

Assurance Argument
Bowling Green State University -
OH

8/14/2017

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1. In 2011, the institution initiated a modification of both its [vision and mission](#) statements to begin with the phrase "in the spirit of innovation" to better reflect the institution's academic mission, programming, and dedication to support student learning and success. The focus on innovation, or 'changing to meet needs', accurately reflects BGSU's aspirations as a learning community. BGSU has developed the mission of the institution through a collaborative and inclusive process that involves multiple constituencies. BGSU's vision and mission statement emerged from the 2008 strategic planning process, known as [Charting Our Future](#), which began by convening a broad-based, representative team to facilitate community-wide dialogs focused on the future directions of the institution, and outline an ongoing strategic planning process. The Faculty Senate and Board of Trustees (BOT) approved the vision, mission, and the strategic directions (including the University's core values and learning outcomes) of the institution on [June 26, 2009](#).

Campus-wide collaborative dialogs continue, to enrich, inform, and guide our mission statement, University's core values, strategies and goals, and [University Learning Outcomes](#). The mission of the institution has a long history of driving the periodic review and refinement of the strategic directions at BGSU. The [strategic directions and goals](#) were reviewed and modified (2013-14) to be more action oriented and inclusive of the revised institutional mission focused on innovation. Since 2011, all unit strategic planning documents (e.g., academic units, colleges, Academic Affairs) are aligned to strategic goals. Units create strategic planning documents, with identified metrics, that are aligned with the mission of the institution and are reviewed periodically throughout the academic year. In addition, updates are provided from units to the President who then provides the [BOT with monthly updates](#) (see 1.A.2; 1.B.1). These updates illustrate how faculty, colleges, Academic Affairs, Student Affairs, and other academic support units on campus are contributing to the vision, mission, and strategic goals of the institution.

Articulation of the University's mission is also done in the annual [State of the University address](#) that the President makes to various constituencies and the public. [A Completion Plan Update](#), that outlines various accomplishments and plans related to the mission and strategic plan of the institution to support degree completion, is also submitted biannually to the Department of Ohio Higher Education.

1.A.2. The University Strategic Plan was disseminated and adopted by academic units at the college-level ([College of Arts & Sciences](#); [College of Business](#); [College of Education & Human Development](#); [College of Health & Human Services](#); [College of Musical Arts](#); [College of Technology, Architecture, & Applied Engineering](#); [Firelands College](#); [Graduate College](#); and [Honors College](#)) as well as smaller academic units such as schools and departments (e.g., [Psychology](#)). Academic units at all levels add clarifications to the adopted strategies that were more appropriate to their units to better guide their local activities in support of the overall mission of the University. In addition, alignment of the University's mission within academic programs occurs primarily through the [University learning outcomes](#) and general education learning outcomes ([BG Perspective](#)). Program (undergraduate and graduate) learning outcomes, including general education, are aligned with the mission of the institution.

The [Vice Provost for Academic Affairs](#) and the Dean of the Graduate College, in addition to programmatic and curricular oversight, also oversee several units dedicated to the support of undergraduate and graduate services (e.g., [New Student Orientation](#), [Student Orientation Advising and Registration \(SOAR\)](#), [Academic Advising](#), [Center for Undergraduate Research and Scholarship](#), [Learning Communities](#), [Non-Traditional and Military Student Services](#), [Student Success Collaborative \(SSC\)](#), [Graduate Student Orientation](#), and [Graduate Assistantships](#)).

To promote the mission of the institution and meet strategic goals, the [Vice President for Student Affairs](#) became a dual report to the President and Provost (Vice President for Student Affairs and Vice Provost) in 2016. [Student Affairs](#) has also developed a divisional mission statement aligned with the University and committee that uses an [assessment system](#) to evaluate the effectiveness of its programs and services across its organizational structure. Student Affairs offers programming and has departments that serve our undergraduate and graduate students (e.g., [Campus Activities](#), [Center for Leadership](#), [Counseling Center](#), [Accessibility Services](#), [Multicultural Affairs](#), [New Student Orientation](#), [Recreation and Wellness](#), [Residence Life](#), [Student Health Services](#), [Student Legal Services](#), [Student Media](#), and [TRIO programs](#)). In keeping with our mission, we also provide support of our parents through a [Parent and Family Association](#), [Family Programs](#), [Falcon Family Weekend](#) and a [Family Handbook](#).

All other divisions of the University adopted the University Plan and adapted it for their use in day-to-day operations (e.g., [University Libraries](#), [Office of Institutional Research](#)).

In 2013, [Academic Operations](#), led by the [Vice Provost for Strategic Enrollment Planning](#), was also reconfigured to promote the mission of the institution and meet strategic goals. [Admissions](#), [International Programs and Partnerships](#), [Student Communications Center](#), and [Student Financial Aid and Scholarships](#) were grouped within the new area to ensure that the university's enrollment profile is consistent and aligned to its mission.

The academic programs, in addition to the new reconfiguration of student support and enrollment services, assists the University with meeting its stated mission and strategic enrollment goals. For example, attracting and ensuring the success of a diverse student body is no longer the sole responsibility of the division of Enrollment Management (a dual report to [Academic Affairs](#) and [President](#)) is coordinated across various divisions, colleges, and offices on campus. The leadership within Academic Affairs, Student Affairs, and Strategic Enrollment Management meet on a bi-monthly basis to discuss strategies and collaborations, ensuring that the University is meeting its stated mission.

1.A.3. As addressed in more detail in the institution's response to Criterion 5.C.1, the annual planning and budgeting process at BGSU is intentionally designed to align with the University's mission strategic plan (see 1.A.1). The University strategic plan, vision and mission statements, core values, and seven strategic goals provide clarity of focus for long-term divisional strategic plans (e.g., [Academic Affairs](#), [Finance & Administration](#)) and short-term annual budgets and strategic initiatives. These divisional plans, in turn, shape unit plans to ensure alignment throughout the institution. For example, each academic unit in the [College of Arts and Sciences](#) submits a proposed strategic plan to the college office, which aligns with the College, Academic Affairs, and University's mission and strategic goals. Included in the academic unit's plan are personnel and non-personnel budget requests to help achieve the academic unit's goals. Sections 5.C.1 and 5.C.3 provide greater detail of the integration of the planning and budgeting processes' alignment with institutional mission and priorities and the broader involvement of the University community in the planning process.

Since BGSU's last HLC review, the strategic planning process was further developed to more directly link allocation and internal reallocation of resources to the University's mission. These changes in the strategic planning process also reflected shifts in the higher education landscape in Ohio. In 2013, the Ohio Board of Regents was re-constituted as the Ohio Department of Higher Education (ODHE) and modified the formula for the State Share of Instruction (SSI) to include course and program completions. The SSI formula also included additional fiscal support for students with 'risk factors' (e.g., race/ethnicity, non-traditional, socio-economic status, etc.).

The current strategic planning process requires the development of department level plans be incorporated into the college, then University, strategic plans. This process allows for departments to identify how their projects/activities support the BGSU Mission and strategic goals. This same process is also in place for other units on campus (e.g., Student Affairs, Academic Operations, Finance and Administration, etc.). Departments, colleges, and other units at the institution provide monthly updates on accomplishments related to the mission of the institution to Provost and the President. The President provides monthly updates on accomplishments to the Board of Trustees regarding how the institution is meeting the mission.

Since 2013, the University negotiated two [contracts](#) with the BGSU Faculty Association (BGSU-FA) and is in the process of reviewing and revising the second contract. It should be noted that throughout these changes, the budget allocation process continued to follow the Academic Charter. Regardless of the process used, the final review was performed by the [Fiscal Affairs Advisory Committee](#) (FAAC). The FAAC meets to consider general budget implications as well

as presentation of the budget priorities of each division, enrollment projections, colleges overall state finances, general expenditures of the University, and other pertinent data. Although allocation of actual budget is not subject to bargaining, the tradition of shared governance is maintained by this joint committee.

To create stronger links between the mission, strategic goals, and budgeting, the institution developed a Performance Based Budgeting (PBB) task force in spring 2015 to explore institutional needs (e.g., infrastructure, data, etc.) and the creation and sustainability of a PBB system. There was wide participation in the task force and large public forums in spring 2016 to discuss the development and processes that would serve as a foundation for the new system. Various units on campus identified key performance metrics based on their role and function within the institution. For example, Academic Affairs discussed and decided upon [15 preliminary key performance indicators \(KPI\) for the PBB system](#) consisting of required performance data on the recruitment and success of students (e.g., number of students, retention, and graduation) and program and college efficiency (e.g., financial stability). To consider the value of the BGSU student experience, academic programs and colleges also select at least one KPI, depending upon their unique mission, related to the number of students involved in High Impact Practices (e.g., collaborative research, internships, global immersion experience, community based learning, or learning communities).

One of the more critical needs that arose from the open forums was for the development and creation of data dashboards for University administrators to track KPIs. The Data Governance Council (DGC) consists of members across various units within the institution. DGC meets bi-weekly to discuss data, data definitions, data verification, and needed data used in PBB reports for strategic planning, monitoring, and evaluation. The DGC has been working to complete data dashboards for KPIs, which are expected to go into full production by Spring 2018.

A website and accompanying materials for Academic Affairs are currently being designed and developed to address the new integration of strategic planning and [KPIs](#) for PBB. The website will be launched before KPI data dashboards go into full production by Spring 2018. The new website will bring together resources that are currently available on multiple websites (e.g., Provost, Institutional Research, Academic Operations) as well as additional resources for faculty, academic administration and staff on strategic planning and PBB; templates, tutorials, and guides to integrate PBB into the current strategic planning process; resources and strategies for selecting and making continuous progress on KPIs; and annual updates on strategic planning accomplishments from Academic Affairs to illustrate the alignment with and support of BGSU's mission.

Sources

- 1.A.1.BGSU Vision, Mission & Core Values
- 1.A.1.ChartingOurFuture
- 1.A.1.Completion Plan
- 1.A.1.June 26 2009 BOT
- 1.A.1.Mission statement

- 1.A.1.Process
- 1.A.1.State of the University 2013-2016
- 1.A.1.strategies and goals
- 1.A.1.University Learning Outcomes
- 1.A.2.Academic Advising
- 1.A.2.Academic Operations
- 1.A.2.Accessibility Services
- 1.A.2.Admissions
- 1.A.2.AS Final Strategic Plan
- 1.A.2.BG Perspective
- 1.A.2.BGSU Provost Performance Metrics
- 1.A.2.Business Final Strategic Plan
- 1.A.2.Campus Activities
- 1.A.2.Center for Leadership
- 1.A.2.Center for Undergraduate Research and Scholarship
- 1.A.2.Counseling Center
- 1.A.2.Education Final Strategic Plan
- 1.A.2.Falcon Family Weekend
- 1.A.2.Family Handbook
- 1.A.2.Family Programs
- 1.A.2.Firelands Final Strategic Plan
- 1.A.2.Graduate Assistantships
- 1.A.2.Graduate College Strategic Planning Report 2012
- 1.A.2.Graduate Education newsletters
- 1.A.2.Graduate Student Orientation
- 1.A.2.HHS Final Strategic Plan
- 1.A.2.Honors Final Strategic Plan
- 1.A.2.International Programs & Partnerships
- 1.A.2.IR Strategic Plan 2016-2021
- 1.A.2.Learning Communities
- 1.A.2.Libraries Final Strategic Plan
- 1.A.2.Monthly updates to BOT 2013-2017
- 1.A.2.Music Final Strategic Plan
- 1.A.2.New Student Orientation
- 1.A.2.Non-Traditional and Military Student Services
- 1.A.2.Parent and Family Association
- 1.A.2.Provost Performance Metrics
- 1.A.2.Psychology Strategic Plan
- 1.A.2.Recreation and Wellness
- 1.A.2.Residence Life
- 1.A.2.SOAR
- 1.A.2.Strategic Planning Full Report
- 1.A.2.Student Affairs
- 1.A.2.Student Affairs Divisional Assessment
- 1.A.2.Student Enrollment Communication Center
- 1.A.2.Student Financial Aid

