	3	0	0	5	8
White non-Hispanic	89	58	20	1	168
Unknown	23	19	8	5	55
Total	141	80	28	31	281
% of Master's	50%	28%	10%	11%	
Gender (male/female)	24%/76%	19%/81%	29%/71%	29%/71%	24%/76%

Race/Ethnicity	Figure I.E.6. Doctoral Learner Demographics by Program, Fall 2008				
	Pre-cohort Ph.D.	Cohort Ph.D.	Ed.D.	Psy.D.	Doctoral Total
Am. Ind/Native Alaskan	2	0	0	0	2
Asian/Pacific Islander	3	0	0	0	3
Black non-Hispanic	62	29	4	4	99
Hispanic	9	0	2	2	13
White non-Hispanic	115	30	4	19	168
Unknown	37	14	0	10	61
Total	228*	73	10	35	346
% of total doctoral	66%	21%	3%	10%	
Gender (male/female)	31%/69%	44%/56%	30%/70%	23%/77%	33%/67%

*Includes learners who have completed their programs and are in dissertation review phase

I.F. Learner Age

Figure I.F.1. Undergraduate Learner Age			
Age Range	Fall 2006	Fall 2007	Fall 2008
<20	5	2	2
20-21	15	14	25
22-24	42	36	43
25-29	136	119	126
30-34	170	153	138
35-39	155	137	138
40-44	174	156	163
45-49	144	113	128
50-54	69	71	68
55-59	28	35	28
60-64	10	11	11
>64	2	5	2
Unknown	43	56	44
Total	993	940	916
Average	38	39	39
Over age 21	98%	98%	97%

Figure I.F.2. Master's Learner Age*			
Age Range	Fall 2006	Fall 2007	Fall 2008
<22	0	0	0
22-24	17	12	7
25-29	66	76	48
30-34	70	71	49
35-39	74	69	45
40-44	84	59	32
45-49	67	65	31
50-54	39	49	29
55-59	14	40	19
60-64	6	13	7
>64	6	9	1
Unknown	24	17	11
Total	521	479	280
Average	41	41	40
Over age 24	97%	97%	97%

*2008 data do not include M.F.A. learners enrolled through UI&U under transition plan of sale of M.F.A. programs to the Vermont College of Fine Arts

Figure I.F.3. Doctoral Learner Age*			
Age Range	Fall 2006	Fall 2007	Fall 2008
<22	0	0	0
22-24	1	0	2
25-29	0	3	2
30-34	0	6	11
35-39	1	6	19
40-44	4	6	12
45-49	1	8	17
50-54	0	8	16
55-59	3	10	13
60-64	0	1	4
>64	0	0	5
Unknown	15	15	21
Total	25	63	117
Average	45	45	45
Over age 24	95%	100%	98%

*Ages shown in Figure I.F.3. are for cohort Ph.D. (2006-2007, 2008), Psy.D. (2007, 2008), and Ed.D. (2008) only. Since the pre-cohort Ph.D. program is in teach-out (no new learners admitted since January 2006), learner age continues to increase and would thus skew the data for active doctoral programs.

I.G. Learners by Residence: In-State, Out-of State, and non-U.S. Residents

UI&U is authorized and operates centers in four states (Ohio, Florida, California, and Vermont), residents of all four states are considered to be “in-state” learners.

Learner Residence-Fall 2008

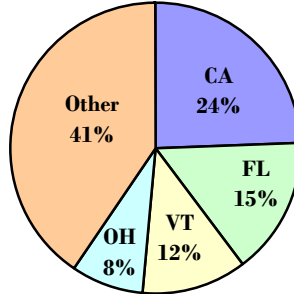


Figure I.G. UI&U Learner Residence Summary-Fall 2008

Residence	Fall 2006	Fall 2007	Fall 2008
Ohio	152	127	137
Vermont	219	191	199
California	341	363	417
Florida	393	303	263
Total In State	1105	984	1023
% In State	54%	57%	60%
Out of State	932	722	692
Non-resident alien	4	0	0
Total	2041	1706	1715

I.H. Enrollments by Degree Level and Registration Status

For the years shown, only the B.S., M.A. online, and M.Ed. in Vermont had part-time learners. While the doctoral programs do not have a part-time enrollment option, it was decided, in 2007, to count as part-time those doctoral learners who were enrolled for non-credit dissertation extensions.

Figure I.H. UI&U Fall Term Enrollments 2006, 2007, 2008

Year	Bachelor's	Master's	Certificate	Doctoral	Total
Fall 2006					
Full-time	614	479	6	531	1630
Part-time	379	42	0	0	421
Total	993	521	6	531	2051
Fall 2007					
Full-time	632	392	8	207	1239
Part-time	308	88	0	73	473
Total	940	478	8	280	1712
Fall 2008					
Full-time	614	352	18	240	1224
Part-time	302	76	0	104	482
Total	916	428	18	344	1706

II. Recruitment and Admission

II.A. Applicants, acceptances, and matriculations for each of the following groups:

- Freshmen
- Undergraduate transfer
- Graduate

The high acceptance rates for UI&U programs is not necessarily an indicator of low selectivity. The university provides individualized admissions counseling to potential applicants; some of whom may elect to not complete the application process; other applicants may postpone submitting their application. For example, a weak application essay may result in a recommendation that the individual postpone submitting the application in order to complete a college writing course. The end result is often a self-screening process, with individuals who might otherwise have been denied admission choosing to withdraw or postpone their application.

Figure II.A.1. Application and Admit Data 2008-2009			
Program	Applications Considered	Applicants Accepted	Admitted Applicants Enrolled*
Freshmen**	Not available	Not available	47
Undergraduate transfer	Not available	Not available	657
B.A.	218	217 / 99.5%	164 / 75.5%
B.S.	624	616 / 98.7%	540 / 87.7%
Total undergraduate	842	833 / 98.9%	704 / 84.5%
M.A. online	137	135 / 98.5%	114 / 84.4%
M.A. brief residency	52	50 / 96.2%	28 / 56.0%
M.Ed.	55	51 / 92.7%	42 / 82.4%
Ed.S.	5	5 / 100.0%	5 / 100.0%
Ph.D.	60	54 / 93.6%	37 / 69.0%
Psy.D.***	43	22 / 51.1%	13 / 59.1%
Ed.D.	11	11 / 100.0%	7 / 63.6%
Total graduate			

*Applicants may delay enrollment for up to 12 months from date of admission

**Data on number of applicants considered and number of applicants accepted who were first-time freshmen or transfer students was not available, due to changeover in applicant tracking during the year from Goldmine to the admissions module of the AS400, neither of which includes a field for identifying first-time freshmen. The replacement, Jenzabar, system does include such a data field.

***The Psy.D. program accepts applications each spring for entry in September. Data shown are applications received and admissions for spring 2009, with entries for September 2009.

II.B. Standardized Test Scores

Not applicable to the self-study. Until academic year 2009-2010, Union Institute & University did not require or consider standardized test scores in admission. In early 2009, when UI&U was authorized by the Homeland Security Department to accept overseas learners, a policy (effective July 1, 2009) was adopted requiring that non-resident alien applicants who are not native English speakers

must submit documentation of English proficiency through (1) TOEFL score of 79 on the Internet-based test or (2) International English Language Testing System (IELTS) overall band score of 6.0.

III. Financial Assistance for Learners

Data shown in this section reflect financial assistance provided in award year 2007-2008. Data for award year 2008-2009 will not be finalized until September 2009 and will be available during the visit.

Figure III.A.1. Learner Applications for Aid, 2007-08			
Degree Level	# Applicants for Aid	Unduplicated Headcount*	Percent of Enrollments
Undergraduate	1459	1785	81.7%
Graduate	880	1483	59.3%
Total	2339	3268	71.6%

*As reported on IPEDS 12-month enrollment survey and FISAP

Figure III.B.2. Learner Financial Assistance, 2007-08			
	Number Applying for Financial Assistance	Aid Recipients	
		Number	Percent
Undergraduate	1459	1095	75.1%
Graduate	880	636	72.3%
Total	2339	1731	74.0%
Types of Aid			
Loans		1692	97.7%
Work study		3	0.17%
Scholarships/grants		1185	68.5%
Academic merit-based scholarships*		0	0

*UI&U does not, at present, award any scholarships based purely/primarily on academic merit.

III.C. Tuition Discount Rate (TDR) for Undergraduate and Graduate Learners

Total institutional financial dollars as a proportion of income that would result if all learners paid full tuition. To calculate

$$\frac{\text{I (Institutional financial dollars awarded for tuition)}}{\text{P (Payments of tuition expected of learners and their external aid)}}$$

Figure III.C. Tuition Discount Rates				
Year	Undergraduate TDR		Graduate TDR	
2006-2007	I	350,747	I	227,376
	P	12,174,188	P	12,663,155
	TDR	2.9%	TDR	1.8%
2007-2008	I	577,000	I	226,650
	P	11,798,479	P	11,344,972
	TDR	4.9%	TDR	2.0%
2008-2009	I	783,000	I	194,000
	P	13,035,880	P	8,683,901
	TDR	6.0%	TDR	2.2%

IV. Learner Retention and Program Productivity

A. Percentage of first-time, full-time undergraduate learners entering in previous year and returning for study for fall 2008. Provide data in aggregate and with breakdowns by race/ethnicity.

Because UI&U serves primarily degree completers, many of whom enroll part-time, data on persistence of “first time, full time undergraduate learners” would not provide a valid picture of learner retention. Accordingly, the table below shows two sets of data:

- 1) Persistence of the small group of first-time undergraduate learners who entered in fall 2007.
- 2) Persistence of all undergraduate learners who entered in fall 2007

Figure IV.A.1. Undergraduate Learner Persistence: Fall 2007 Entering Learners					
	Number Entering	Number Returning	Number Graduated ¹	Number Persisting ²	Percentage Persisting
First-time, full-time freshmen	13	6	--	6	46%
First-time, part-time freshmen	3	2	--	2	50%
Undergraduate transfer in learners (full- and part-time)	222	136	35*	171	75%
All fall 2007 undergraduate entering learners	238	142	35*	177	75%

¹ In addition to the 142 learners who returned for a third term, 35 transfer-in learners entered in fall 2007 with advanced status who completed their degree requirements and graduated prior to the start of the fall 2008 term. While these graduated learners did not return for the fall 2008 term, they are counted as persisting. (UI&U will accept up to 90 credits in transfer toward the 120 credit undergraduate degree.)