- 1.A.2.Student Health Service
- 1.A.2.Student Legal Services
- 1.A.2.Student Media
- 1.A.2.Student Success Collaborative (SSC)
- 1.A.2.TAAE Final Strategic Plan
- 1.A.2.TRIO Programs
- 1.A.2.University Learning Outcomes
- 1.A.3.Academic Charter January-2017
- 1.A.3.ASBudgetPresentation2012
- 1.A.3.CBA
- 1.A.3.CBABudgetPresentationMarch16_2012
- 1.A.3.Fiscal Affairs Advisory Committee
- 1.A.3.monthly updates to Board of Trustees
- 1.A.3.UBCFAACEnrollmentProjection
- 1.A.3.UBCFAACEnrolManage2012
- 1.A.3.UBCFAACExpendDetailBGSU
- 1.A.3.UBCFAACStateGeneralFund
- 1.A.3.UBCFAACStudentAffairsPresentation
- 1.A.provost-org-chart
- 1.A.Revised-Strategic-Plan-5-13
- 1.B.Student-Affairs Org
- 2.A.Division of Academic Affairs
- 2.A.Division of Finance & Administration
- 2.A.Organizational Chart
- 2.A.Undergraduate Student Government
- 5.D.2.Vice Provost for Academic Affairs
- 5.D.2.Vice Provost for Strategic Enrollment Planning

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1. BGSU provides clarity to its mission by publicly providing and reinforcing its mission, values, goals, plans, and institutional accomplishments to both internal and external constituencies (see 2.B). BGSU also provides such communications through social media to maintain a presence on [Facebook](#), [Twitter](#), and [YouTube](#). These efforts are effective for reaching our current students and prospective students. In addition to digital content, BGSU also provides a series of other materials that reflect our mission and goals. [ZoomNews](#) is a twice weekly online news update for the entire BGSU community while News Releases to the print media occur on a more frequent basis when appropriate with both provided via an online News Room. We also use weekly videos via the BGSU Bulletin. [BGSU Magazine](#) is available as a digital edition as well as in print. The Colleges each have an alumni newsletter that highlights the accomplishments of its faculty and students.

Students at BGSU have engaged in activities that promote the mission and vision of the institution. In 2014, BGSU's [Undergraduate Student Government \(USG\)](#) initiated the development of a University 'creed'. Students [worked collaboratively](#) to develop the creed and facilitated feedback from various constituencies. The final version of the BGSU Creed was officially adopted in April 2015. The [BGSU creed](#) encompasses the mission and core values of the institution, specifically: learning inside and outside the classroom; community improvement; innovation and change; diversity, respect, and inclusion; and the pursuit of excellence. The BGSU creed has become a living connection between the institution and students and is recited at student events like '[Creed Day](#)' and fall convocations to set the tone for the new academic year.

Articulation of the University's mission is also shared by President Mazey with the university community through the [State of the University Address](#) and [annual Strategic plan](#) updates. The State of the University address is broadcasted online and internet recording of those speeches are archived for future viewing. Effective communication of the University Mission also involves an educational component. [Student News Organizations](#) are independent bodies that support students in developing their publications/modes of communication. Student Media includes the

BGNews (student newspaper in print and online), Obsidian (monthly campus publication with a culturally centered focus covering minority communities and related issues), and the KEY (general interest campus magazine chronicling events, people of interest to the campus community).

1.B.2. Given the nature of networked world, the University strives to maintain an accurate up-to-date online view of the institution starting with the [primary landing page](#). The design of the website focuses on conveying our mission, values, vision, and goals to our students, their families, faculty and staff, future students, and general public. In response to our last HLC review, BGSU has started a comprehensive assessment, evaluation, and review of the documents available to the public.

For example, in AY2016-17 a comprehensive audit of public resources to support student success services at the university was conducted. Using the [Education Advisory Board's \(EAB\) Academic Policy Audit](#), staff from the Division of Institutional Effectiveness (see 5.D.1), identified publically available policies related to degree planning, accelerating degree progress, registration and course scheduling, and preventing unnecessary withdrawals. EAB provides guidelines for institutions to evaluate how close they are aligned with best practices and offers suggestions to make improvements to assist student success. From the [audit](#), BGSU identified areas of improvement related to publically available policies and recommendations were distributed to the units and offices impacted in spring 2017; changes are to be implemented fall 2018. A plan for the review, assessment and redesign of the Academic Affairs webpages, using a similar process, is an initiative for 2017-18 with the goal of better serving our constituencies.

1.B.3. Publically available documents and [policies](#), and those distributed to internal and external constituencies, identify the nature, scope, and intended constituents of the higher education programs and services the institution provides. These public documents identify, communicate, and reinforce the University's actions and initiatives to promote the mission and meet strategic goals of the institution.

Sources

- 1.A.1.strategies and goals
- 1.B.1.BGSU Magazine
- 1.B.1.Facebook
- 1.B.1.State of the University Address
- 1.B.1.State of the University Address 2013-2016
- 1.B.1.Twitter
- 1.B.1.YouTube
- 1.B.1.ZoomNews
- 1.B.2.primary landing page
- 1.B.BGSU Academic Policy Audit
- 1.B.BGSU Student Creed
- 1.B.Creed Day
- 1.B.Creed History

- 1.B.Policy_Audit_2017
- 1.B.Student News Organizations
- 2.A.BGSU Policy Register
- 2.A.Undergraduate Student Government

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1. BGSU's role is expressed directly in the [mission statement](#)- "...we build a welcoming, safe and diverse environment where the creative ideas and entrepreneurial achievements can benefit others throughout our region, the State of Ohio, the nation and the world." This mission is enacted in the institutional [strategic goal #5](#) which is to "build a campus and community that fosters diversity and inclusion". Since our last HLC review, the University has examined and addressed the manner in which we emphasize and support building an inclusive environment for all students, faculty, and staff through our administrative infrastructure, support services, student and faculty data, and academic and co-curricular programs. The [President's Advisory Council on Diversity and Inclusion \(PACODI\)](#) and the [Assistant to the President for Diversity and Inclusion](#) promote institutional initiatives to build a more diverse and inclusive community.

In 2017, the institution evaluated and centralized essential institutional units and functions to better serve our constituencies and our mission to build a welcoming and inclusive campus climate. For example, the President has recently created a position, [Assistant to the President for Diversity and Inclusion](#), to lead the development and implementation of a revised Strategic Plan for Diversity and Inclusion (see 1.C.2) and collaborate with the campus community on diversity and inclusion issues. The President also announced additional ways in which the campus community will be addressing diversity and inclusion.

The [LGBTQ+ Resource Center](#), [Ethnic Student Center](#), [Office of Multicultural Affairs](#), [Women's Center](#), [TRIO Programs](#), and [International Programs and Partnerships](#) offices are moving to be more accessible to students and will be located in a geographically central location on campus. These centers (e.g., LGBT+ Resource Center, Women's Center, etc.) provide a wide range of services for students, faculty, and staff. The Office of Multicultural Affairs provides academic, personal, social, and cultural support to students to promote a campus environment that understands, embraces, and celebrates multiculturalism, and sponsors many educational and cross-cultural events annually.

Other units on campus provide important services and student support to promote an inclusive environment. The Office for International Programs and Partnerships provides a variety of support services for international students and students involved in global experiences. The [Office of Nontraditional and Military Students](#) supports student Veterans and active duty military, a point-of-service, one-stop department that coordinates administrative services and addresses their specific eligibility and transition needs.

The [Equity Officer](#), now located within the [Office of Human Resources](#), monitors compliance with federal and state equal opportunity and non-discrimination laws and regulations, and promotes and supports broad-based recruitment of a diverse work force. This office also conducts training programs and presentations on affirmative action, sexual and racial harassment, and Title IX & VII. [Accessibility Services](#) oversees the Americans with Disabilities Act for BGSU and provides related accommodations for faculty, staff, and students. Services to eligible students include support and reasonable accommodations to access resources, gain assistance with the administrative enrollment processes, in addition to accommodations for test taking and learning methodologies. The office also handles complaints and serves as the national test center site.

In Fall 2016, BGSU had a total unduplicated student headcount of [17,193](#). Of these students, 9% were Black, Non-Hispanic; <1% were American Indian or Alaskan Native; 1% were Asian or Pacific Islander; and 5% were Hispanic (4% were of two or more race/ethnicities). BGSU benchmarks against state and national enrollment data to monitor our progress in building a diverse student body. BGSU data are compared to the latest state-wide main campus (fall 2015; 9% Black, Non-Hispanic; <1% American Indian or Alaskan Native; 3% Asian or Pacific Islander; 3% Hispanic) and to [state-wide all campus](#) values (fall 2015; 7% Black, Non-Hispanic; <1% American Indian or Alaskan Native; 2% Asian or Pacific Islander; and 2% Hispanic). While we are making gains compared to our peers in Ohio, we are still striving to become a more diverse campus. The four-year average (2013-2016) of incoming [first-time full-time freshman](#) students of color is 19.8%. An increased effort in growing the international student population at BGSU is resulting in gains in enrollment. Since fall 2013, the number of international students enrolled at BGSU rose from 643 to 926 fall 2016. The percentage of faculty of color at BGSU has increased slightly from 17% in 2013 to 19% in 2016 and the 2016 retention rate of faculty of color is greater (female FOC=96.1%; male FOC=95.9%) than the overall faculty retention rate (94.4%) for the same period at BGSU. The [revised Strategic Plan for Diversity and Inclusion](#) will include these, and other, metrics to monitor our mission to build a more diverse campus community.

BGSU is dedicated to promoting diversity and inclusion via the curriculum and co-curricular learning. Included within the [general degree requirements](#) are required learning outcomes in cultural diversity and international perspectives. All undergraduate students are required to complete a course in Cultural Diversity in the United States and a course in International Perspective (choosing from 19 and 43 courses, respectively). In addition to courses at BGSU, there are 19 semester/year-long study programs in Europe, South America, and Asia and 12 short-term experiences for students from which to choose. The [Center for Community and Civic Engagement](#) sponsors opportunities for students, faculty, and the community. BGSU is also known for pioneering work in residential learning communities. One of the most prominent is the [Global Village](#) which consists of approximately 40 International and American students, from all majors and all class standings. Villagers are also associated with a variety of student organizations focused on international issues and are required to take courses and participate in global and community experiences and events.

1.C.2. The processes and activities of the institutional units reflect our commitment to diversity, adherence to the mission, and meeting strategic goals for inclusiveness. Since 2013, the BGSU

community has promoted and initiated a number of processes and activities to support our mission. For example, the President has emphasized the importance of enhancing diversity in hiring practices throughout campus, and regularly monitors institutional progress at the cabinet level ensures that the University is making gains on diversity and inclusion efforts and goals across the institution. Various offices also participate in activities and provide resources to promote diversity and inclusion on campus (see 1.C.1). The institution regularly provides updates on these activities through [strategic planning updates](#). Past highlights include, but are not limited to, the reassignment of staff members in Residence Life to focus more closely on diversity and inclusion issues in the residence halls (2012-13), implementing the [Not in Our Town](#) (NIOT) initiative (2012-13), hosting a state conference for 300 attendees to address equity and diversity issues (2013-14), implementing the President's Advisory Committee on Diversity and Inclusion on the Firelands campus (2014-15); surveying faculty and staff on diversity and inclusion issues (2014-15), and establishing graduate recruitment efforts with Historically Black Colleges and Universities and [McNair Scholars](#) program (2015-16).

The University made a conscious decision to be proactive in response to national events fall 2016. The academic administration engaged the academic deans, chairs, and directors in targeted discussions about their roles in leading diversity efforts on campus. For example, the Provost, vice-provosts, academic deans, department/program chairs, and directors have engaged in conversations regarding their roles in building a supportive climate for students and faculty. These discussions have been guided by common resources and will continue throughout AY 2017-18. The President and Provost also participated in a campus-wide listening tour (AY 2016-17) with students to listen to their concerns regarding the campus climate. This led to a wider distribution of the ReportIt program which is sponsored by the [Office of Multicultural Affairs](#) and allows for the anonymous reporting of hate/bias-related incidents via a website.

In spring 2016, BGSU joined the [National Center for Faculty Development and Diversity \(NCFDD\)](#), a valuable resource for faculty, graduate students, and academic administrators. The University held two workshops (fall 2016) on mentoring and supporting diverse faculty. The [Center for Faculty Excellence \(CFE\)](#) also held open forums (1 fall; 2 spring) and a ½ day summit in March 2017 to promote [inclusive pedagogy](#). As a result of these campus conversations, the CFE will be supporting a [Faculty Affiliate](#) for inclusive pedagogy that will work with faculty and develop resources for creating inclusive learning environments at BGSU (AY 2017-18). The CFE will also be supporting a Faculty Affiliate starting fall 2017 to assist with accessibility issues by providing professional development on the newly acquired tool Ally which will assess and give feedback on how to make course content more accessible.

These efforts contribute to a revised campus-wide action plan for diversity and inclusion led by the new (summer 2017) Assistant to the President for Diversity and Inclusion. [A draft of this plan](#), with facilitating advisory teams, metrics, responsible parties, and potential resources has been distributed and discussed with various units on campus (e.g., Academic Affairs, Student Affairs, and PACODI). This plan will move beyond access and equity issues and involve campus climate; teaching, learning, and student development; student success measures; and research and scholarship. During 2017-18, the action plan will be refined and metrics, institutional goals, and benchmarks will be identified and discussed with the campus community. The campus-wide

action plan for diversity and inclusion will be implemented fall 2018 to promote BGSU as a welcoming, diverse, and inclusive educational environment.

Sources

- 1.A.1.BGSU Vision, Mission & Core Values
- 1.A.1.strategies and goals
- 1.A.2.Accessibility Services
- 1.A.2.BG Perspective
- 1.A.2.International Programs & Partnerships
- 1.A.Revised-Strategic-Plan-5-13
- 1.C.1.BGSU First Year Students of Color
- 1.C.1.BGSU's NCFDD Site
- 1.C.1.BGSU's Women's Center
- 1.C.1.Center for Faculty Excellence
- 1.C.1.Diversity 2015
- 1.C.1.Equity & Diversity (OED)
- 1.C.1.Ethnic Student Center
- 1.C.1.Global Village
- 1.C.1.Inclusive Pedagogy
- 1.C.1.LGBTQ+ Programs
- 1.C.1.McNair Scholars Program Overview
- 1.C.1.Nontraditional and Military Student Services
- 1.C.1.Not in Our Town
- 1.C.1.Office of Multicultural Affairs
- 1.C.1.Office of the President
- 1.C.1.PACODI Charge
- 1.C.2.Announcement Office of the President
- 1.C.2.Center for Community & Civic Engagement
- 1.C.2.Draft of BGSU's Diversity and Inclusion Strategic Plan
- 1.C.BGSU Student Dashboard (IR)
- 1.C.CFE Faculty Affiliate for Diversity and Inclusion 2017-18
- 1.C.Human Resources
- 1.C.TRIO Programs

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1. As a public university in Ohio, BGSU is committed to supporting the material and social well-being of the residents of northwest Ohio and the state as a whole. A 2016 economic impact study conducted by BGSU's [Center for Regional Development](#) determined that the University's total economic impact to the local, regional, and state economies is \$765.8 million, largely through the economic activity of the institution, its employees, and its students. While significant, this measure of economic impact does not fully reflect the "value-add" that an institution of higher education can have on the overall economic prosperity of its region.

BGSU's engagement enterprise encompasses a wide range of activities including those from the following units: [The Center for Community and Civic Engagement](#) (CCCE) which coordinates the University's portfolio of community engagement activities first recognized by the Carnegie Foundation through its Community Engagement designation in 2006 and again in 2015; [The Center for Regional Development](#) (CRD) which is one of 58 University Centers in the country currently funded by the US Economic Development Administration (Department of Commerce) to provide applied research, data, and technical assistance to communities in their region. In addition to EDA funding, CRD is supported by a line-item appropriation in the Ohio budget; and [The Hamilton Center for Entrepreneurial Leadership](#) which oversees BGSU's academic programs in entrepreneurship and sponsors the annual student pitch program called [The Hatch](#). The Hamilton Center was the only entrepreneurship center in Ohio and one of just 20 globally to be highlighted in the 2017 AACSB Entrepreneurship Spotlight Challenge as a recognized best practice in the field; The Center for Developing Businesses and Organizations whose mission is to assist organizations in the business, government, health care, and educational sectors improve their operations and solve organizational problems. In addition, BGSU was named a principal partner in a \$8.7 million grant to create NextTech Ohio as Northwest Ohio's Entrepreneurial Services Provider. With funds coming equally from an Ohio Third Frontier Program and the consortium of 4 local anchor institutions NextTech Ohio is missioned to promote the growth of Northwest Ohio's early stage technology companies by providing them with a network of services, technical expertise, and access to capital. Finally, the BGSU faculty maintains a long-standing commitment to economic engagement through their teaching, service, and research activities as determined by a 2016 survey which listed a total of

218 faculty projects related to developing either the talent, place, or innovation based assets of northwest Ohio since 2013.

1.D.2. As a state university, BGSU must constantly evaluate how best to provide a quality educational experience within the constraints of state support and the student population. In order to maintain the quality of its programs, close attention is paid to external accreditation processes, external program review, and assessment of student learning in both general education and in specific degree programs (see 4.A), all within a balanced budget. BGSU also benchmarks against different groups of peer institutions to attempt to determine if resources are being used effectively for educational purposes without being solely budget-driven. BGSU regularly uses state and national data for institutional monitoring (e.g., the Integrated Postsecondary Data System (IPEDS)), monitoring educational programming and initiatives (e.g., [National Survey Student Engagement](#) (NSSE)), and [to benchmark faculty requests and salaries](#) (e.g., IPEDS, College and University Professional Association (CUPA) Human Resource Survey, the National Study of Instructional Costs and Productivity (NSCIP), and Oklahoma State University Data Study).

1.D.3. The [mission](#) to “enhance the lives of all of our students, other stakeholders, and the many publics we serve...(to) benefit others throughout our region, the State of Ohio and the world” is an essential component of BGSU’s mission and values. In addition to the efforts to serve the residents of northwest Ohio and the state outlined in 1.D.1, engagement is also a priority of a number of research institutes and centers, including the [Reading Center](#), [Optimal Aging Institute](#), [Speech and Hearing Clinic](#), and the [The Center for Community and Civic Engagement](#) (CCCE). For example, the Reading Center provides assistance to students and parents to promote literacy within the surrounding community. These centers fulfill a unique mission to serve those within the Bowling Green community.

Sources

- 1.A.1.Mission statement
- 1.D.2.BOT AVG Fac Salary IPEDS
- 1.D.3.Center for Community & Civic Engagement
- 1.D.3.Martha Gesling Weber Reading Center
- 1.D.Center for Regional Development
- 1.D.Hamilton Center for Entrepreneurial Leadership
- 1.D.Optimal Aging Institute
- 1.D.Speech and Hearing Clinic
- 1.D.The Hatch
- 3.NSSE16 Frequencies and Statistical Comparisons (BGSU)

1.S - Criterion 1 - Summary

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

Summary

Bowling Green State University collaboratively developed its Mission and Vision statements via a community-based process in 2008. Our institutional mission, in the spirit of innovation, continuous improvement and shared governance, guides BGSU's strategic directions, strategies, and actions. The strategic goals and budgeting infrastructure has been created to support units throughout the University on both Bowling Green and Firelands campuses to meet our mission. Our Board of Trustees approved the Mission/Vision/Goals Statements and has provided appropriate guidance in making progress to achieve our goals. Our progress on meeting strategic goals has been presented on the University's website, invoked in speeches by Presidents, and incorporated into institutional actions in a very direct manner. Academic programs, student support services, and enrollment profile are consistent with the mission. Since the last HLC review, the learning environment and infrastructure have been improved and are the university is engaged in a strategic planning process to become a more diverse and inclusive community. BGSU is invested in connecting and being responsive to the local, regional, and state constituencies.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A. The governing board, administration, faculty and staff follow fair and ethical policies and processes to operate with integrity in its financial, academic, personnel, and auxiliary functions. Each division maintains its own policies and procedures to fulfill their primary functions and maintain fair and ethical practices. BGSU's policies and procedures are written, approved, and implemented in a system of shared governance that respects the expertise, experience, and contributions of the BOT, administration, staff, faculty, and students (e.g., [Faculty Senate](#), the [BGSU-Faculty Association](#) (BGSU-FA), [Administrative Staff Council](#), [Classified Staff Council](#), [Graduate Student Senate](#), and [Undergraduate Student Government, General Counsel](#)).

Board of Trustees (BOT)

BGSU is governed by a [Board of Trustees](#) (BOT). Both BOT and University administration act in compliance with [Chapter 3345](#) of the Ohio Revised Code, which outlines the general powers of Ohio's public universities and includes authorizations and restrictions on the following activities: expenditure of tuition, fees, and other funds; provision of housing and dining facilities; building and maintenance of auxiliary and education facilities; establishment of competitive bidding procedures; purchase, grant, or transfer of land; creation and function of an investment committee; allocation of rights and interests in inventions and patents; suspension and dismissal of students; administration of faculty improvement programs; declaration of financial exigency; and the hiring and evaluation of the President. The BOT adopted a [Statement of Expectations](#) for the Board that outlines ethical obligations the Trustees have to the University, the Board itself, fellow trustees, the President, and internal and external constituents.

As public officials in Ohio, voting members of BGSU's BOT are required to file financial disclosure statements (FDS) annually with the Ohio Ethics Commission (OEC). The FDS reports sources of income, investments, real estate holdings, and other financial interests and reminds public officials of those financial interests that might impair their judgment on behalf of the public. The OEC then works in collaboration with BGSU's [Director of Business Operations](#) to identify board matters in which a member has a conflict of interest. The BOT participates in ethics training offered either by the OEC or BGSU's [Office of General Counsel](#) (OGC). Similar

ethics training is conducted periodically for the [President's Cabinet](#), OGC, Deans Council, and the Division of Finance and Administration.

The BOT also approved a [Code of Ethics and Conduct](#) for the purpose of “conducting its academic and business affairs with the highest degree of integrity and honesty and in a manner that is, and appears to be, in full accord with principles of academic excellence, canons of ethical and professional conduct, and all controlling law”. The Code – applicable to students, faculty, staff, and Trustees – addresses ethics principles related to conduct in business arrangements, political activities, research, community engagement, record keeping, and use of University resources. The Code is designed to supplement policies that appear in the University’s Policy Register, maintained by the Office of [General Counsel](#) and accessible online to all members of the University community. Among the policies in the [Policy Register](#) enacted for fair and ethical behavior on the part of the governing board, administration, faculty, and staff are policies on [conflict of interest](#), [consensual amorous relationships](#), [drug-free workplace](#), [safety](#), [violence in the workplace](#), [information technology](#), [personal leave](#), [disability/reasonable accommodations](#), [religious accommodation](#), and encourages diversity and respect for individuals.

Administration

It is from the Board’s general powers that the administration of BGSU’s financial, academic, personnel, and auxiliary functions takes shape. The [Organizational Chart](#) for the University, located on the [Office of the President](#) website, shows the Board, the President, and the President’s Cabinet. The new Assistant to the President for Diversity and Inclusion will also be a member of the President’s Cabinet starting fall 2017. In addition, two bargaining units exist on campus – the [International Union of Police Association](#) and the [BGSU-FA](#). The first contract with the BGSU-FA was completed in 2013 (at the time of our last HLC review) and the second was ratified in 2016.

The [Division of Finance and Administration](#) administers many policies and practices that maintain the ethics and integrity of their operations and the University as a whole. The [Business Operations](#) department oversees operations in the Bowen-Thompson Student Union, dining services, postal services, insurance, [purchasing department](#), risk management and Falcon Outfitters (formerly the BGSU Bookstore). The purchasing office organizes and administers procurement for the University in accordance with the responsibility and authority delegated by the President and BOT. Pursuant to [BGSU’s Purchasing Policy](#), the office provides buying services to University offices, departments, and programs; administers purchasing agreements for materials, equipment, supplies, and designated services; executes leases and contracts for equipment, material, services, repairs, and property; and conducts research to maintain the most effective purchasing practices and procedures.