² Number persisting = number returning for second year + the number of advanced transfer-in learners who graduated at the end of the first year

Figure IV.A.2. Race Ethnicity & Persistence of First-Time, Full-Time Freshmen					
Race/Ethnicity	Number Entering	Number Returning	Number Graduated	Number Persisting	Percentage Persisting
Black non-Hispanic	4	2	--	2	50%
White non-Hispanic	8	3	--	3	38%
Asian/Pacific Islander	1	1	--	1	100%

IV.B. How many learners earned undergraduate degrees in previous year? Provide distribution by race/ethnicity.

Figure IV.B. Undergraduate Degrees Awarded						
Race/Ethnicity	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Am. Indian/Native Alaskan	4	1.0	0	--	3	0.5
Asian/Pacific Islander	8	2.0	8	1.7	10	1.8
Black non-Hispanic	99	24.9	101	21.4	100	18.3
Hispanic	49	12.3	63	13.4	78	14.3
White non-Hispanic	175	44.1	244	51.8	292	53.4
Unknown/Other	62	15.6	55	11.7	64	11.7
Nonresident alien	0	--	0	--	0	--
Total	397	99.9*	471	100.0	547	100.0

*Total does not equal 100.0% due to rounding off

IV.C. How many learners earned graduate degrees in the previous year? Provide distribution by race/ethnicity.

Figure IV.C.1. Total Graduate Degrees Awarded						
Race/Ethnicity	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Am. Indian/Native Alaskan	3	0.7	1	0.4	4	1.5
Asian/Pacific Islander	6	1.5	4	1.5	1	0.4
Black non-Hispanic	30	7.4	26	9.5	30	11.2
Hispanic	8	2.0	8	2.9	5	1.9
White non-Hispanic	314	77.9	217	78.9	195	72.7
Unknown/Other	40	9.9	19	6.9	33	12.3
Non-resident alien	2	0.4	0	--	0	--
Total	403	99.8*	275	100.1*	268	100.0

*Total does not equal 100.0% due to rounding off

Figure IV.C.2. Master's Degrees Awarded						
Master's Degrees Awarded (M.Ed., M.A., M.F.A.)	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Am. Indian/Native Alaskan	2	0.7	0	--	4	2.3
Asian/Pacific Islander	4	1.4	2	1.2	1	0.6
Black non-Hispanic	19	6.5	11	6.4	10	5.7
Hispanic	6	2.1	3	1.7	3	1.7
White non-Hispanic	230	78.8	147	85.5	144	82.3
Unknown/Other	30	10.3	9	5.2	13	7.4
Nonresident alien	1	0.3	0	--	0	--
Total	292	100.1*	172**	100.0	175	100.0

*Total does not equal 100.0% due to rounding off

Figure IV.C.3. Doctoral Degrees Awarded						
Doctoral Degrees Awarded (Ph.D.)	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Am. Indian/Native Alaskan	1	0.9	1	1.0	0	--
Asian/Pacific Islander	2	1.8	2	1.9	0	--
Black non-Hispanic	11	9.9	15	14.6	20	21.5
Hispanic	2	1.8	5	4.8	2	2.2
White non-Hispanic	84	75.7	70	68.0	51	54.8
Unknown/Other	10	9.0	10	9.7	20	21.5
Non-resident alien	1	0.9	0	--	0	--
Total	111	100.0	103	100.0	93	100.0

Note: Doctoral degrees awarded in 2006-07 and 2007-08 went only to learners enrolled in the pre-cohort Ph.D. program in teach-out. The first degrees were awarded to learners in the cohort program in 2008-09; no degrees have yet been awarded to Ed.D. or Psy.D. program learners.

IV.D. Graduates by college/program by CIP codes.

Grey shading indicates discontinued major.

- Asterisks (*) indicate discontinued majors or concentrations
- All graduates of the B.A. program are listed under the program's single major, Liberal Studies.
- Graduates of the M.A. program are listed by concentration. In some cases, the program's interdisciplinary concentrations have no equivalent CIP code; these are shown as CIP code XX.9999 followed by the concentration name.
- All graduates of the (pre-cohort) Ph.D. in Interdisciplinary Studies are listed as CIP code 30.0000 since there is no generalized Interdisciplinary Studies CIP code.
- No degrees awarded to learners in the Ed.D. or Psy.D. programs.

Figure IV.D. 2008-09 Graduates by CIP Codes								
CIP Code	BS	BA	MA	MEd	MFA³	EdS	PhD	Total
03.0103 Environmental Studies	2*	--	--	--	--	--	--	2
13.0101 Education, General	1	--	1	--	--	--	--	2
13.0301 Curriculum & Instruction	--	--	--	7	--	1	--	8
13.0401 Educational Leadership	--	--	--	4	--	0	--	4
13.0406 Adult and Higher Education	--	--	--	1	--	0	--	1
13.1001 Special Ed/Exceptional Student Education	13	--	--	2	--	1	--	16
13.1101 Guidance & Counseling	--	--	--	7	--	0	--	7
13.1311 Mathematics Education	--	--	--	1	--	0	--	1
13.1202 Elementary Education	16	--	--	5	--	0	--	21
13.1205 Secondary Education	5	--	--	--	--	--	--	5
13.1314 Physical Education	3	--	--	--	--	--	--	3
19.0706 Child Development/Early Childhood Studies	30	--	--	--	--	--	--	30
23.0101 English Language and Literature, General	3*	--	--	--	--	--	--	3
23.0501 Creative Writing (M.F.A. program)	--	--	--	--	57*	--	--	57
23.9999 M.A. concentration: Literature & Writing)	--	--	4	--	--	--	--	4
24.0101 Liberal Studies ⁴	--	126	--	--	--	--	--	126
30.0000 Interdisciplinary Studies	--	--	--	--	--	--	93	93
30.9999 M.A. concentration in Health and Wellness	--	--	3	--	--	--	--	3
30.9999 M.A. concentration in Creativity Studies	--	--	3	--	--	--	--	3
42.0101 Psychology, General	12	--	0	--	--	--	--	12
42.0601 Counseling Psychology	--	--	9	--	--	--	--	9
42.0701 Developmental Psychology	--	--	0	--	--	--	--	0
42.0901 Industrial/Organizational Psychology	--	--	1	--	--	--	--	1
42.1801 Educational Psychology	--	--	1	--	--	--	--	1
43.0103 Criminal Justice Management	255	--	--	--	--	--	--	255
43.0113 Corrections Management	7	--	--	--	--	--	--	7
44.0401 Public Administration	24	--	--	--	--	--	--	24
44.0501 Public Policy (M.A. concentration: Leadership, Public Policy & Social Issues	--	--	2	--	--	--	--	2
44.0701 Social Work	14	--	--	--	--	--	--	14
45.0101 Social Sciences	2*	--	--	--	--	--	--	2
45.9999 M.A. concentration in History and Culture	--	--	14	--	--	--	--	14
50.0701 Art Studies	3*	--	--	--	--	--	--	3
50.0702 Fine and Studio Art	--	--	--	--	45	--	--	45
51.0000 Health Services, General	5*	--	--	--	--	--	--	5
51.1508 Mental Health Counseling	--	--	13	--	--	--	--	13
51.2209 Maternal - Child Health	8	--	--	--	--	--	--	8
52.0101 Business, General	2*	--	--	--	--	--	--	2
52.0201 Business Management/Business Administration	10	--	--	--	--	--	--	10
52.0206 Organizational Management	8	--	--	--	--	--	--	8

³ M.F.A. programs sold to Vermont College of Fine Arts in spring 2008

⁴ Includes all degrees awarded for the B.A. in Liberal Studies

IV.E. List by discipline and name of test the separate pass rates of learners sitting for licensure examination, as appropriate.

Vermont Teacher Education Programs: Because the B.A. and the Vermont-based M.Ed. program are certified through Vermont’s Results Oriented Program Approval (ROPA) process, all graduates who complete the teacher licensure options for the programs are accepted by the state of Vermont as having met educator licensure requirements. The programs require successful completion of PRAXIS I as a condition for award of the degree.

Florida Teacher Education Programs: The B.S. education majors offered in Florida are designed around state standards for teacher licensure. While they are not recognized by the state as teacher preparation programs, graduates can and do successfully pass the licensure examination after graduating. These majors do not identify licensure and non-licensure learners. Data in Table IV.E.1. on B.S. graduates come from the Florida Department of Education Web database of certified educators at <http://www.fldoe.org/edcert/public.asp>.

The Florida-based graduate programs (M.Ed. and Ed.S.) are specifically designed for educators seeking professional development in their field of study as well as for individuals seeking Florida certification in teaching (elementary education, ESE, reading, math, English), guidance and counseling, or school administration. The following summary table and graduate detail table contain information obtained from the Florida Department of Education site, combined with information provided by graduates.

Figure IV.E.1. Florida Teacher Certification		
B.S. Education majors, 2005-2006 through 2007-2008	88	
Hold professional or temporary Florida license (as of August 19, 2009)	51	58%
Enrolled in UI&U graduate education program	5	
M.Ed. and Ed.S. graduates, 2003 through 6/30/2008	101	
Number certified in Florida before entering UI&U	-7	
Number not seeking Florida certification	-23	
Number taking certification test	71	
Graduates professionally certified in Florida following UI&U graduation	66	Pass rate = 93%

Master of Arts Program. The M.A. brief residency program offers licensure track options for the concentrations in mental health counseling and counseling psychology. Figure IV.E.2. shows examination results for that program.

Figure IV.E.2. National Counselor Examination			
	2005-2006 Graduates	2006-2007 Graduates	2007-2008 Graduates
Graduates taking examination	10	8	6
Passing	10	7	6
Pass rate	100%	88%	100%

V. Faculty

V.A. Context of Faculty Demographic Data

Chapter 4, Criterion 2, discusses the current high proportion of part-time faculty at UI&U, reflected in Figures V.A. and V.B.1-10. It is important, in considering this issue, to understand the range of faculty encompassed by the description of “part-time.” At UI&U part-time faculty whose role is more than purely instructional may choose to be full participants in institutional and faculty governance. In fact, one member of the Self-Study Steering Committee is a part-time faculty member.