The [Risk Management](#) department provides oversight of insurance and risk financing programs; damage protection for the University assets; third-party claims resolution; control and mitigation of various activities (events planning, outdoor education, vehicle use, facilities use, field trips, and international travel); hazard identification and analysis; emergency response assistance; contract review and analysis; driver training for employees driving University vehicles; and annual inspection by insurance carriers. The [Controller’s Office](#) oversees the implementation of the University’s financial policies (accounts payable, bursar, financial accounting and reporting,

payroll, and restricted fund accounting (grants). [Internal Auditing and Advisory Services](#) assists in assuring internal and external parties that financial resources are being properly managed and accounted for in a manner compliant with applicable processes and laws. Annually, the University undergoes an audit of its financial statements, conducted by external, independent auditors that is presented to the BOT each December and then filed with the [Auditor of State](#). Final audits, including that from 2016 in which no errors were found, are available to the public at the [State Auditor's site](#).

Both the Internal Auditing and the Finance and Administration sites have links to [BGSU's Compliance and Tip Hotline](#). BGSU has selected EthicsPoint, an independent provider of hotline services, to provide the University community a simple and anonymous way to report fraud, waste, and abuse. Reports may be made via telephone or online.

The Division of Intercollegiate Athletics has a [comprehensive policies website](#) that covers guides to NCAA rules and regulations, eligibility, financial aid, and recruiting. Coaches and staff in Athletics receive ongoing compliance education for NCAA rules. This, along with periodic ethics and leadership efforts, helps ensure that BGSU Athletics operates with integrity.

In 2017, a new position, [Assistant to the President for Diversity and Inclusion](#), was created to join the Chief Human Resources Officer as Cabinet-level positions to strengthen the presence and practice of equity and diversity at the University. Housed within Human Resources, the [Equity, Opportunity and Compliance Team \(EOCT\)](#) monitors University compliance with federal and state equal opportunity and nondiscrimination laws and regulations. This includes monitoring institutional employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints. Our equity and diversity policies cover civil rights, anti-harassment, anti-violence, equal educational opportunity, and equal educational opportunity, and are prominently displayed on the web site.

EOCT and the [Office for Multicultural Affairs](#) (OMA) also conduct training programs and presentations on affirmative action, sexual and racial harassment, safe zones, and a wide range of diversity programs and workshops in order to assure the most inclusive and productive learning work environment for students, faculty, and staff. Education sessions for the policies and procedures are conducted through EOCT, OMA, Academic Affairs, and Student Affairs at orientations for new faculty, staff, and students. In addition, online tutorials and assessments are administered regularly to University employees to assure knowledge and practice in civil rights and anti-discrimination law.

Faculty and Staff

The [Division of Academic Affairs](#) has a [policy website](#) that links to such valuable resources as the Policy Register, the Academic Charter, which contains policies and procedures on [academic honesty](#), [conflict of interest](#), and [rights and responsibilities](#) related to teaching and research. The collective bargaining agreement between the BOT and the BGSU-FA contains many of these provisions in contract form, including academic freedom, affirmative action, nondiscrimination, professional activities outside the University, tenure and promotion, disciplinary action, and grievance and arbitration. For example, the article on [Professional Activities Outside the University](#) includes specific provisions on conflict of interest and conflict of commitment.

The [Academic Affairs](#) website also links to the [Undergraduate Catalog](#) and [Graduate Catalog](#), which present standards, policies, and details for each of BGSU's academic programs. Finally, the office of the [Vice President for Research and Economic Engagement](#) (VPREE) publishes, educates, and enforces several policies designed to encourage professional, ethical, and legal practices in research. Two offices that report to the VPREE are the [Office of Sponsored Programs and Research](#) (e.g., conflict of interest, research misconduct, supplemental pay, patent, and copyright, commercialization of BGSU products) and the Office of Research Compliance (e.g., [Responsible Conduct of Research](#), [Institutional Review Board](#), [Institutional Animal Care and Use Committee](#), and [Institutional Biosafety Committee](#)).

BGSU also provides extensive materials and guidance for students, staff, faculty, and parents on both [FERPA](#) and [HIPAA](#). These materials are located on the [Student Affairs](#), [Bursar](#), and [Registration and Records](#) websites and include forms (e.g., students can grant permission via an online proxy to give others access to their bills, financial aid, grades and registrations/class schedules), definitions, examples, contact information, FAQs, and links to outside journal articles. Of special interest is FERPA's health and safety emergency exception to nondisclosure of student information. On this site, BGSU recognizes that both FERPA and Ohio law take a "good faith" approach in weighing the actions of university employees to protect students. In addition, BGSU's web portal, MyBGSU, contains information for faculty on FERPA rights, with helpful tips on how to handle grades and other protected educational records.

Sources

- 1.A. Finance-and-Administration Org
- 1.A.2.Provost
- 1.A.provost-org-chart
- 1.B.Student-Affairs Org
- 1.C.1.Office of Multicultural Affairs
- 1.C.2.Announcement Office of the President
- 2.A Bylaws-of-the-Board-of-Trustees-amend-july2014
- 2.A policy-acknowledgement
- 2.A USG Bylaws 2016-Final
- 2.A.1.Equity, Opportunity & Compliance
- 2.A.1.Professional Activities Outside the University
- 2.A.Academic Charter
- 2.A.academic honesty
- 2.A.Administrative Staff Council
- 2.A.Administrative Staff Handbook
- 2.A.agreement faculty association
- 2.A.Auditor of State
- 2.A.bgsu-fa
- 2.A.BGSU's Compliance and Tip Hotline
- 2.A.BGSU's Purchasing Policy
- 2.A.Board
- 2.A.Bursar

- 2.A.Business Operations
- 2.A.Bylaws-Administrative Staff Council
- 2.A.Chapter 3345
- 2.A.Classified Staff Council
- 2.A.Classified Staff Handbook
- 2.A.Code of Ethics and Conduct
- 2.A.Commonly Shared Employment Policies
- 2.A.comprehensive policies website
- 2.A.conflict of interest
- 2.A.Consensual Amorous Relationships
- 2.A.Controller's Office
- 2.A.Disability Reasonable Accommodation
- 2.A.Division of Academic Affairs
- 2.A.Division of Finance & Administration
- 2.A.Drug Free Workplace
- 2.A.Faculty Senate
- 2.A.FERPA
- 2.A.General Counsel
- 2.A.Graduate Catalog
- 2.A.Graduate Student Senate
- 2.A.HIPAA
- 2.A.Information Technology
- 2.A.Institutional Animal Care and Use Committee
- 2.A.Institutional Biosafety Committee
- 2.A.Institutional Review Board
- 2.A.intermittent staff handbook
- 2.A.Internal Auditing and Advisory Services
- 2.A.International Union of Police Association
- 2.A.Office of Sponsored Programs and Research
- 2.A.Office of the President
- 2.A.Organizational Chart
- 2.A.Personal Leave
- 2.A.policy website
- 2.A.policy-on-misconduct-in-research
- 2.A.President
- 2.A.President's Cabinet
- 2.A.Purchasing Department
- 2.A.Registration & Records
- 2.A.Religious Accommodation
- 2.A.Responsible Conduct of Research
- 2.A.retiree-handbook
- 2.A.rights and responsibilities
- 2.A.Risk Management
- 2.A.Safety
- 2.A.State Auditor's sites
- 2.A.Statement of Expectations

- 2.A.Student Affairs
- 2.A.Student Codes of Conduct
- 2.A.Undergraduate Catalog
- 2.A.Undergraduate Student Government
- 2.A.Vice President for Research & Economic Engagement
- 2.A.violence workplace incident report

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B. BGSU has an extensive set of resources available to students, parents and families, alumni, staff, faculty, and other friends and visitors with website links to academics, admissions, the arts, athletics, the libraries, email, student/staff directory, a search engine, an A-Z index, and a link to MyBGSU, the web portal. The “[About BGSU](#)” link offers a campus profile, facts and figures, and links to information about student life and student success, academic life, administration, University mission, honors and awards, prominent alumni, history and traditions, and life in Bowling Green. BGSU’s website also contains links designed for our student and employee groups, including current students, prospective students and their families, and alumni. For example, the [Parents & Family](#) link takes visitors to information on parent/family programming, scholarships and financial aid, and student safety/security. The site also provides links to Admissions, Academics and Campus Life information.

The [University home page](#) takes visitors to material on undergraduate and graduate programs, campus visits, tuition and fees, and financial aid. The University home page also links to important admissions, course catalog, scholarships and financial aid, bursar sites, the undergraduate and graduate programs and majors, and campus visits. The site is also dynamic, with a banner that highlights student, staff, and faculty accomplishments, as well as headlines in University news. BGSU also actively uses social media (e.g, [Facebook](#), [Twitter](#), etc.) and each of these social media sites can be reached from the BGSU home page (see 1.B.1). Social media connects BGSU, its constituents, and its programs to students, families, and alumni around the world.

As stated in Criterion 2A, the Cabinet includes leaders of several administrative divisions, each with its own accessible policies and procedures, as well as staff and reporting lines, to carry out its primary functions. The President’s Office website links to sites for the [Board of Trustees \(BOT\)](#), the Cabinet, the University Council, [BGSU’s Organizational Chart](#), Title IX information, and the [Strategic Plan](#). The BOT site links to biographies of each Trustee, as well as minutes to each Board meeting for the past several years. The [Cabinet](#) site lists each Cabinet member and links to the office or division of each.

The heart of the University is its students, faculty, and academic programs. The Division of Academic Affairs, led by the [Senior Vice President for Academic Affairs and Provost](#), is made up of several administrative units that serve the academic mission of BGSU and each of its eight colleges, including the BGSU Firelands campus. The divisions and offices that fall under the purview of the [Provost](#), [Academic Affairs](#), [Institutional Effectiveness \(IE\)](#), and [Academic Operations](#) support colleges in meeting their enrollment/graduation targets and provides students

with active academic support services, including admissions, advising, career services, academic assessment, program accreditation, international student services, nontraditional and military student services, tutorial services, online programs, registration and records, scholarships and financial aid, and bursar services.

The [Office of Admissions](#) site has special links for incoming freshmen, transfers, international students, multicultural students, nontraditional students, graduate students, and post-secondary enrollment programs for high school students. In each of these links, visitors will find information on “[BGSU at a Glance](#)”, [tuition and fees](#), [campus life](#), and [academic programs](#). The Office of Admissions also actively uses Facebook, Twitter, and Snapchat to connect with students, parents and other constituents. These social media links can be found on the Admissions homepage.

The [Office of the Bursar](#) site contains several resources for student account billing and payment, loan repayment, refund options, payment plan and payment policy information, cost of attendance, FERPA, and tuition and fees. A link is provided to [Tuition & Fees Link](#) communicates in-state and out-of-state tuition and fees for BGSU, including the general fees (e.g., fees that support the Bowen-Thompson Student Union, intramural sports, other student services, student admission to many campus activities and events, athletics, the recreation center, etc.), special fees (e.g., fees charged for particular services or enrollment in certain courses), and housing costs. Under the Taking Care of Your Bill link, there is an online [Tuition & Fee Estimator](#), a tool to aid prospective and current students to calculate their expected tuition bill. Similar sites exist with a link to financial aid resources to assist with applying for financial aid early to maximize funding options and help in identifying scholarships (scholarship search database).

All of these offices work closely with the [Office of Marketing and Communications](#) to ensure clarity and consistency in web sites, publications, and other marketing materials. BGSU has also completed an audit (see 1.B.2) of policies using the [Education Advisory Board's \(EAB\) Academic Policy Audit](#) which evaluated publicly available policies related to degree planning, accelerating degree progress, registration and course scheduling, and preventing uninformed student withdrawals. This [audit](#) identified areas in which BGSU could improve publicly available policies and suggestions were distributed to units and offices impacted in spring 2017 for recommended changes to be made by fall 2018.

Students, parents, and community members have many avenues of access for academic programs and degree requirements. They can go through the University's home page and click on Programs & Majors which takes them to all colleges and programs offered at the University. The site for our new student orientation, or SOAR ([Student Orientation, Advising, & Registration](#)), provides links to information on all majors and programs, curriculum guides, course descriptions, course fees, financial aid, and other important information. On the SOAR site, under FAQs and details about Academic Advising and “Admission's Majors & Programs Page” link, there is an alphabetical listing of and curriculum guides for all academic majors and programs. In addition, while program accreditation information is presented in the Institutional Effectiveness website, colleges and programs also include their accreditation status on their college/program website.

Both the Undergraduate and Graduate Catalogs are also available under Academics on the main page. In the [Undergraduate Catalog](#), students and other visitors can click on a course requirements link to find a course checklist for the major. The Undergraduate Catalog also houses applicable academic policies (e.g., academic forgiveness, academic honesty, grading policies), as well as Admissions and transfer policies, and records and registration policies. Graduate program information is accessible through the [Graduate College](#) web site or through individual department/school sites. On the Graduate College site, there are links to [Graduate Degree Programs](#), [graduate assistantships](#), [financial aid](#), and [graduate student orientation](#) (a week-long program for incoming graduate students, including special sessions for each academic program). Like the Undergraduate Catalog, the [Graduate Catalog](#) contains all applicable standards and policies for the Graduate College, graduate programs, faculty, staff, and students.

Sources

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- 1.A.2.Provost
- 1.A.2.Strategic Planning Full Report
- 1.A.provost-org-chart
- 1.B.1.Facebook
- 1.B.1.Twitter
- 1.B.BGSU Academic Policy Audit
- 1.B.Policy_Audit_2017
- 2.A.Board
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- 2.B.About BGSU
- 2.B.academic programs
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- 2.B.Cabinet
- 2.B.Campus Life
- 2.B.Financial Aid
- 2.B.Graduate Assistantships
- 2.B.Graduate College
- 2.B.Graduate Degree Programs
- 2.B.Graduate Student Orientation
- 2.B.Office of Admissions
- 2.B.Office of Marketing & Communications
- 2.B.Office of the Bursar
- 2.B.Parents and Family
- 2.B.scholarships
- 2.B.Senior Vice President for Academic Affairs and Provost
- 2.B.Student Orientation, Advising & Registration
- 2.B.The University home page
- 2.B.Tuition and Fee Estimator

- 2.B.Tuition and Fees
- 5.D.2.Institutional Effectiveness
- 5.D.2.Vice Provost for Academic Affairs

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1. According to [Ohio Revised Code Ann. § 3341.02](#), the government of BGSU is vested in a Board of Trustees ("Board" or BOT). Eleven trustees are appointed by the Governor, with the advice and consent of the senate. Nine trustees, who are voting members of the Board, are appointed to nine-year terms. Two student trustees (one graduate and one undergraduate), also appointed by the Governor, serve for two-year terms as non-voting members. The terms are staggered so that only one new nine-year trustee and one new student trustee are appointed each spring. These eleven trustees must live in Ohio in order to serve on the Board. In 2012, BGSU's Board amended its [bylaws](#) to authorize the Board to appoint up to three non-voting "national trustees" and appointed its first national trustee in September 2012. The trustees receive no compensation for their services, but are reimbursed for reasonable expenses incurred.

The Board has the legal obligation to "do all things necessary for the proper maintenance and successful and continuous operation" of the University, including the employment, compensation, and removal of the President and any other faculty and staff it deems necessary ([Ohio Rev. Code Ann. § 3341.04](#)).

The BOT generally holds five regular meetings each year, plus a Board orientation, a retreat, and any other specially called meetings as needed. Each regular meeting is accompanied by several committee meetings, an education session, and reports from each of our constituent groups (Faculty Senate, Classified Staff Council, Administrative Staff Council, BGSU Firelands Advisory Council, Graduate Student Senate, and Undergraduate Student Government).

2.C.2. As shown in BOT Minutes ([2013](#), [2014](#), [2015](#), and [2016](#)) the business considered by the Board is responsive to the needs of students, faculty, staff, community members, and citizens of the state. Items considered by the Board may be introduced by a Board member, recommended by the President, or submitted to the Board Secretary at least three weeks prior to the meeting at which the item is proposed for consideration. Most of the action items that are placed before the

Board are recommended by the President, who works with the Cabinet to assure that each item has been sufficiently considered and properly vetted in both substance and procedure. For example, a new degree program would, according to the [Academic Charter](#), be proposed by faculty and administrators at the department/school level, be presented to affected faculty, and then proceed to the college dean, the Provost and the Vice President for Finance and Administration, appropriate curriculum councils (Undergraduate Council and/or Graduate Council), the Faculty Senate Committee on Academic Affairs, and the Senate as a whole for deliberation and approval. Once approved by the Senate, the proposal goes to the Provost and the President for final approval before being placed on the agenda for the BOT.

2.C.3. Each trustee participates in an orientation upon appointment to the Board. The orientation provides an opportunity to learn more about BGSU and meet the President's Cabinet. At orientation, trustees are provided with the [Board Bylaws](#), the University's organizational chart, current strategic plan, latest financial statements and operating budgets, a roster of Board members, committee assignments, contact information for the Board office, summary of trustee responsibilities, and Statement of Expectations. In preparation for the orientation, many of the materials from the Association of Governing Boards are adapted, applying best practices recognized for Boards across the country.

The [Statement of Expectations](#), adopted by the Board in 2008, opens with the following: "As Trustees of the Bowling Green State University, Board members have one overriding and all-encompassing responsibility: to serve the best interests of the University so that the University, in turn, can serve the best interests of the state of Ohio and society at-large. The Board's principal duty, as fiduciaries, requires loyalty to the University as a whole – not to any particular parts or personal agendas – and an objective, long-term view."

The Statement of Expectations outlines obligations the Trustees have to the University, the Board itself, fellow trustees, the President, and internal and external constituents. Importantly, the Statement recognizes the Board Chair as the primary spokesperson for the Board and the President as Chief Executive Officer, and strongly discourages micro-management. The Statement of Expectations is a central piece to our trustee orientation and to continuing education for all trustees.

While a major part of the orientation is a one-time event shortly after new trustees are appointed, continuing education for Board members occurs throughout the year. At each meeting, there is an Education Session for the Board where we highlight the work of students and faculty. Each Board committee engages in discussions of educational/informational topics designed to better inform the Board for its decision-making.

The Trustees are subject to Ohio Ethics Law, which strives to uphold integrity and propriety in decision making and policymaking by public bodies and with expending public funds. One of the ethics law's primary aims is the avoidance of conflict of interest. To that end, each Trustee who acts as a voting member of the Board, as well as the BGSU President, is required to file an annual financial disclosure statement with the Ohio Ethics Commission (OEC) to report income, investments, real estate holdings, and other financial interests. The annual filing reminds public officials of the financial interests that might impair judgment as public officials, informs the

public of these interests, and assists in instilling the public's confidence in the actions of these University officials. Those businesses, associations or other entities (derived from Trustees' financial disclosure statements) with which BGSU has conducted business are reported annually to the OEC. In addition, the OEC conducts ethics training for Board members and are reported annually.

2.C.4. The Board has several committees: Academic and Student Affairs (ASA), Financial Affairs and Facilities (FAF), Audit, Joint Investment, Executive, Evaluation and Governance. The Joint Investment Committee contains members of both BOT and Foundation Board. ASA considers the following: tenure and promotion, ratification of personnel changes, ratification of collectively bargained contracts, new academic programs and degrees, policy additions and/or amendments to the Academic Charter and the Student Handbook, emeritus professorships, distinguished professorships, and honorary degrees. The divisions of Academic Affairs and Student Affairs also provide regular updates on student recruitment and retention, research and economic development, academic programming, and accreditation. FAF considers the following items in a typical year: budget, tuition and fees, room and board rates, master planning for facilities (including academic buildings, residence halls, dining facilities, and other capital projects), new buildings, renovations and repairs, land leases and purchases, and facilities namings. The Audit Committee discusses matters such as risk assessments, compliance reports, fraud hotline statistics, corrective action updates, and internal and external audits. The Joint Investment Committee reviews market performance and investment schedules.

Each of these committees receives information and action items from the various divisions of the University (through the President), with the BOT delegating management of the University to the administration. For example, while the approval of tenure and promotion, new degrees and programs, and policy amendments for students and faculty are addressed by ASA, the development and deliberation of these items occurs at the department/school and college levels pursuant to policy and process made and approved by faculty and administration. Similarly, the items considered by FAF have been developed and vetted primarily in the division of Finance and Administration, in collaboration with other administrative divisions.

Sources

- 1.A.3.Academic Charter January-2017
- 2.A Bylaws-of-the-Board-of-Trustees-amend-july2014
- 2.A.Statement of Expectations
- 2.C.1.Ohio Revised Code Ann. § 3341
- 2.C.2.2013 BOT Minutes
- 2.C.2.2014 BOT Minutes
- 2.C.2.2015 BOT Minutes
- 2.C.2.2016 BOT Minutes
- 2.C.2.Fulltime Faculty by Highest Degree

2.D - Core Component 2.D

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

Argument

2.D. “Essential to the atmosphere of a University is academic freedom, the full freedom of speech, freedom to teach, to learn, and to conduct inquiry in a spirit of openness necessary to the acceptance of criticism, the expression of differing opinions, and the pursuit of truth” is outlined in BGSU’s Charter as a “Basic Principle.” These Basic Principles serve as the foundational element in the Charter, governing the work of faculty ([ARTICLE 2.3, CBA](#)), staff, and students. Further, student rights include the “right to study and learn in an atmosphere of academic freedom”. These statements indicate the University’s commitment to academic freedom, a commitment supported by faculty through their work in the classroom and through their scholarly and creative endeavors.

Sources

- 2.D Article 2.3 Page 17 of CBA 2013

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1. BGSU provides ample oversight over the ethical conduct of research and scholarly practices engaged by its faculty, staff, and students. While affirming the principles of academic freedom, the University's [Academic Charter](#) entitled "Policy on Misconduct of Research" (Section B-II.I) and [BGSU-FA contract \(Article 9\)](#) provide detailed policies and procedures for reporting, investigating, and handling of cases of research misconduct.

Administrative oversight over all [research misconduct policies](#) is maintained by the [Vice President for Research & Economic Engagement](#) (VPREE) who is responsible for their implementation. Reporting to the VPRED is the [Office of Research Compliance](#), which supports and assists faculty members, staff, and students to ensure that their conduct of research and scholarly activities is in compliance with federal, state, local and University regulations and policies. This office serves as the administrative hub for the [Institutional Review Board](#) (IRB), [Institutional Animal Care and Use Committee](#) (IACUC) and the [Institutional Biosafety Committee](#) (IBC). The [Office of Research Compliance](#) also provides both online and face-to-face training in the "Responsible Conduct of Research" (RCR) to all student and post-doctoral personnel who are receiving support from federal funding agencies. Online HSRB and RCR training is available to all students, faculty, and staff.

2.E.2. Efforts to inform our students in the ethical use of information resources are conveyed via individual courses and at the University level, by our [University Libraries](#) (UL) and The [Learning Commons](#) (TLC). Librarians partner with faculty to provide instruction and supporting materials for students on the information research process, including the ethical and legal guidelines in gathering and using information. [Library Guides](#) provide students with a variety of online guides in specific subjects and for specific classes and topics. Librarians actively maintain multiple guides providing instruction on documentation of sources.

Our First Year Experience Librarian works closely with the instructors and students in our General Studies Writing (GSW) program. Resources for GSW provide instructors with information and lesson plans related to academic honesty. Our library also offers courses for academic credit that touch on how to properly paraphrase, quote, and summarize information sources; preparing students to ethically use information; and, ethical issues as related to collecting, documenting, describing, and providing access to historical materials.

TLC provides support for students and instructors regarding the proper use of information during the writing process. They offer workshops and classroom presentations on topics such as why the academy requires citations, choosing appropriate source material, incorporating material in a way that does not misrepresent the original intent, and the Academic Honesty policy, its implications and how to comply. The Writing Coordinator also works individually with students who have violated the academic honesty policy (a condition of the students' rehabilitation).