Faculty defined by UI&U as “part-time” are those employees whose contract is for less than full-time employment. This category encompasses a wide range of faculty:

- Counted as part-time faculty are administrators holding faculty status (typically a dean or assistant dean) who are actively involved in providing instruction and/or is assigned as advisor to one or more learners.
- Faculty classified as half- or three-quarter time, who are paid a salary and are eligible for pro-rated benefits
- B.A. faculty who do not serve learners for a full academic year, even though they may carry an advising/mentoring load equivalent to full-time faculty in the term in which they work
- B.S. faculty in two categories:
 - Part-time faculty advisors, who typically also provide instruction outside their advising responsibilities (coded as PTA on B.S. faculty roster). Part-time faculty advisors may also provide instructional services are provided outside their role as an advisor; these faculty sometimes have a workload equivalent to full-time. Part-time faculty advisors may choose to provide course instruction; so, they may be both advisors and affiliated faculty.
 - Affiliated faculty, who provide instruction for a specified course or courses to a specified learner or learners. Affiliated faculty may be engaged regularly or for occasional terms; they may advise any number of learners in a term or have instructional loads ranging from a single tutorial course with one learner to multiple courses with multiple learners.
- Pre-cohort Ph.D. part-time faculty have responsibilities identical to full-time faculty, but they have a smaller advisee load. The pre-cohort program has another category of faculty (not categorized as employees and not reported in Figure V.A.)—these individuals are the field-of-study faculty appointed to learners’ doctoral committees as external evaluators. While they are called “adjunct” faculty, they are actually consultants/learning evaluators.

Figure V.A. Faculty Degree Level			
Highest Degree Earned	Full-Time	Part-Time	Total
Doctorate	31	131	162
First Professional	0	3	3
Terminal master’s (M.F.A.)	1	12	13
Post-master’s certificate	1	6	7
Master’s	2	127	128
Bachelor’s	0	1	1
Associate’s	0	0	0
No postsecondary degree	0	0	0
Total	35	280	314

V.B. Faculty in full-time and part-time categories by race/ethnicity and gender. (UI&U does not use a faculty rank system.)

Figure V.B.1. UI&U Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	2	5	7
Black non-Hispanic	2	0	2	16	46	62
Hispanic	1	1	2	5	6	11
White non-Hispanic	15	15	30	86	112	198
Unknown/Other	1	0	1	1	1	2
Total	19	16	35	110	170	280

Figure V.B.2. B.S. Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	1	4	5
Black non-Hispanic	1	0	1	15	37	52
Hispanic	0	0	0	6	5	11
White non-Hispanic	2	1	3	47	51	98
Unknown/Other	0	0	0	1	1	2
Total	3	1	4	70	98	168

Figure V.B.3. B.A. Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White non-Hispanic	1	8	9	9	22	31
Unknown/Other	0	0	0	0	0	0
Total	1	8	9	9	22	31

Figure V.B.4. M.A. Online Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White non-Hispanic	2	1	3	5	11	16
Unknown/Other	0	0	0	0	0	0
Total	2	1	3	5	11	16

Figure V.B.5. M.A. Brief Residency Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White non-Hispanic	0	1	1	7	2	9
Unknown/Other	0	0	0	0	0	0
Total	0	1	1	7	2	9

Figure V.B.6. M.Ed./Ed.S. Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	1	1
Black non-Hispanic	0	0	0	1	6	7
Hispanic	0	0	0	0	0	0
White non-Hispanic	2	0	2	3	14	17
Unknown/Other	0	0	0	0	0	0
Total	2	0	2	4	20	24

Figure V.B.7. Cohort Ph.D. Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	1	0	1
Black non-Hispanic	1	0	1	1	2	3
Hispanic	0	0	0	0	0	0
White non-Hispanic	2	1	3	3	7	10
Unknown/Other	0	0	0	0	0	0
Total	3	1	4	5	9	14

Figure V.B.8. Pre-Cohort Ph.D. Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black non-Hispanic	0	0	0	0	2	2
Hispanic	0	0	0	0	0	0
White non-Hispanic	3	1	4	6	10	16
Unknown/Other	1	0	1	0	0	0
Total	4	1	5	6	12	18

Figure V.B.9. Psy.D. Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Black non-Hispanic	0	0	0	0	0	0
Hispanic	1	1	2	0	1	1
White non-Hispanic	1	2	3	3	2	5
Unknown/Other	0	0	0	0	0	0
Total	2	3	5	3	3	6

Figure V.B.10. Ed.D. Faculty Gender and Race/Ethnicity						
Race/Ethnicity	Full-Time			Part-Time		
	Men	Women	Total	Men	Women	Total
Am. Indian/Native Alaskan	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	1	1
Black non-Hispanic	0	0	0	0	1	1
Hispanic	0	0	0	0	0	0
White non-Hispanic	2	0	2	4	1	5
Unknown/Other	0	0	0	0	0	0
Total	2	0	2	4	3	7

V.C. Report the number of faculty by college/program (full- and part-time combined) in keeping with the CIP codes reported in Section IV.D.

UI&U faculty academic credentials go well beyond the specific CIP codes/fields that define UI&U majors, concentrations, and specializations, to support (1) BS general education courses, (2) general education equivalencies and multidisciplinary concentrations within the B.A. in Liberal Studies, and (3) multi/interdisciplinary concentrations at the masters and doctoral levels. Figure V.C. shows the credentials (by CIP code) of the faculty reported in Figure V.B.1. Note:

- 1) Faculty with multiple program affiliations are listed under their primary program affiliation (i.e., counted only once).
- 2) Faculty having credentials in more than one CIP code are counted for each code in which they have an earned degree at the master’s level or above (faculty serving undergraduate programs), at doctoral, postmaster’s, or terminal degree level (master’s programs); doctoral level (doctoral programs).

Figure V.C. 2007-2008 Faculty by Credential(s)-CIP Codes										
	BS	BA	MAO	MA LR	MEd/ EdS	PhD-C	PhD-PC	EdD	PsyD	Tot
01.0103 Agricultural Econ	1									1
03.0101 Natural Resources		1								1
03.0103 Environ. Studies		1								1
04.0301 Urban Planning	1									1
05.0102 American Studies						1				1
05.0104 Far Eastern Studies			1							1
05.0207 Women’s Studies		3								1
09.0101 Communication	2		1							3
11.0101 Computer & Info Sciences	2	1								3

Figure V.C. 2007-2008 Faculty by Credential(s)-CIP Codes										
	BS	BA	MAO	MA LR	MEd/ EdS	PhD-C	PhD-PC	EdD	PsyD	Tot
11.1099 Info Tech Mgmt	1									1
13.0101 Education, General	3	1	1		1	1				8
13.0201 Early Childhood Ed	5							1		6
13.0202 Multicultural Ed	2									2
13.0301 Curric & Instruction	3				1					4
13.0401 Ed Leadership/Adm	9	1		1	13		1	3		28
13.0406 Higher Ed Adm	2					1		2		5
13.1001 Special Education	7				1					8
13.1101 Guidance & Couns					3					3
13.1111 Counselor Ed				1						1
13.1201 Adult & Cont Ed	2	1					1			4
13.1202 Elementary Ed	2				1					3
13.1203 Middle Grade Ed	1									1
13.1205 Secondary Ed	2									2
13.1302 Art Education	3									3
13.1305 English Education					1					1
13.1307 Health Education	1									1
13.1311 Math Education	4				1					5
13.1312 Music Education	1									1
13.1314 Physical Education	3									3
13.1315 Reading Education	1				1					2
13.1316 Science Education	3									3
13.1317 Social Science Ed								1		1
14.0101 Engineering	1									1
14.0903 Software Engineer	1									1
14.9999 Engineering Mgmt	1									1
16.0104 Comparative Lit						1				1
19.0501 Nutrition	2									2
19.0701 Human Development	1	3					1			5
19.0706 Child Development	1									1
22.0101 Law	3							1		4
23.0101 English Language/Lit	6	3	2			4		1		16
23.0501 Creative Writing		7	1			2				10
24.0101 Liberal Studies										0
24.0103 Humanities		2	1			1				4
26.0101 Biology			1							1
26.0202 Biochemistry	1									1
26.0203 Biophysics							1			1
26.0699 Endocrinology		1								1
27.0101 Mathematics	1									1
30.0000 Interdisc Studies	1									1
30.0501 Conflict Resolution	3									3
30.1501 Science, Tech & Society		1								1
30.1701 Human Sciences			1							1
30.9999 Leadership Studies	1									1
30.9999 Hist. Consciousness							1			1
38.0201 Religion		1								1
39.0602 Theology	2									2

Figure V.C. 2007-2008 Faculty by Credential(s)-CIP Codes										
	BS	BA	MAO	MA LR	MEd/ EdS	PhD-C	PhD-PC	EdD	PsyD	Tot
40.0501 Chemistry	1	1								2
42.0101 Psychology, General	6	3								9
42.0201 Clinical Psychology	6	1		1		1	3		6	18
42.0601 Counseling Psychology	1	1		2					3	7
42.0701 Developmental Psych	1	1					1			3
42.0901 Organizational Psych	1					1				2
42.1601 Social Psychology	1								1	2
42.1701 School Psychology				1					1	2
42.1801 Educational Psych	2			3	1					6
42.2601 Forensic Psychology	1									1
42.9999 Consulting Psychology				1					1	2
43.0103 Criminal Justice Mgt	16									16
43.0113 Corrections Mgt	1									1
43.9999 Emergency Svcs Mgt	1									1
44.0401 Public Administration	17		1							18
44.0501 Public Policy	1									1
44.0701 Social Work	13	2								15
44.9999 Health Policy			1							1
45.0101 Social Sciences, Gen	1	1								2
45.0201 Anthropology	2	1	1				2			6
45.0401 Criminology	1									1
45.0601 Economics	1									1
45.1001 Political Science	1					5				6
45.1101 Sociology	1	1								2
50.0101 Visual Art	1	5								6
50.0703 Art History			1							1
50.0901 Music	1									1
50.9999 Performance Studies						1				1
51.1201 Medicine	1									1
51.0701 Health Care Admin	2									2
51.1504 Community Counseling	1									1
51.1508 Mental Health Counseling	1									1
51.2201 Public Health	2									2
51.2209 Maternal - Child Health	1									1
52.0101 Business, General	1									1
52.0201 Bus Admin & Mgmt	12	1	1							14
52.0301 Accounting	2									2
52.1001 Human Resources Mgt	3									3
52.1002 Labor Relations	2									2
52.1003 Organizational Dev.	3									3
52.1101 International Mgmt	1									1
52.1201 MIS	2									2
52.1401 Marketing	1									1
54.0101 History	4	3	3				1	1		12

VI. Instructional Resources and Information Technology

VI.A. Describe technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet cafes, etc.) and explain how you monitor the level of their usage.

VI.A.1. Library Resources

The 2008 sale of the Montpelier, Vermont, facilities to the Vermont College of Fine Arts included the university's Gary Library's physical facility and physical collection. UI&U retains ownership of all electronic collections. Under the terms of the sale, there is a three-year transition period during which both institutions will have use of all library facilities, collections, and services, supported by library staff who are UI&U employees. At the end of the three-year period (June 30, 2011), the UI&U library will become a totally virtual library. The library's Website is <http://www.myunion.edu/library/index.html>.

The mission of the Gary Library of Union Institute & University is to provide instructional and informational support to the university's academic community. To achieve that mission, the library has three over-arching goals:

1. to acquire and maintain high-quality print and electronic collections aligned with resource needs of learners
2. to provide a range of services to the university's learners, faculty, and staff across the country through information literacy instruction and circulation, reference, and document delivery services
3. to serve as an on-campus and virtual learning center fostering creative and intellectual growth and development

The library is supported by four professional (M.L.S. degreed) staff and two paraprofessional staff members, responsible for circulation, document delivery, and interlibrary loan services. The library's professional staff, in addition to the director, hold the following positions:

- Reference Librarian. Responsible for providing research instruction and reference services, identifies and selects appropriate library research resources. Also maintains library blog, participates in library website design, and assists with general public services.
- Systems Librarian/Technologist. Responsible for design/maintenance of Gary Library website, maintenance of library proxy web-server (used to authenticate remote access to library databases), identification and selection of appropriate electronic library research resources, and maintaining electronic resource external vendor relations. Also participates in reference and research instruction services, assists with general public services, and acts as a liaison between library department staff and computer services department staff.
- Technical Services Librarian. Responsible for cataloging and classification of all library materials, both print and electronic; also responsible for assisting with circulation and document delivery services, participation in reference services, coordinating offsite storage of older student theses, and responding to library users' emailed inquiries/requests.

Library Access/Technological Resources/Information Systems:

- Q Series Integrated Library System (vendor is EOS International Corporation)
- Proxy server for remote database access
- Link resolver via Serials Solutions
- Journal Subscription vendor is EBSCO, Inc.

- Journal Directory (A-Z journal list) via Serials Solutions
- ILLIAD interlibrary loan end-user online document requesting system
- Refworks bibliographic citation management software

Library Orientation:

Library orientations for faculty and learners are available to all, regardless of location. The orientation can be delivered via desktop conferencing (Adobe Connect) or through librarian-mediated instruction at the academic center.

Information Literacy:

Library staff developed a proposal for an institutional information literacy program, currently under consideration by the Provost. An online library research self-tutorial, a component of the proposed program, is operational and in use by both programs, currently available entirely through distance learning (the M.A. and the B.A.). The librarians are working with the Associate Provost for Institutional Effectiveness to incorporate information literacy competencies into the institution-wide assessment program.

Reference Hours:

At a minimum, library reference services are available Monday-Friday, 9am to 6pm. During academic residencies at the Montpelier center, hours are expanded to 8am to 8pm on weekdays, and the library remains open on selected weekends, when the library remains open between five and eight hours per day according to the needs of the academic program(s) in residency.

Usage Statistics:

In the 2008-2009 fiscal year (July 2008 through June 2009):

- 7,549 documents borrowed from the circulating collection
- 155,254 online searches of licensed research databases
- 82,217 full-text documents retrieved/downloaded
- Professional staff provided group instruction (library orientations and advanced research workshops) to: 497 learners and 49 faculty. Ninety percent of those receiving group instruction participated in face-to-face sessions, 10 percent participated via live/remote desktop conferencing.
- Professional staff answered 1,765 in-depth research/reference questions— 49 percent by email, 9 percent by instant messaging, 16 percent in-person, and 16 percent by phone.

Interlibrary Loan/Document Delivery (2008-2009):

- 575 documents provided to other libraries
- 1,739 documents received from other libraries
- Average turnaround time (defined as time elapsed between document request and document delivery): 8 days for materials sent by surface mail; 15 hours for materials delivered electronically

Library Holdings:

Additional information about library holdings, including a detailed listing of licensed research databases, can be found on the library website, at <http://www.myunion.edu/library/>.

Digital: (property of Union Institute & University)

120 online research databases; 30,100 electronic full-text journal subscriptions via online databases; 43,765 electronic books via online databases; 825,000 full-text doctoral dissertations via Proquest dissertation database (including more than 5,000 by Union Institute & University graduates)

Print: (property of Vermont College of Fine Arts)

47,125 books/monographs; 244 bound journal subscriptions; 352 bound doctoral dissertations; 213 bound master's theses; 2,675 bound undergraduate theses

Other: (property of Vermont College of Fine Arts)

199 audiocassettes, 11 compact discs, 27 DVDs, 407 videocassettes, 72 photographs/slides, 2,289 master's theses (microfiche)

Library Consortia Memberships/Collaborations:

1. Member of SWON (Southwest Ohio and Neighboring Libraries Network): SWON assists with group-negotiated purchase of online library research materials, provides professional development opportunities for member libraries staff, and direct reciprocal library borrowing for member libraries. <http://www.swonlibraries.org>
2. OCLC (Online Computer Library Cooperative): non-profit membership computer library research and service organization; North American interlibrary loan and document delivery service network. <http://www.oclc.org>
3. New England Library Network (NELINET): a regional node of the North American OCLC network, the New England Library Network also provides group-negotiated purchases of online library research materials, training workshops and professional development opportunities for member libraries' staff, and an outsourced collection digitization service. <http://www.nelinet.net/>
4. Association of Vermont Independent Colleges. This consortium assists with group-negotiated purchases of online library research materials; members meet regularly to maintain/explore best practices in library science. <http://www.vermont-icolleges.org/>
5. WALDO (Westchester Academic Library Directors Organization). Provides group-negotiated purchases of research databases. <http://www.waldolib.org/>
6. Vermont Online Library. Provides group-negotiated purchases of research databases. <http://www.vtonlinelib.org/>

VI.A.2. Information Technology

The Information Technology (IT) Department is based on the Cincinnati campus, providing a single point of contact for all technical support needs at Union Institute & University. The department is organized into four teams:

- Instructional Design: works with faculty to develop online courses
- Help Desk: available to all learners, faculty, and staff who need technical support
- Infrastructure: provides technical services for Union computers, the university network, and servers
- Development: manages Union's Jenzabar Student Information System as well as other custom systems

Via its website (<http://www.myunion.edu/it>), the IT department offers a variety of resources in support of student learning, including online orientations to CampusWeb and eCollege (including course design support for faculty) and beginner- and advanced-level technology proficiency self-

evaluation modules. The IT department also facilitates communication across the university via support for audio- and video-conferencing, and is responsible for maintaining computer equipment designated for learner use at each center.

CampusWeb:

The IT department maintains CampusWeb, the university's portal to the Student Information System (SIS). The portal gives learners the ability to view grades, registered courses, account balances (and the option to make payments), print ID cards, etc.

E-College:

UI&U uses e-College for support of online courses. The IT department provides online eCollege tutorials/orientations for learners and faculty, as well as two instructional technologists to assist faculty in developing eCourses. Until July 2009, wide use of eCollege was limited by the university's license to either fully online or hybrid courses—eCollege was used primarily by the B.A. and M.A. programs, as well as limited use by the three doctoral programs. Under a new contract negotiated by the IT department, UI&U now has unlimited use of eCollege—faculty are now encouraged to use eCompanion as an enrichment/supplemental resource for all courses, even those offered in classroom settings and via independent study. In fact, by January 2010, it is expected that all undergraduate courses will have an eCollege element. UI&U uses three levels of e-College:

- eCourse – An eCourse is a fully online course that may be developed by Union faculty or by Pearson Publishing. There is no limit to the size of an eCourse.
- Hybrid – A hybrid course is an online course that accompanies an "on the ground" course. Content is provided via both a classroom setting and thru the online course. A hybrid course is limited to 8 MB of faculty provided content.
- eCompanion – A "lite" version of an eCourse, eCompanion is used to supplement "on the ground" courses or for tutorial/ independent study courses, managing the exchange of documents and information between the learner and faculty. An eCompanion course is limited to 4 MB of faculty provided content.

Conferencing:

Almost all meetings of UI&U faculty and staff use teleconferencing services to connect the university's widespread community. UI&U utilizes Time Warner teleconferencing system for conference calls; with each academic program and administrative department allotted one or more conference lines. Video-conferencing technology (currently using Adobe Connect) allows for desktop sharing, file sharing, chats, and video access with Web cameras. Use of audio- and video-conferencing is monitored through the budget/invoice approval process.

Computer Access:

While UI&U is not a residential campus, it does provide computer equipment for learner use at each location—all computers available to learners have full Internet access. The Montpelier center lab is the largest, in support of the frequent residencies at that center for the B.A., M.Ed., and M.A. programs; the lab is also used by learners enrolled at the Vermont College of Fine Arts. Wireless web cameras at each center allow for computer lab use to be monitored. Each center provides at least one printer for learner use.

<u>Center</u>	<u>Computers for learners</u>
Cincinnati	6
Montpelier	28
Brattleboro	5
Marlboro	2
Miami	16
Los Angeles	4
Compton (course site)	2
Sacramento	5

VII. Financial Data

The 2008-09 audit, which was not finalized at the time the self-study was completed, will be available during the visit.

Figure VII.A. Unrestricted Revenues			
	2005-2006	2006-2007	2007-2008
Tuition and fees	25,004,136	23,835,534	22,705,004
State/local appropriations	0	0	0
Denominational income	0	0	0
Investment & annuity income	185,424	186,599	156,704
Contributions	224,642	114,009	124,118
Auxiliary	482,933	299,978	350,701
Other	2,158,526	2,176,010	2,069,518
Total	28,055,661	26,612,130	25,406,045

Figure VII.B. Unrestricted expenses			
	2005-2006	2006-2007	2007-2008
Instructional/departmental/library	14,202,499	13,397,576	13,836,416
Student services	2,262,099	1,994,023	2,208,610
Plant operation and maintenance	1,816,796	2,134,157	2,591,998
Administration	8,428,692	8,774,931	8,812,339
Fundraising	143,854	125,415	59,020
Auxiliary	289,797	270,291	249,696
Other	4,449,466	177,706	179,195
Total	31,593,203	26,874,099	27,937,274
Audited (deficit)	(3,537,542)	(261,969)	(2,531,229)

VII.C. If, in either of the past two completed fiscal years, the total of 7B exceeded the total of 7A, how did the institution cover the shortfall?

Union Institute & University has been in a complete turn around of academic program design and operations since 2005 when trustees:

- Agreed to sell the real property to eliminate debt service and facilities costs and to end the university's financial dependency on the doctoral program.
- Decided to teach out the existing Ph.D. program and replace it with three newly designed doctoral programs; an expensive shift from the self-directed tutorial doctoral model that had been, for many years, the financial foundation of UI&U.
- Directed that future enrollment growth be driven by undergraduate and master's degree programs.