2.E.3. The Bowling Green State University [Student Handbook](#) and contains the [Code of Academic Conduct](#) which is designed to create “an environment of ethical and principled intellectual pursuit” through the enforcement of policies and procedures described in Section B-II.H of the Academic Charter entitled “[Academic Honesty Policy.](#)” Administrative oversight over these policies are provided by Academic and Student Affairs. The [Dean of Students](#) assists students and faculty when cases arise and the Office of the Provost maintains final appeal jurisdiction over all issue of academic honesty.

Sources

- 2.A.Academic Charter
- 2.E.1.CBA - Article 9
- 2.E.1.IACUC Policies and Procedures
- 2.E.1.Institutional Animal Care and Use Committee
- 2.E.1.Institutional Biosafety Committee
- 2.E.1.Institutional Review Board (IRB)
- 2.E.1.Office of Research Compliance
- 2.E.1.research misconduct policies
- 2.E.1.Vice President for Research & Economic Engagement
- 2.E.3.Academic Honesty Policy-Academic Charter
- 2.E.3.Student Handbook
- 2.E.Code of Academic Conduct
- 2.E.Dean of Students
- 2.E.Guides By Subject - LibGuides at Bowling Green State University
- 3.D.5.Library Services
- 5.C.2.Learning Commons

2.S - Criterion 2 - Summary

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

Summary

BGSU is a large, complex, diverse organization that understands and fulfills its public responsibilities with ethics and integrity. The BOT receives its powers from Ohio law and is entrusted with the oversight of BGSU's academic, financial, legal, and ethical functions. The Board is responsive to the needs of students, faculty, staff, community members, and citizens, while delegating the daily management of the University to the administration. The Board maintains several committees that work well with University leaders.

These policies and processes are also outlined in contract form in the new BGSU-FA collective bargaining agreement. Shared governance is highly valued and is practiced in Faculty Senate, the BGSU-FA, Administrative Staff Council, Classified Staff Council, Undergraduate Student Government, and Graduate Student Senate. Academic decisions involving student assessment, tenure and promotion, and development and maintenance of new academic programs are shared among faculty and administrators.

BGSU presents itself clearly and consistently to students, parents, and community members. The relationships among student affairs, academic affairs, enrollment management, and marketing and communications are strong, reflecting BGSU's rich history of student and campus life. BGSU maintains a strong connection to parents, families, and alumni. Through policies, programs, and other support services, we take great pride in the creation and maintenance of a culture that respects free speech, personal and academic growth, and responsible discovery and application of knowledge. We take seriously the ethical teaching and research of our faculty and the modeling of academically honest behavior for our students. We are proud of the culture we have created at BGSU.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. Undergraduate and graduate [courses](#) are differentiated by [course number](#): 0000-4000 for undergraduate and 5000-7000 for graduate. 4000 and 5000 courses can be cross-listed for graduate and undergraduate, but have separate requirements for each level. All courses are listed on the Registration and Records website.

3.A.2. All courses have their own learning outcomes that are consistent with the [general education program](#) (if appropriate), and [program learning outcomes](#). These outcomes are reviewed for rigor and appropriateness to course level, first when the course is proposed (see 4.B.1) and then annually by the [Student Achievement Assessment Committee \(SAAC\)](#). Except for programs with outside [accreditation](#), which undergo their own review, academic units or programs are externally [reviewed](#) on a six-year rotation. Certificate programs learning outcomes, while similarly well crafted, are narrower, as befits their more limited scope.

3.A.3. Courses are taught on BGSU's Main Campus, at BGSU Firelands, other locations (e.g., [BGSU at Levis Commons](#)), though our consortial arrangements with other institutions (e.g., Lorain County Community College), dual enrollment opportunities in local area high schools, and online. Online or non-traditionally offered courses or programs are overseen by the [Online and Summer Academic Programs](#) (OSAP) and must first go through the regular curricular process, with a further review by OSAP to ensure consistency with traditional offerings. All course sections (i.e., main, Firelands, online, etc.) follow the same assessment and review

processes (see 3.B.1-4) to assure their currency, quality and conformity to University and individual programs' learning goals and outcomes.

Sources

- 3.A.1.Course Description Webpage
- 3.A.2.Accreditation
- 3.A.2.General Education (BGP) Learning Outcomes
- 3.A.2.Program Learning Outcomes
- 3.A.2.Program Review
- 3.A.2.SAAC Information
- 3.A.3.BGSU at Levis Commons
- 3.A.3.Online and Summer Academic Programs

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. Consistent with the [University's mission](#), the goal of the general education program is to provide all students with a foundation in liberal studies that prepares them for a lifetime of learning, enabling them to participate thoughtfully in a diverse, democratic society that is situated in a global context. This goal is accomplished when undergraduates complete the [BG Perspective](#) curriculum, a set of courses that provides the opportunity to acquire both relevant content in specific disciplines, intellectual skills and values that are essential for educated citizens to possess: critical thinking and effective communication, investigating and problem solving, and participation and leadership through active learning and engagement. Achievement of these skills and values is central to all BG Perspective courses in the following domains: general studies writing, mathematics/quantitative literacy, social and behavioral sciences, natural sciences, humanities and the arts, as well as cultural diversity in the United States and expanded perspectives. Students are also required to take at least one course that provides an international perspective on a field of study.

The revised general education program, implemented in fall 2015, currently requires that students complete at least ten approved courses from the BG Perspective curriculum, distributed as follows: two from natural sciences; two from social and behavioral sciences; two from humanities and arts; one from cultural diversity in the United States; one additional course from the four domains already mentioned or one course from the expanded perspectives domain; one from quantitative literacy; and General Studies Writing 1120, the second of a two-course sequence in writing. Approximately 23 courses in the social and behavioral sciences domain and

25 in humanities and the arts are also designated as meeting the international perspective requirement.

Students earning Associates Degrees at BGSU Firelands complete nearly the full set of BG Perspective requirements listed above except for those in cultural diversity and international perspectives. BGSU Firelands students who complete associates degrees and then transition to main campus to earn bachelor's degrees complete the BG Perspective requirements in their final two years (approximately 60 credits) of study. Undergraduates receiving certificates are not required to complete the general education curriculum, and neither are graduate students.

3.B.2. BGSU's philosophy of general education is instantiated within the framework of [University Learning Outcomes](#), a set of skills, knowledge, values, and abilities that undergraduates should acquire as a result of pursuing any major, participating in any academic program, and engaging in appropriate co-curricular activities. Briefly, BGSU students are expected to: acquire Intellectual and Practical Skills (i.e., Critical and Constructive Thinking, Communication, and Engaging Others in Action); learn General and Specialized Knowledge; develop Personal and Social Responsibility, revealed through an understanding of diverse perspectives, engaging communities through informed, values-driven action, and by acting ethically in concert with their principles; and be able to Integrate, Apply, and Reflect, which includes being able to synthesize what they've learned and show a commitment to life-long learning.

As an academic program, [BG Perspective](#) necessarily inherits many of the University Learning Outcomes, but tailors them to its goals. Beyond the integration of cognitive skills, BG Perspective is dedicated to outcome-driven learning at two levels. First, all BG Perspective courses have a set of program-wide learning outcomes: communicating effectively, thinking critically and engaging in creative problem solving, and actively engaging with other groups and teams of individuals. Second, classes within each knowledge domain listed above have an additional set of learning outcomes whose focus is on inquiry. For example, the learning outcomes for BG Perspective courses in the natural sciences include: developing the skills of using quantitative and qualitative approaches to study scientific concepts, understanding the nature of scientific evidence, how it is obtained and used in the scientific process; and learning how to solve problems using the logical approach of science.

3.B.3. One way to address how every degree program engages students in acquiring the target skills is to determine how they incorporate the University learning outcomes. Learning outcomes are listed in the undergraduate catalog for degree programs and specializations. Undergraduate learning outcomes, along with learning outcomes for graduate programs are available on the [Office of Academic Assessment](#) website.

A content analysis revealed that 78% of the degree programs have at least one learning outcome that is consistent with "collecting and analyzing information," 95% with "communicating information," 90% with "mastering modes of inquiry or creative work," and 94% with "developing skills that facilitate adapting to changing environments". Each degree program is guided by its own set of learning outcomes and all University target skills are embedded in the degree program learning outcomes. The general education program faculty collect learning

outcomes data; the Office of Academic Assessment analyzes and reports aggregate data; and the University offers sessions to review and discuss the results.

All programs complete [Student Achievement Assessment Committee \(SAAC\)](#) assessment plans and report results on an annual basis. Through the SAAC reports, departments describe the programmatic learning outcomes assessed and how the results are being applied to improve programs. [AAC&U VALUE rubrics](#) are used to assess University and program learning outcomes and rubrics are embedded in the Learning Management System (i.e., Canvas) to measure student progress. Program learning outcomes are also evaluated during program review process and reported annually to the Chancellor's Council on Graduate Study within the Ohio Department of Higher Education (see 4.B.1-.4).

3.B.4. At its core, within the curriculum, and through a variety of co-curricular opportunities, the educational experience at BGSU recognizes the diversity among the people, cultures, and nations of the world (see 1.C.1-.2). First, the University's commitment to equal access creates an educational environment in which both the core value of respecting one another and the University learning outcome of interacting with diverse people and understanding their perspectives are promoted. The BG Perspective Cultural Diversity in the U.S. and International Perspective requirements are designed to help all students work towards achieving that learning outcome.

Less universal than BG Perspective requirements, although in keeping with the theme, BGSU undergraduates can major (e.g., [Africana Studies](#), [Asian Studies](#), [Ethnic Studies](#), [World Music](#), etc.) or minor (e.g., Chinese, global communication, Latino/a Studies, Italian, etc.) in a variety of programs focused on human and cultural diversity. At a finer level of analysis, while majors require at least one course whose focus is diversity or has a global perspective, often a course that is above and beyond the BG Perspective Cultural Diversity in the U.S. and International Perspective requirements.

At the graduate level, students may earn a degree (e.g., [Master of Arts in Cross-cultural and International Education](#), a [PhD in American Culture Studies with a specialization in Ethnicity, Gender, and Social Identity](#), etc.) and/or graduate certificate (e.g., [Autism Spectrum Disorders](#), [Ethnic Studies](#), etc.) in advanced programs focused on human and cultural diversity. In addition, the Graduate College utilizes the [Presidential Graduate Scholarship for Diversity Enhancement](#) fund as a means to attract students with diverse backgrounds with a fellowship worth \$5,000 for master's and \$7,500 for doctoral students. In 2015-16, 22 students were attracted to the University with this fund and 35 scholarship winners are expected for the 2017-2018 academic year.

The co-curricular opportunities for undergraduates that promote acceptance of human diversity include, but are not limited to, living in a residential learning community (e.g., [Global Village](#), [La Maison Française](#)), studying abroad, participating in a special program to increase the success of underrepresented students in STEM disciplines (e.g., the [Academic Investment in Math and Science \(AIMS\)](#)), receiving encouragement and fiscal support to pursue graduate studies (e.g., as a [McNair Scholar](#)), undertaking a service learning project (e.g., [BG Alternative Spring Breaks](#)), earning a certificate (e.g., Inclusive Leadership) and participating in campus conferences and

programming (e.g., [Office of Multicultural Affairs](#)). The Graduate College also hosts the [Paul D. Coverdell Peace Corps Fellows Program](#), where we have 16 degrees that enroll returned Peace Corps volunteers who support diversity initiatives on campus, the community, and the world.

Finally, as an indication of how BGSU realizes its commitment to support diversity, the Fall 2016 enrollment shows 926 international students (graduate and undergraduate) from 81 different countries, which is a 20% increase over Fall 2015 where 770 international students enrolled at BGSU. For international students who need to develop their English language skills, BGSU has dedicated faculty in the English department whose program in [English for Speakers of Other Languages](#) provides intensive language training. Locally, BGSU is dedicated to increasing access to higher education for disadvantaged Toledo-area youth through the Educational Talent Search and [Upward Bound](#) programs. Section 1.C.1 details enrollment of diverse and international students at BGSU.