The university is now four years into this renewal process and expecting the first year positive fiscal results in year ending June 2010. While one never intentionally operates at a deficit, there are times in the life of an organization when renewal requires several lean years with deficits before the new products reach profitability. This renewal describes the place in the organizational life cycle UI&U has been in since early 2005.

Year 2005-2006 explanation for unrestricted deficit of \$3,537,542

Impairment loss on assets held for sale of \$2,203,906 plus USED liability settlement of \$453,695 were extraordinary items included in the “Other” expenses line. Tuition revenues decreased \$1,970,117 due to stopping acceptance to the PhD program. The deficit was financed from reserves and sale of off-campus buildings in Montpelier owned by the university.

Year 2006-2007 explanation for unrestricted deficit of \$261,969

Ph.D. tuition continued to decrease faster than expected, at the same time as program expenditures remained stable to accommodate a teach out of the program. Deficit was financed with reserves and cash from sale of property.

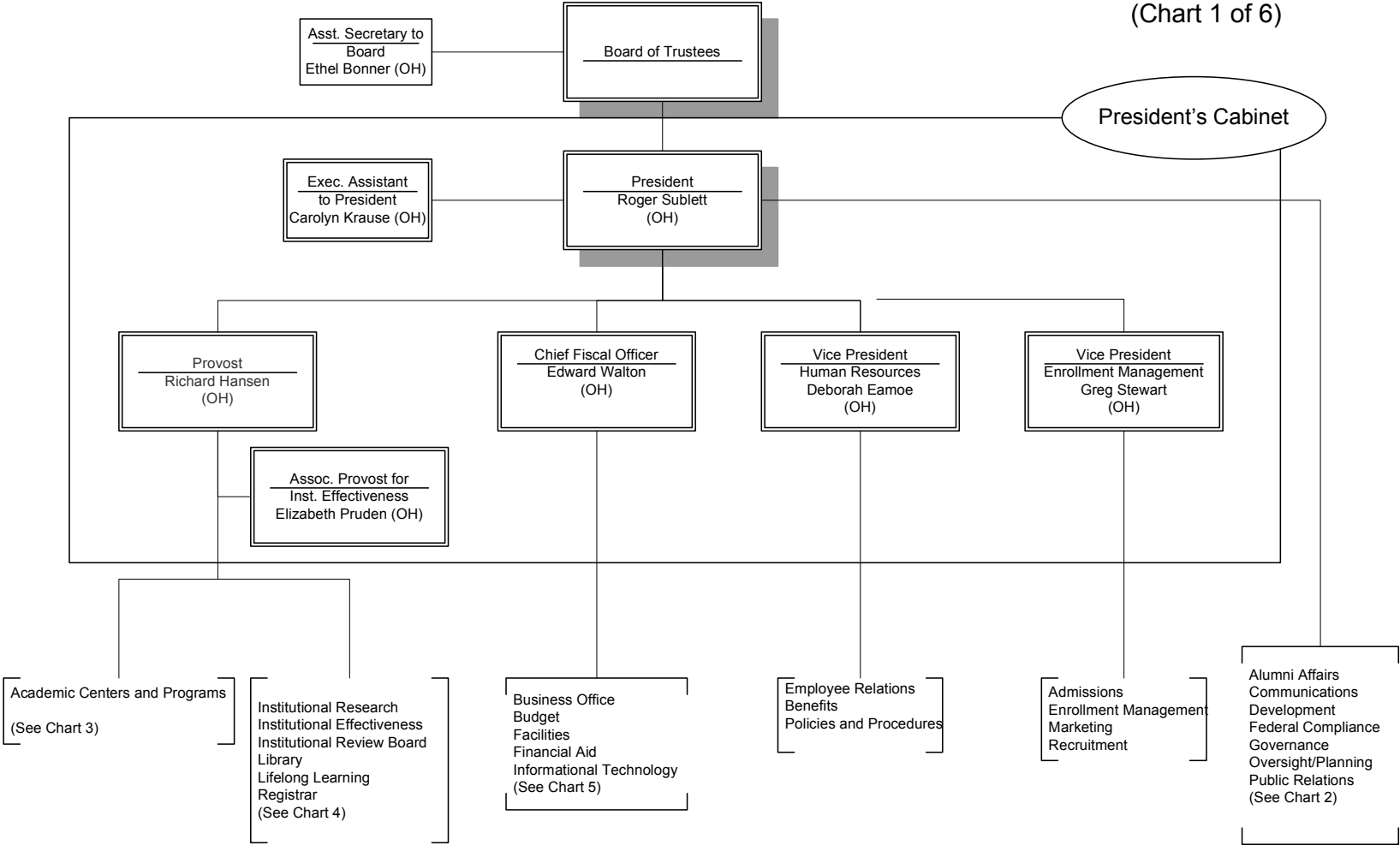
Year 2007-2008 explanation for unrestricted deficit of \$2,531,229

Expenses for the year included start-up costs for the three new doctoral programs, which did not, in turn, produce any meaningful tuition revenue. Marketing expenses also increased in an attempt to enhance undergraduate tuition. but the natural lag time with student inquiries delayed enrollment growth until 2008-2009. Reserves and excess cash from property sales after retirement of debt financed the unrestricted operations.

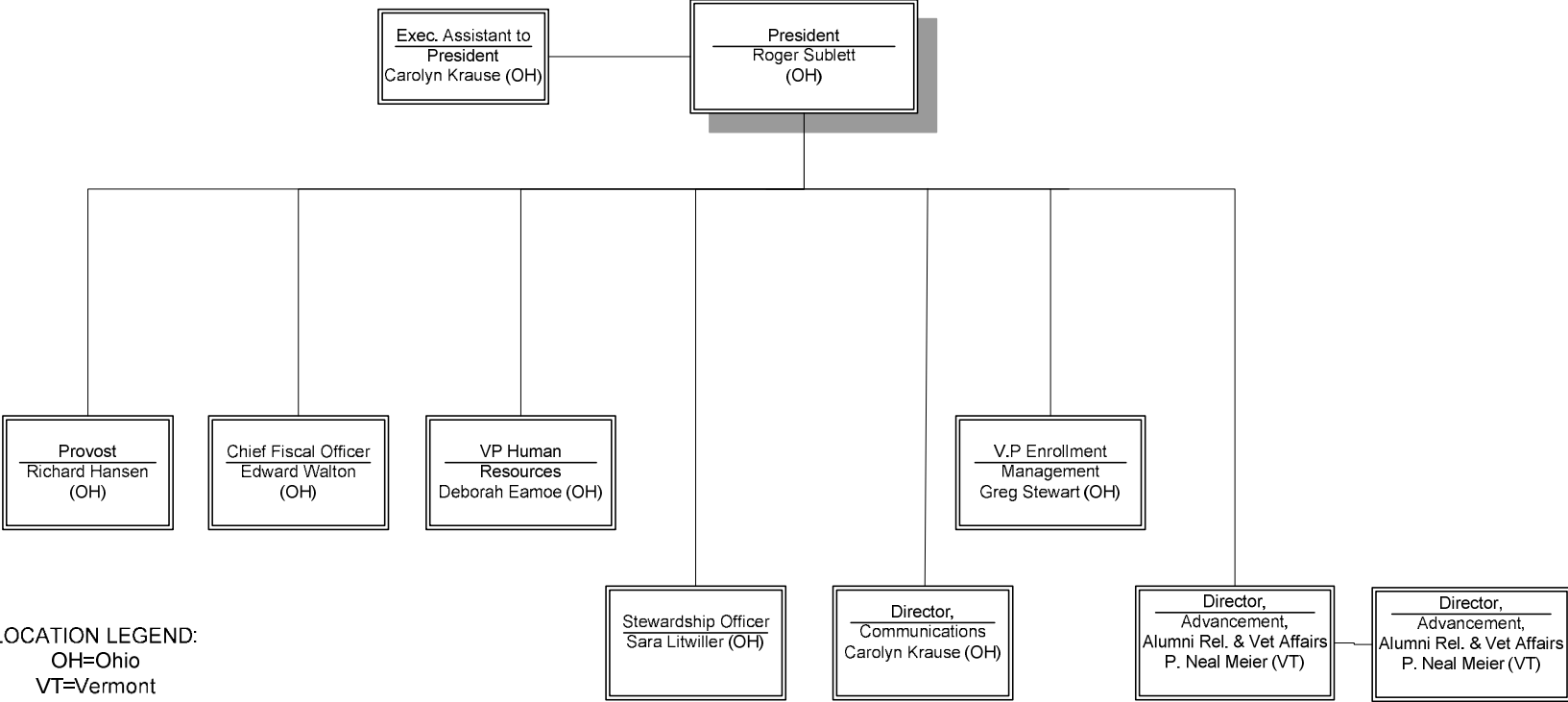
Appendix B
Organizational Charts

LOCATION LEGEND:
 OH=Ohio
 VT=Vermont
 FL=Florida
 CA=California

Union Institute & University
 Organizational Overview
 & President's Cabinet
 September 2009
 (Chart 1 of 6)



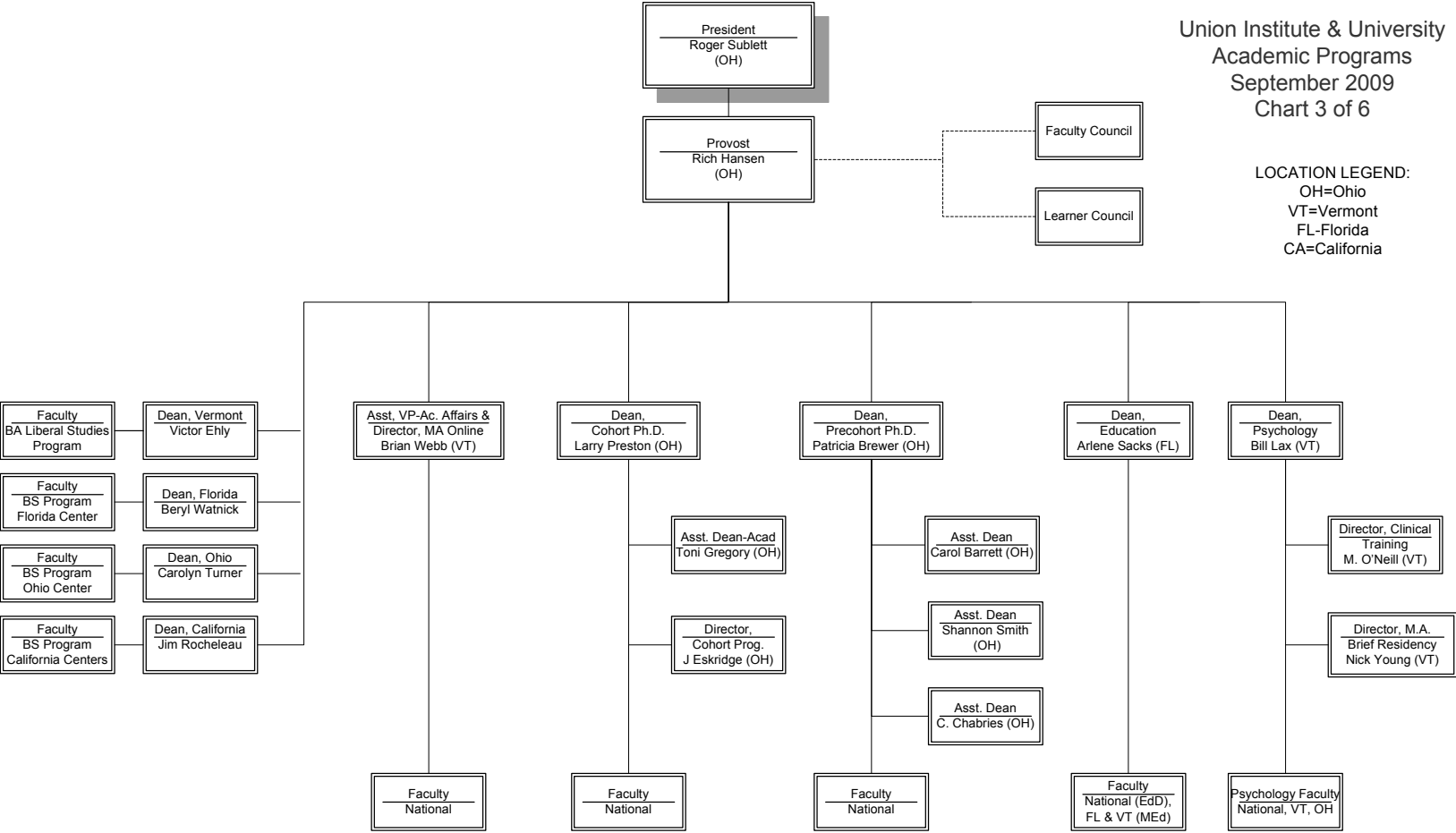
Union Institute & University
Office of the President
September 2009
(Chart 2 of 6)



LOCATION LEGEND:
OH=Ohio
VT=Vermont
FL=Florida
CA=California

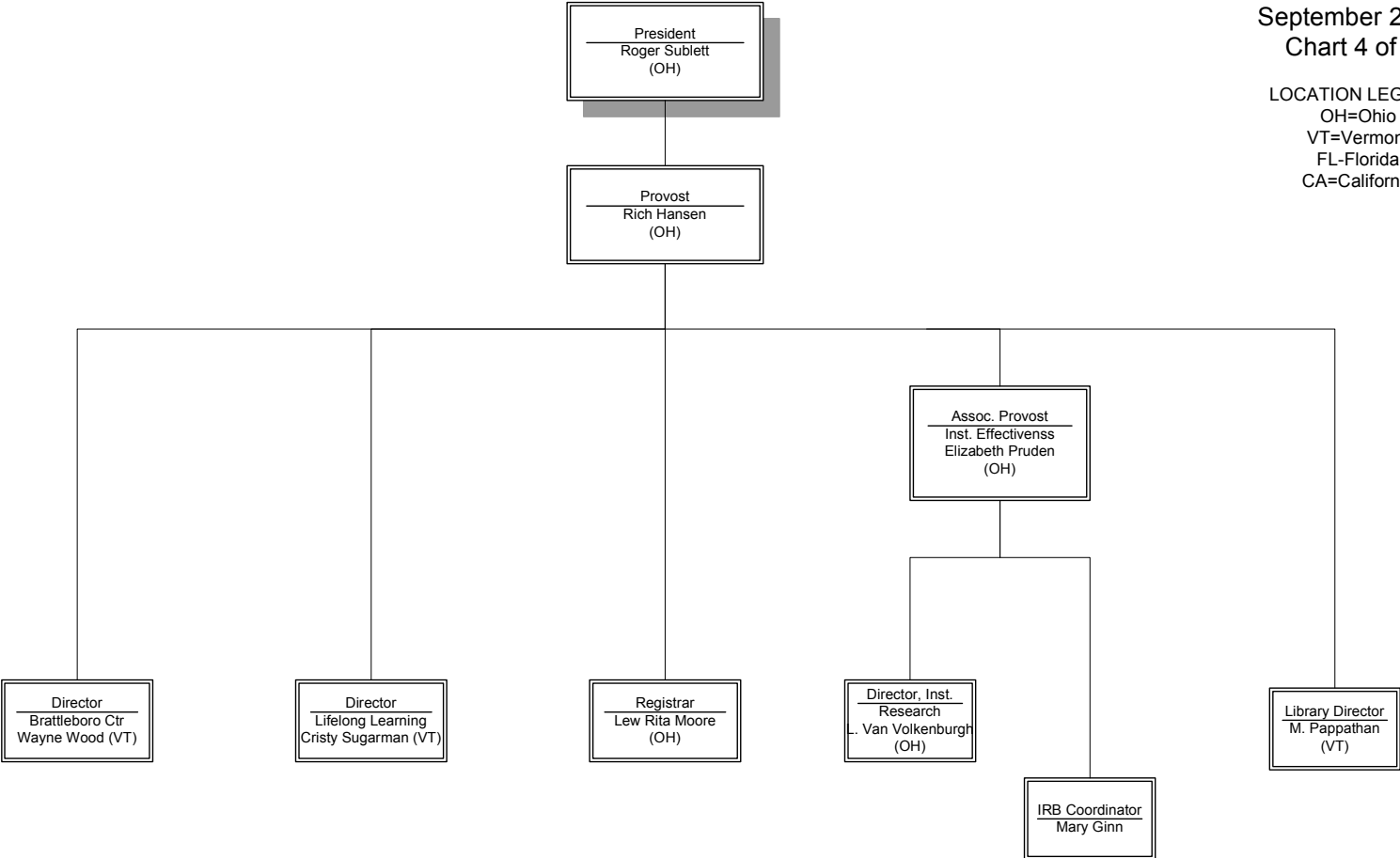
Union Institute & University
 Academic Programs
 September 2009
 Chart 3 of 6

LOCATION LEGEND:
 OH=Ohio
 VT=Vermont
 FL=Florida
 CA=California



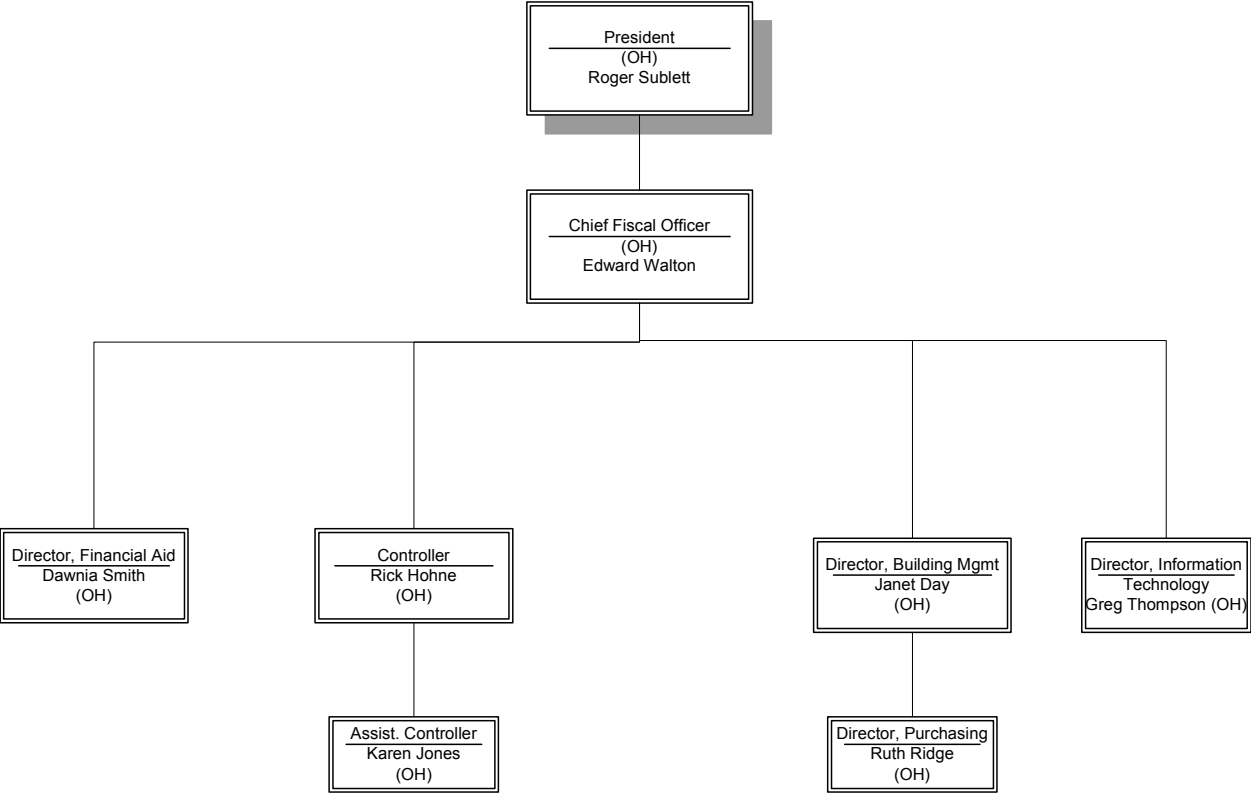
Union Institute & University
Academic Admin & Services
September 2009
Chart 4 of 6