3.B.5. Faculty, graduate students, and undergraduates often partner in scholarship and creative work as indicated by the number of co-authored publications, presentations, and performances produced annually. The [Office of Sponsored Programs and Research](#) assists students and faculty in the acquisition and management of research grants. Master's theses and doctoral dissertations are held to high academic standards, as are degree capstone experiences. Specific programs, such as Building Ohio's Sustainable Energy Future ([BOSEF](#)), [Science and Math Education in ACTION](#), [Center for Undergraduate Research and Scholarship](#), AIMS, and the [McNair Scholars Program](#), pair students with faculty to engage in research, especially in the STEM areas. In addition, students often enroll in independent study courses or do Senior Thesis/capstone projects where they engage in research and creative activities. In 2016, for example, 26% of seniors had engaged in research with BGSU faculty and 41% completed some type of culminating senior experience ([NSSE 2016](#)).

Sources

- 1.A.1.BGSU Vision, Mission & Core Values
- 1.A.Revised-Strategic-Plan-5-13
- 3.B.1.BG Perspective
- 3.B.2.University Learning Outcomes
- 3.B.4.Academic Investment in Mathematics and Science (AIMS) Program
- 3.B.4.Africana Studies
- 3.B.4.Asian Studies
- 3.B.4.Autism Spectrum Disorders
- 3.B.4.BG Alternative Breaks (bGAB)
- 3.B.4.Cross-Cultural and International Education (MACIE)
- 3.B.4.Education Abroad
- 3.B.4.Educational Talent Search
- 3.B.4.Ethnic Studies
- 3.B.4.Global Village

- 3.B.4.La Maison Française
- 3.B.4.McNair Scholars Program
- 3.B.4.Multicultural Affairs
- 3.B.4.Peace Corps Coverdell Fellowship Program
- 3.B.4.PhD American Culture Studies
- 3.B.4.Studies in French
- 3.B.4.Upward Bound
- 3.B.4.Winifred O. Stone and Presidential Graduate Diversity Scholarship
- 3.B.4.World Music
- 3.B.5.BOSEF Scholarships Summary
- 3.B.5.Center for Undergraduate Research and Scholarship
- 3.B.5.Office of Sponsored Programs and Research
- 3.B.5.Science & Math Education in ACTION
- 3.NSSE16 Multi-Year Report (BGSU)
- 3.NSSE16 Pocket Guide Report (BGSU)
- 4.A.1.AAC&U VALUE rubrics
- 4.A.1.Student Achievement Assessment Committee
- 5.B.4.English for Speakers of Other Languages (ESOL)
- 5.D.2.Office of Academic Assessment

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. Faculty are responsible for many aspects of the educational process beyond actual classroom instruction, including curriculum development, setting and assessing learning outcomes, assigning grades. These additional responsibilities demand a sufficient number of well-qualified faculty who dedicate an appropriate amount of time to instruction and related activities.

Fall 2016, BGSU had [799 full-time](#) and [381 part-time](#) faculty. During the period from fall 2011 to fall 2016, the student-faculty ratio per FTE has steadily decreased from 20:1 to 18:1. Each Department or School has a promotion/tenure/merit document, and has been approved by the College and Provost, which references the allocation of effort between teaching, research, and service. Depending on their mission, all units specify at least 40% (e.g., School of Art) to 50% (e.g., Geography) of a full-time faculty's time is spent teaching.

Continuity of faculty increases the familiarity with the student culture and capabilities, resulting in a greater likelihood of effective student engagement. BGSU is fortunate in having a large number of faculty who have served the University for extended periods. The [percent of faculty](#) who have been at the University for 10 or more years has increased from 50.3% (Fall 2011) to 61.6% (Fall 2016). The average faculty annual retention rate over the same period is 94.4%.

3.C.2. Prior to 2016, the establishment of qualifications for new instructors rested primarily with the departments, but met minimum criteria defined in the [CBA Agreement \(Article 14\)](#), and was

approved at the College and University levels following the process described in the [Faculty Hiring Manual](#). A comprehensive review of the recruitment and hiring infrastructure, data, personnel, business processes and workflow (2015-2016) revealed areas of strength and improvements needed to ensure compliance with the new HLC Assumed Practice (HLC) by Fall, 2017. This review included all faculty; tenure track (TTF), non-tenure track (NTTF), part-time faculty (PT), and faculty teaching College Credit Plus (CCP) or dual enrollment, courses. Fall 2016, BGSU had [779](#) full-time faculty (527 TTF and 252 NTTF) and [381](#) part-time faculty (includes CCP faculty). The institution also initiated a move from a paper-based system to an online system (HireTouch) for all faculty hires in 2015. Full implementation of the HireTouch system for faculty was enacted in spring 2017. Moving the online system necessitated an evaluation of and changes in workflow and business processes in Human Resources, the Provost's Office, and college offices.

The [recruitment](#) of qualified faculty was a particular strength of the [faculty hiring](#) process at BGSU and minor adjustments were made to those processes to increase effectiveness and efficiency. When a faculty request is made, the College reviews and approves the position description, including the minimum credentials. The request then moves to the Provost level, which also includes a review by the Equity Officer ([Human Resources](#)) to ensure that the search is in compliance with federal and state equal opportunity and nondiscrimination laws and regulations. Previously, following a competitive search and candidate interviews, contract requests were made to the College offices where credentials were checked against the job descriptions. Now the recruitment workflow includes the centralization of a review of credentials (including the official transcripts) and invitation to faculty candidates requires Provost's approval. This is a key action step within the [HireTouch](#) system. One important consideration for approval is whether or not the candidate meets the definition of highly qualified established by HLC. At this point in the process, a background check is also conducted, along with completion of the I-9 and payroll forms (see [Checklist for Faculty Contracts](#)).

The recruitment and hiring of part-time faculty and faculty teaching dual-enrollment (College Credit Plus (CCP) courses) is not in the HireTouch system. However, College offices are required to adhere to the same recruitment procedures and contract requests are made to the Provost's Office where credentials, including official transcripts, are verified before a contract can be granted. The [College Credit Plus Credentialing Policy](#) has been utilized since fall 2015 and oversight of faculty credentials teaching in that program is under the purview of the [Pre-College Programs](#) and [Institutional Effectiveness](#) (IE), both areas are within Academic Affairs.

One alteration to the workflows includes the verification and codification of faculty academic credentials during the contract request period. A position in the Provost's Office, the Associate Director (AD) for IE, was created in fall 2016 to assist in the review of all faculty credentials, including official transcripts, at the time of contract generation. In addition to verifying data entered into the Human Resources system, the AD also assigns each faculty a four digit Classification of Instructional Program (CIP) code that aligns with their academic discipline (which can then be matched to the CIP code for courses). Once CIP codes are assigned to faculty indicating their academic area of expertise and highest degree earned within those areas of expertise (i.e., doctoral, MFA, Masters, etc.) and entered into the data system, more accurate reports can be generated. At this time in the workflow, the AD also reviews requests and

documentation for Applications for Equivalent/Tested Experience, those candidates in the final stages of completing their required degree (i.e., ABD), and works in conjunction with the Director of Pre-College Programs to ensure that all faculty teaching at BGSU are properly credentialed.

[A common rubric](#) was developed and refined by the Provost's Office, Deans, and Chairs/Directors to establish criteria used for evaluating applications using Equivalent or Tested Experience in hiring part-time faculty. This rubric was piloted spring and summer 2017. The resulting rubric will be used starting fall 2017 to hire part-time faculty who do not meet the highly qualified designation.

Should a candidate be in the final stages of completing the required degree (i.e., ABD), a one-year contract is issued with the stipulation that it will be terminated should the candidate not complete the degree. The AD monitors these faculty hires, ensuring that official transcripts with terminal degrees be in the faculty member's personnel file in the Provost's Office and accurate data is entered into the Human Resources database.

The Graduate College also changed its policies for determining [Graduate Faculty Status](#) (i.e., ability to teach graduate courses or serve on graduate thesis/dissertation committees) to align with HLC's highly qualified expectation and requirements for faculty qualifications put forward by the Ohio Department of Higher Education. Appointments to the BGSU Graduate Faculty Status requires a minimum of a doctoral or terminal degree within the academic field in which they teach. Exceptions may also be made for graduate faculty using the Equivalent or Tested Experience rubric, however, approval must be obtained by the AD and the Graduate College.

The institution is participating in audits of the new systems for incoming and current faculty to ensure that they are meeting the highly qualified designation. The related policies and procedures will need to be audited in fall of 2017 to identify any areas for further improvements. In spring 2017, the AD conducted an [audit](#) on a random sample of approximately 40% of full-time and part-time faculty (n=476) to evaluate changes made to the technological infrastructure, data, business processes, and workflow for highly qualified faculty. The audit of existing full-time faculty illustrated some opportunity for areas for improvement.

Approximately 76.9% of full-time faculty (TTF & NTTF) at the University have a [terminal degree in the academic field](#) in which they are teaching. The data was then compared to the official transcript and in some cases, the terminal degree and/or academic areas were not identified correctly by Human Resources. For example, an examination of transcripts found that an area of expertise (e.g., drawing, art history), for example, is not reflected in the title of the terminal degree granted (e.g., Masters of Fine Arts). To ensure the accuracy of the data, the determination of whether or not a faculty member has a terminal degree in their field has been moved from Human Resources to the AD within the Provost's Office (completed in conjunction with assigning CIP codes). Comprehensive review of all paper and electronic files of current faculty is now in progress and will be completed in fall 2017. BGSU is dedicated to continuously evaluating our faculty data. Upcoming audits of all faculty credentials will be conducted by the AD every 2 years to maintain quality and make improvements to the infrastructure, data,

personnel, business processes and workflow associated with ensuring all BGSU faculty have the appropriate academic credentials commensurate with their classification (TTF, etc.).

3.C.3. Subsequent to hiring, the University places great emphasis on assisting and monitoring the faculty's intellectual growth and development as an instructor and scholar, with the recognition that both the instructor and the University will benefit. This progress is monitored through the promotion and tenure (P/T), merit, and annual review processes which currently follow the guidelines and minimum criteria set out in the [BGSU Faculty Association \(BGSU-FA\) Collective Bargaining Agreement \(CBA; 2016\)](#). In addition, the nature and timing of the faculty evaluations vary according to faculty rank and status.

For TTF, the [CBA \(Article 14\)](#) mandates an annual review for probationary faculty to ensure that the faculty member is making satisfactory progress toward attaining tenure and promotion. The annual review consists of an evaluation of the faculty member's performance in teaching, research, and service by the Department/School's tenured faculty with or without a separate review by a Department/School personnel committee. The nature of this review and any criteria that exceed those in the CBA are described in the current Department/School's P/T Guidelines (e.g., [Human Services](#), [Music Performance](#), [Sociology](#), etc.). Following the review, the tenured faculty vote to indicate whether the candidate's progress is satisfactory. This vote, along with a committee report (if part of the unit's process), is communicated in a letter by the Chair/Director (that includes his/her own evaluation and recommendation). The Dean then writes his/her evaluation and communicates it to the candidate.

TTF probationary faculty are hired on an initial three-year contract. In addition to annual reviews, they also undergo a rigorous review in their third year according to the CBA. Following minimum criteria defined in the CBA and specific criteria defined in the unit's P/T document (see T/P Guideline examples above), the candidate is evaluated by the unit's faculty, and in some units, a Personnel Committee. This is followed by a vote by the tenured faculty to reappoint or not reappoint the faculty to a second three-year contract. The results of the vote, along with any committee report and an evaluation and recommendation by the Chair/Director are then sent to the College Dean. Following review by the College, a recommendation is then made to the Provost, and copied to the candidate.

At the end of the probationary period, faculty members are evaluated for tenure and promotion to Associate Professor. The process follows the guidelines and minimum criteria set forth in the CBA, along with additional criteria described in the unit's promotion and tenure (P/T) document. The evaluation is based on a dossier consisting of a curriculum vitae, indicators of performance in the areas of teaching, research, and service, and external letters of evaluation. These documents are reviewed by the faculty, and in some units, a Personnel Committee. Eligible tenured faculty then vote for or against tenure and promotion to the rank of Associate Professor. P/T require a two-thirds affirmative vote by eligible faculty. The results of the vote, along with committee reports are then sent by the Chair/Director to the College Dean along with his/her own evaluation and recommendation. Following review by the College P/T Committee, the Dean then makes a recommendation to the Provost and communicates it to the candidate. After review by the Provost, a recommendation is then made to the Board of Trustees, who vote on final approval.