LOCATION LEGEND:
OH=Ohio
VT=Vermont
FL=Florida
CA=California



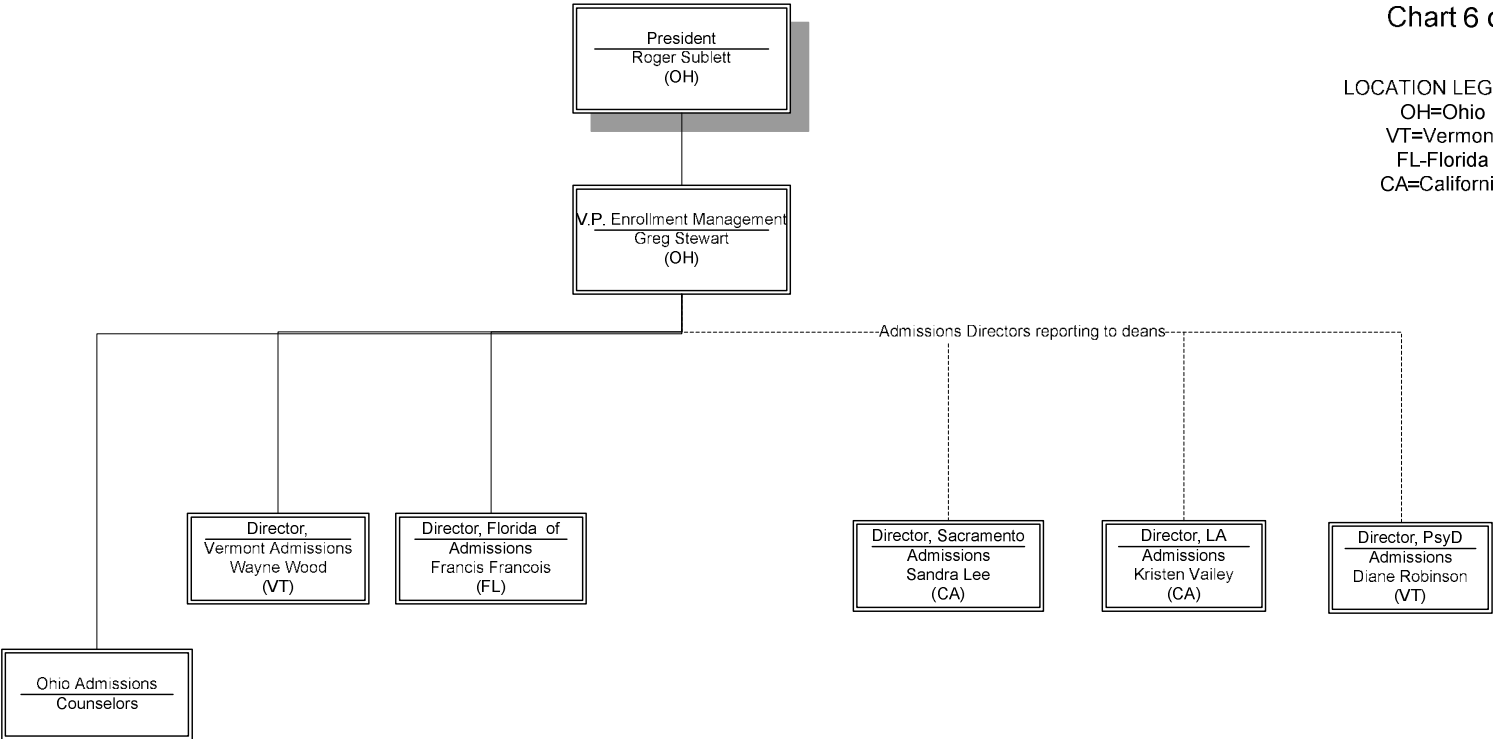
Union Institute & University
Fiscal Operations,
Facilities, & Technology
September 2009
Chart 5 of 6

LOCATION LEGEND:
OH=Ohio
VT=Vermont
FL=Florida
CA=California



Union Institute & University
Enrollment Management
September 2009
Chart 6 of 6

LOCATION LEGEND:
OH=Ohio
VT=Vermont
FL=Florida
CA=California



Appendix C
Federal Compliance

FEDERAL COMPLIANCE

Union Institute & University is in full compliance with federal regulations related to Title IV and related issues, as defined by the Higher Education Opportunity Act (HEOA) and the Jean Cleary Act. In 2008, the university formed an internal workgroup of administrators, the Learner Services Group, to address HEOA compliance. Resulting changes include:

- Review of all institutional policies applicable to learners, revision to those policies as needed, development and implementation of new policies required by HEOA, and formation of a standing committee responsible for regular policy review
- Development of a Web page. Housed on the Institutional Research Web site, in a section headed “Institutional Data,” this information can also be accessed through the “About Union” Web page. Disclosure information can be found at: <http://www.myunion.edu/administration/offices/institutional-effectiveness/institutional-research/institutional-data.html>
- Review of existing university policy regarding learner complaint records, in light of a new (effective August 31, 2009) institutional level policy for learner complaints and appeals.

This appendix follows the format of and responds to the Commission’s “Consultant Evaluator Worksheet on Federal Compliance Requirements.”

FEDERAL COMPLIANCE PROGRAM COMPONENTS

Credits, Program Length, and Tuition

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Credit hour assignments and degree program lengths are detailed in program handbooks. The university believes these are within the range of good practice in higher education, as detailed in the summary table below. Note that the university standardized the bachelor’s programs to a 16-week trimester calendar with the start of the 2009-2010 academic year; master’s programs will change with the 2010-2011 academic year (July 2010).

Note that UI&U has a year-round calendar. Programs on the trimester system have three 16-week terms; programs on the semester system have two 6-month terms. The B.S. program also has a session option, where each 4-month term can be divided into two 8-week sessions.

Program	Total Semester Credits Required	Program Length	Calendar	2009-2010 Tuition
B.A. B.S.	120	10 trimesters at full-time (12 ch/ term)	Trimester	\$454/ credit hour
M.A. online	36	3 semesters at full-time (12 ch/ sem)	Semester	\$678/ credit hour

Program	Total Semester Credits Required	Program Length	Calendar	2009-2010 Tuition
M.A. low residency	36 (48 and 60 credit hour options)	3 semesters at full-time (12 ch/ sem)	Semester	\$734/ credit hour
M.Ed. online	36	4 trimesters at full-time (9 ch/ term)	Trimester	\$560/ credit hour
M.Ed. Florida	36	3 semesters at full-time (12 ch/ sem)	Semester	\$536/ credit hour
M.Ed. Vermont	36	6 semesters (learners take 6 ch/ sem)	Semester	\$677/ credit hour
Ed.S.	36	3 semesters at full-time (12 ch/ sem)	Semester	\$568/ credit hour
Ph.D. (cohort and precohort)	66	6 semesters (min), 14 semesters (max)	Semester	\$11,417/ semester (or \$1038 per credit hour)
Ed.D.	66	6 semesters (min), 14 semesters (max)	Semester	\$932/ credit hour
Psy.D.	124*	9 terms (min), 21 terms (max) at full-time	Trimester	\$838/ credit hour

*Unlike the Ph.D. and the Ed.D., the Psy.D. does not require an earned master’s for admission. The nine term minimum program length for the Psy.D. applies to learners entering with advanced status.

M.A.

The variation in tuition for the M.A. online and brief residency options reflects the slightly higher administrative costs for the latter, related to the program’s residency requirements.

M.Ed.

Until 2008, the M.Ed. program, based in Florida and Vermont, had two entirely separate administrative organizations, as well as separate tuition scales. When the program was reorganized under the dean of graduate studies in education, the dean established the goal of reaching a standard tuition rate. When the online option was introduced in 2009, the tuition rate was placed between the other options.

Doctoral

The Ph.D. program is the only one of the three doctoral programs that charges a flat tuition rate, not a per credit hour rate. If divided by 11 credit hours (average credits per 6-month semester for a 66 credit hour program completed in six terms), the Ph.D. program’s per credit hour rate is higher than that of the Ed.D., reflecting the higher administrative costs of supporting the Ph.D. program’s more individualized, interdisciplinary curriculum. The Psy.D. program’s per credit hour rate is lower than both the Ed.D. and the Ph.D. for two reasons: the program’s trimester system and the Psy.D. curriculum, which is the most standardized of the three doctoral programs.

Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

Depending on the issue, records of learner complaints and their resolutions are maintained in the provost’s or president’s office—which share a suite. A report on complaints received within the past

two years, will be available for review during the visit, as will the current university policy regarding recording and retaining records of learner complaints.

The provost and president periodically receive communications from learners (emails, telephone calls, letters) requesting assistance in resolving some concern. Most of these communications are referred to the appropriate dean or department director for resolution through appropriate program-level processes. The provost, president, or the president's executive assistant responds to each direct communication. If the president or the provost is copied on a communication addressed to another individual at the university, the communication is filed. Any learner communication to the president or the provost that indicates the possibility of legal action is referred to university counsel as a matter of course.

In the last three years, the majority of communications of concern sent to the president or the provost have been from learners enrolled in the pre-cohort Ph.D. program that is in teach-out phase—mostly complaints about changes to the program related to service or financial issues. The university has started a graduate roundtable of learner service personnel to address these concerns in a systematic way. It is expected that that the number of these types of complaints will decline as the program's enrollments continue to drop.

Until recently, however, no complaint log was maintained in the office, nor were there parameters for determining which complaints would be considered "official" complaints under the federal standards. Program policies and procedures typically indicated that learners had the option of appealing a decision to the provost, but there were no written institutional-level procedures for such actions. In the course of reviewing institutional policies for learners, the task force charged with this responsibility identified the lack of an institutional level policy and procedure as an issue. The task force recommended, and the provost approved, four new or revised institutional level policies: with procedures detailing the sequence to be followed for learner complaints:

- Academic Integrity Policy and Procedure (effective February 9, 2009)
- Learner Complaints and Appeals Policy and Procedure (effective August 31, 2009)
- ADA Grievance Procedure for Learners (effective August 31, 2009 as revised)
- Policy on Discriminatory and Sexual Harassment (effective August 31, 2009, as revised)

These new or revised policy statements include parallel processes for responding to and resolving learner complaints. Each begins with departmental/ program level process and ends with an institutional level process, typically in the provost's office. Institutional policies and procedures on learner complaints and appeals can be found at <http://www.myunion.edu/about/university-policies/index.html>

As a result of these new and revised policies, the task force also recommended revisions to the university's internal policy on tracking and retaining learner complaints, first approved in 1998. The key revisions to that policy include:

- defining parameters for determining whether a complaint should be considered to be an official complaint;
- providing for implementation of a system for a central log for recording and tracking official learner complaints; and
- extending the time frame for retaining official learner complaint documents after final resolution from two years to five years, to align with institutional policies on retention of academic records.

Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

Criteria for acceptance of transfer credits are program specific, published in program handbooks. In addition, an institutional general policy statement on UI&U acceptance of credits in transfer and transferability of credits awarded by UI&U is published on the university policy Web page at <http://www.myunion.edu/about/university-policies/index.html>. The same statement regarding transferability of credit is included on every registration form:

Transferability of credit to other institutions is at the discretion of the accepting institution. It is the learner's responsibility to confirm whether or not another institution will accept credits earned at Union Institute & University.

Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

While UI&U has only three entirely online programs, the majority of faculty-learner interactions occur at a distance. In fact, at UI&U, learning activities occurring in traditional “classroom” settings where faculty and students regularly meet face to face during a term are limited to certain programs: the B.A. weekend option, some B.S. majors and courses, and the M.A. brief residency program’s weekend option. The majority of UI&U programs use a blended or hybrid delivery model, where there are one or two brief face-to-face experiences in a term, with most interactions occurring at a distance.

At present, identity of learners participating in courses/ programs at a distance is verified using the following procedure:

- All learners are issued a Union identification number when they first register: new learners are sent an email containing the ID number, their UI&U email address, and password; the same information is sent to the learner via regular U.S. postal service. Learners are cautioned not to share their password.
- Learners use their identification number and password to log onto all technology resources, including CampusWeb, eCollege, and the library.
- UI&U uses the eCollege system for online courses. eCollege offers three levels of support:
 - **eCourse** – An eCourse is a fully online course.
 - **Hybrid** – A hybrid course combines online with classroom based learning.
 - **eCompanion** – eCompanion is used as an online supplement to a course that is largely classroom based, or for tutorial/independent study coursework; it serves primarily to manage the exchange of documents and information between the learner and the instructor.

In addition to the assurances provided by password protected access to online course systems, learners are governed by university policies on academic integrity and use of technological resources.

Title IV Program and Related Responsibilities

The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

As discussed in chapter 1, a program review conducted by the U.S. Department of Education in 2003 resulted in temporary suspension of eligibility for UI&U doctoral learners. The implications of that review were far-reaching, ultimately playing a part in the Commission's decision to put the university on notice. All of those issues have since been resolved, although the university will continue to make quarterly payments on the resulting settlement, liability, and fine through April 2011. Because the program review occurred outside the specified 5-year time frame, related reports and materials are not in the resource room, but can be provided to the team if requested. The university kept the Commission closely informed throughout the resolution process. There have been no additional program reviews since 2003.

- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

The university's estimated financial responsibility ratio for the fiscal year ending June 30, 2009 is 1.8 (the ratio will be finalized upon completion of the A-133 audit and submission of EZ Audit to the U.S. Department of Education). As can be seen below, even with the challenges that the university has faced since the last review, UI&U's financial responsibility ratio has been out of the "pass" category only once. For the year ending June 30, 2006, UI&U's financial ratio of 1.4 was in the "zone" category—that ratio was the result of an impairment loss on university-owned buildings held for sale.

Year Ending	Financial Responsibility Ratio	Category
2001	3.0	Pass
2002	2.4	Pass
2003	2.4	Pass
2004	3.0	Pass
2005	1.6	Pass
2006	1.4	Zone
2007	1.8	Pass
2008	1.6	Pass
2009	1.8 (estimated)	Pass

- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- UI&U’s FFEL, direct loan, and Perkins loan cohort default rates for fiscal years 2001 through 2007 are provided below. in the Institutional Snapshot. The draft rate of 3.8 percent for 2007 (not finalized at the time this report was completed), is by far the highest, undoubtedly the result of the national economic situation. (The average for 2001-2006 is 2.0%.) UI&U’s cohort default rate is consistently below national rates.
- UI&U’s Perkins loan cohort default rates increased dramatically for the year ending 2005, after the university first offered Perkins loans to undergraduate learners.

Year	FFEL and Direct Loan Cohort Default Rates		Perkins Loan Cohort Default Rates	
	UI&U	National*	UI&U	National
2007	3.8%	Not published	20.85%	Not published
2006	1.7%	5.2%	30.85%	8.1%
2005	1.4%	4.6%	19.05%	8.12%
2004	2.4%	5.1%	2.4%	Not available
2003	2.4%	4.5%	2.4%	
2002	1.5%	5.2%	1.5%	
2001	2.9%	5.4%	2.9%	

*Source: Federal Student Aid Default and Prevention and Management.
<http://www.ed.gov/offices/OSFAP/defaultmanagement/defaultrates.html>

- UI&U reports campus crime information annually to the Department of Education and, via a Web-based report, to the UI&U community. The most recent report, for calendar year 2008, was published September 28, 2009:
<http://www.myunion.edu/about/doc/safety-security-report.pdf>
- Disclosure information required by the Higher Education Opportunity Act are housed on the Institutional Research Web site, in a section headed “Institutional Data.” This information can also be accessed through the “About Union” Web page:
<http://www.myunion.edu/administration/offices/institutional-effectiveness/institutional-research/institutional-data.html>
- Satisfactory Academic Progress and Attendance Policies. The Financial Aid office’s Web site provides general information regarding the importance of satisfactory academic progress in maintaining financial aid eligibility.
<http://www.myunion.edu/admissions/financial-aid/sap.html>). Individual program policies are presented in program handbooks.

Contractual Relationships

The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.

Not applicable. UI&U no longer has any such contractual relationships. The university’s contractual relationship with the Vermont College of Fine Arts was a component of a transition plan, related to the sale of the M.F.A. programs that ended June 30, 2009. The Vermont College of Fine Arts was granted candidate for accreditation status with the New England Association of Schools and Colleges in 2008.

Institutional Disclosures and Advertising and Recruitment Materials

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

UI&U's "About Union" Web site (<http://www.myunion.edu/about/index.html>) provides accurate, and up-to-date information about the university's accreditation status and relationships with state licensing agencies, and university policies applicable to learners, information that is also included in each program handbook. Advertising and recruiting materials incorporate appropriate language regarding the university's accreditation, as required by the Commission. In addition, the "About Union" Web site and each program handbook include a detailed description of the meaning of accreditation: <http://www.myunion.edu/about/accreditation-meaning.html>, adapted from and with a link to the HLC publication, "Institutional Accreditation: An Overview." To ensure that key publications provide appropriate information and language related to state licensing and accreditation, the director of institutional research is one of a group of internal administrators who review every proposed revised or new program handbook.

Relationship with Other Accrediting Agencies and with State Regulatory Boards

The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.

At present, UI&U has no official relationships with accrediting bodies other than The Higher Learning Commission. The Psy.D. program is working closely with the American Psychological Association (APA) toward accreditation of the program when it becomes eligible. (As a new program, the Psy.D. is not eligible for APA accreditation, as no learners have yet graduated.) As noted above, the university's relationships with its state authorizing agencies is disclosed on the university's "About Union" Web pages and in program handbooks. State certificates of authorization will be available for review during the visit.

The university is not currently under sanction, nor has it been sanctioned or received an adverse action from any state authorizing agency within the past five years. The university keeps The Higher Learning Commission informed of all changes or updates to state authorizations, sending the Commission copies of all official correspondence with the responsible state agencies in Ohio (Ohio Board of Regents), Florida (Florida Commission on Independent Education), and Vermont (Vermont Board of Education). Note that there is no corresponding agency in California: the state's Private Postsecondary and Vocational Education Reform Act became inoperative on June 30, 2007 and was repealed on January 1, 2008. There is not, at present, any regulatory body with oversight of private postsecondary schools, and no approval is required to operate in the state. Schools such as UI&U, previously authorized by the Bureau, are permitted to continue to operate in the state. Source: <http://www.bppve.ca.gov/>

Appendix D
Audited Financial Statements
2006-07 and 2007-08

Contact the Chief Financial Officer

Appendix E
University Outcomes and Competencies

**University Learning Outcomes
&
Degree Level Competencies
August 2007**

University Learning Outcome	Undergraduate Competencies (B.A. and B.S.)	Masters' Competencies (M.A. and M.Ed.)	Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)
1. Communication Outcome. Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.	Construct coherent, organized expression appropriate to a variety of disciplines and audiences.	Construct coherent and organized written documentation using standard English.	Persuade others of the credibility and viability of innovative results of the doctoral degree.
	Effectively apply the basic mechanics of language (syntax, grammar, punctuation, and spelling).	Analyze, critique, and synthesize scholarly literature in the field.	Exercise rigor in the scholarly research.
		Critically reflect on experience related to acquired knowledge.	Display clarity, precision, and sophistication in written and oral presentations characterized by logical coherence and consistency, by the proper use of evidence and citations
		Consistently document sources using appropriate academic citation style.	
2. Critical & Creative Thinking Outcome. Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.	Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.	Critically interpret and evaluate research results applicable to the learner's field of study.	Present compelling evidence of the ability to formulate clear and precise research questions, develop testable hypotheses, assemble data, weigh evidence, assess established interpretations, reach defensible conclusions, and construct alternative interpretations.
	Integrate one's own ideas with those of others to address an issue.		
	Support a position with appropriate evidence.	Formulate and defend a scholarly analysis of a range of resources.	Advocate for action based on original research that draws on interdisciplinary inquiry.
	Apply a creative process to explore an issue using imagination, intuition, and analytical methods.	Using critical inquiry, explain theory and how it intersects with <i>praxis</i> in learner's field of study.	Initiate and conduct significant scholarly inquiry in the form of original research.
	Interpret quantitative and qualitative information.		

**University Learning Outcomes
&
Degree Level Competencies
August 2007**

University Learning Outcome	Undergraduate Competencies (B.A. and B.S.)	Masters' Competencies (M.A. and M.Ed.)	Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)
3. Ethical & Social Responsibility Outcome. Express ethical & social implications in one's social, professional, artistic and/or scholarly practice.	Reflect on one's value system and the value systems of others.	Explain the social implications of one's own focus of study, and relate those implications to the larger world.	Explain social and ethical theories upon which the profession is built and assess their applicability and effectiveness.
	Describe ethical responsibility in the context of professional or scholarly practice.	Examine the ethical implications of one's own focus of study, and relate those implications to the larger world.	Address historical, sociological, psychological, political, philosophical and ethical influences on the presence of difference among individuals, alternative identities, and social groups and encourage others to address these issues In their lives.
	Articulate and evaluate the reasons and justifications that support particular values.		
4. Social & Global Perspectives Outcome. Articulate a perspective on power in the world and one's own place in the global community.	Recognize the contributions of diverse peoples and cultures to the development of the world.	Examine the contributions of diverse peoples and cultures in the field of study.	Analyze and evaluate alternative theories of the proper distribution of a society's resources
	Analyze social issues involving individuals, communities, and institutions from different disciplinary perspectives.		Defend equitable approaches for working with people within and outside the social majority, including prominent as well as diverse socio-economic and social-cultural constituents
	Demonstrate an understanding of the world as sets of interactive and interrelated systems.		
	Develop a sense of global citizenship.		
5. Major/Area of Concentration Outcome. Explain and apply major terms, methods, concepts, and/or theories relevant to the major and/or area of concentration.	Defined by majors and areas of concentration	Defined by areas of concentration and specialization	Defined by areas of concentration and specialization

**University Learning Outcomes
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Degree Level Competencies
August 2007**