Promotion to Professor follows a process similar to that for tenure and promotion to Associate Professor, except that the criteria are more rigorous, as defined in the CBA and in the unit's P/T document.

NTTF are reviewed annually according to the criteria in the CBA and Department/School P/T documents, which are approved by the College, BGSU-FA, and Provost. If the NTTF is on a multi-year contract, s/he is evaluated by a Department/School personnel committee using peer teaching evaluations and student course evaluations. The Chair/Director makes a recommendation whether to continue the faculty for another year based on the committee's recommendation along with his/her own observations. These evaluations and recommendations are then reviewed at the College level where a recommendation is made to the Provost to continue or not continue the faculty.

In addition to the specific reviews described above, all full-time faculty (NTTF & TTF) are evaluated annually for salary change ([merit](#)) according to the CBA ([Article 17](#)), and using the criteria defined in the unit's Merit Document, which has been approved by the College. Depending on the unit's procedures, an activity report is submitted by each faculty containing a current curriculum vitae and an outline of the year's accomplishments to their College (e.g., [Arts & Sciences](#)) that are used in the merit evaluation process (e.g., [Physics](#)). This [activity report](#), provides the Deans to assess the performance of the faculty and are used in concert with other data (e.g., National Study for Instructional Cost and Productivity (NSICP), Oklahoma State Study, College and University Professional Association (CUPA) Human Resources Survey) to determine and recommend salary adjustments.

Part-time faculty are hired on a one-semester or one-year contract. To be renewed, s/he must reapply for the position in an advertised, competitive search.

3.C.4. The University recognizes that the intellectual growth and professional development of its faculty are essential for effective teaching and their satisfaction. Accordingly, it offers numerous opportunities for faculty to remain current in their disciplines, acquire new skills and refine existing ones.

The most comprehensive development program is the [Faculty Improvement Leave \(CBA: Article 22\)](#). Faculty who meet the criteria set forth in the Charter are eligible to apply for a one semester (at 100% salary) or two semester (at 70% salary) leave for the purposes of improving his/her professional capabilities or increasing his/her expertise.

Faculty development/support include the [Center for Faculty Excellence \(CFE\)](#) which fosters excellence in teaching to support student success by sponsoring workshops, learning communities, book clubs, and campus events. The CFE regularly offers [workshops](#) aligned with the [Provost's ecosystem to support student success](#) and faculty may register for workshops via an online registration system. During AY2016-18, the CFE sponsored 150 events that were attended by 1,680 faculty, students, and staff, and conducted 400 consultations with faculty and graduate students teaching at BGSU. In 2016, the CFE also piloted the Faculty Affiliates program; providing fiscal support (i.e., professional development funds) to faculty to assist in professional development activities within departments, colleges, and on campus. In addition to

CFE's New Faculty Orientation, the CFE piloted (AY2016-17) the New Faculty Learning Community that provided support related to teaching (fall 2016) and scholarship (spring 2017). The CFE will be continuing these programs AY 2017-18. In addition, the CFE will also be facilitating a required day professional development for all incoming BGSU faculty summer 2018.

The CFE also facilitates BGSU's institutional membership in [National Center for Faculty Development and Diversity \(NCFDD\)](#) and this membership is available on the CFE website. NCFDD offers a wide range of professional development support for all faculty but offers additional support for underrepresented and mid-career faculty. For AY 2017-18, the CFE will sponsor six faculty to participate in the NCFDD Faculty Success Program which takes an online support team approach to helping mid-career faculty. The Teaching and Learning Center on the Huron campus, provide instructional services to the Firelands college faculty and collaborates with the CFE to support institutional initiatives, such as faculty book clubs and learning communities.

In addition to the CFE, BGSU has a variety of offices and initiatives that assist in faculty professional development. For example, the [Online and Summer Programs \(OSAP\)](#) provides resources, consultation, evaluation, and support for developing and teaching online or blended learning classes and programs and the [Faculty Development Committee](#) provides small development grants. The [Office of Sponsored Programs and Research \(OSPR\)](#) helps faculty find external funding to support their research and to manage their existing projects. Finally, most departments have mentor programs for new faculty to expand on CFE's New Faculty Orientation.

3.C.5. Learning takes place outside the classroom in informal meetings, labs, field experiences, and internships. Key to these experiences is an accessible faculty. Faculty list scheduled office hours on their course syllabi, but most are available whenever they are not in the classroom, lab, or studio. For online teaching, faculty post times they will be available for online discussions or help sessions. The [Center for Undergraduate Research and Scholarship](#) and the [Center for Community and Civic Engagement](#) also provide assistance to faculty and students to develop and engage in educational experiences outside the classroom. In 2016, 26% of students participated in research with faculty and 63% in service-learning at BGSU ([NSSE, Senior data 2016](#)).

3.C.6. Administrative staff members who provide academic and other support services participate actively in professional organizations (e.g. NASPA) are guided by standards of their profession (e.g. CAS) and seek staff development opportunities at local, regional, and national levels. Individual unit heads provide ongoing training for their support staff and use evaluation and assessment to inform and improve practice.

Sources

- 1.C.1.BGSU's NCFDD Site

- 1.C.Human Resources
- 1.D.3.Center for Community & Civic Engagement
- 2.A.bgsu-fa
- 3.A.3.Online and Summer Academic Programs
- 3.Article 17 CBA
- 3.B.5.Center for Undergraduate Research and Scholarship
- 3.B.5.Office of Sponsored Programs and Research
- 3.C.1.CBA - Article 14
- 3.C.1.Checklist for New Faculty Contracts_July 2017
- 3.C.1.Faculty Qualifications Audit
- 3.C.1.GFS Policy final 2017
- 3.C.1.Pre-College Programs
- 3.C.1.TP Human Services
- 3.C.1.TP Sociology
- 3.C.2.15 16 and 17 Summary 2-year FT Instructional Faculty
- 3.C.3.annual-faculty-record-update
- 3.C.3.approved-merit-II-physics
- 3.C.3.merit template part1 201612014
- 3.C.3.Political Science Merit Document 2017
- 3.C.3.Tested Experience Faculty Rubric
- 3.C.3.TP Music Performance
- 3.C.4.CBA Article 22
- 3.C.4.CFE Find a Workshop
- 3.C.4.Faculty Development Committee
- 3.C.4.Provost's Ecosystem for Student Success
- 3.C.BGSU CCP Credentialing Guidelines
- 3.C.CBA-2-july2016-june2019
- 3.C.Faculty Hiring Manual
- 3.C.Faculty Recruiting Process
- 3.C.FT_FACULTY_HEADCOUNT_RANK
- 3.C.FTE Enrollment By Campus Location
- 3.C.Fulltime Faculty by Highest Degree
- 3.C.Full-time Faculty HC by Years of service
- 3.C.HireTouch Toolkits - Faculty
- 3.C.PT faculty, 2016-17
- 3.NSSE16 Frequencies and Statistical Comparisons (BGSU)
- 3.NSSE16 High-Impact Practices (BGSU)
- 3.NSSE16 Multi-Year Report (BGSU)
- 3.NSSE16 Pocket Guide Report (BGSU)
- 5.A.4.Center for Faculty Excellence
- 5.D.2.Institutional Effectiveness

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1. BGSU provides students with a wide range of academic services designed to enhance students' learning and academic success, including services for student academic success, wellness, support for student inclusion and diversity, and economic support services. The responsibility for student support services involve all areas of the institution and are closely tied to BGSU's mission and strategic goals. Some offices and services that provide student support are highlighted below.

Academic success services include [Academic Advising](#) (students are assigned an academic advisor from day one to develop an on-going partnership for student success), the [Learning Commons](#) (provides academic support and study skills assistance for all students), [New Student Orientation](#) (or [SOAR](#), provides programs designed to assist all new students with a smooth transition to University life), [Pre-Major & Academic Planning](#) (serves students who are undeclared/undecided or academically at-risk) and Residential Faculty Mentor Program helps first year students build positive relationships with faculty.

Student health and wellness services include, the [Counseling Center](#) (provides preventative, emergency and by-appointment counseling interventions) and [Recreation and Wellness](#) (provides access to fitness facilities, unique educational opportunities through outdoor leadership courses, and intramural sports).

Supporting diverse students and promoting an inclusive educational environment are embedded in the mission strategic goals of the institution. The institution provides a variety of support services, including [Accessibility Services](#) (provides individual learning support to students with verified disabilities by ensuring appropriate accommodations), [Falcon Learning Your Way](#)

(supports students with learning and attention challenges), [Nontraditional and Military Student Services](#) (serves as a one-stop resource for adult learners, student Veterans, commuters, and transfer students), the Office of [Multicultural Affairs](#) (supports a campus environment that understands and embraces diversity; offers culturally rich programming experiences), the [TRIO Program](#) (supports target populations of first-generation students, low-income, and students with disabilities by providing mentoring and tutoring assistance), the [LGBTQ+ Center](#) (provides support for lesbian, gay, bisexual, and transgender students) and [International Student Services](#) (provides support for international students).

The institution also has support services to provide students with economic and career success services. These services include the newly remodeled [Career Center](#) (assists students throughout their academic careers (co-ops, internships, job search), [Student Employment Services](#) (prepares students for part-time employment opportunities consistent with their personal, academic, and professional goals), the [Graduate College](#) (provides services to graduate students seeking graduate assistantships and funding), and [Scholarship Search](#) (provides students with a search tool for scholarship and additional funding for college).

3.D.2. BGSU provides learning support and preparatory instruction to address the academic needs of all students. College and program specific academic advising provides targeted individualized academic guidance and degree planning to undergraduate and graduate students to enhance the student learning experience. The [Office of Admissions](#), [Academic Advising](#), and [Academic Affairs](#) (including the [Graduate College](#)) play critical roles in providing support to incoming students.

The Office of Admissions evaluates student academic profiles at the point of application and admission. If the designated major or program requires a standard for admission that is higher than general admission to BGSU, and the student does not meet the higher standard, the student is notified and provided alternate admission options, including admissions to Firelands College and transfer pathways from community colleges. Beginning with the admission process and throughout the first year, students' interests, abilities, and skills are also evaluated on both a micro and macro level.

The most significant practice related to introducing undergraduate students to BGSU and college life is Student Orientation, Advising, and Registration ([SOAR](#)). With few exceptions, all entering students are required to attend this one-day, pre-enrollment program. Over 30 SOAR sessions are held throughout the year for incoming first year and transfer students to learn more about the intended major, campus resources, and services. Opportunities to connect with faculty, staff, and peers are a critical part of the program. To ensure effective placement of students in appropriate levels of math courses, math placement is determined by their ACT/SAT math scores. Students are required to complete a writing essay prior to SOAR to determine appropriate composition placement.

In addition to SOAR, three events are designed to assist undergraduate students in their transition to college life and prepare them for academic success are highlighted here. [Opening Weekend](#) allows for a variety of programming to connect new students to the BGSU community and serves as an introduction to the classroom and out of classroom environment. In addition to

academic programming, sessions are held on campus safety, diversity and inclusion, good decision making, and campus involvement. Returning students serve as Opening Weekend Group Leaders to assist new students in their transition to college life. Opening Weekend Extended Orientation provides additional supplementary academic meetings and advising opportunities, including a major-specific orientation session (Get with the Program) with faculty and staff from their respective programs and colleges). Finally, Fall Welcome activities occur during the first two weeks of the fall semester. Over 140 events are offered to provide students opportunities to learn more about campus resources, build friendships, and assist with the transition to college life. Events are focused on academic success, career development, leadership and engagement and personal and fiscal responsibilities. Approximately 40 Fall Welcome events take place the first weekend, as this is a critical time to keep student positively engaged and connected to BGSU.

BGSU offers advising and success programs throughout the academic career of the students. These programs start with [Mandatory First-Year Advising](#) which occurs prior to registration for the subsequent semester, where students are required to meet with their academic advisors to plan appropriately and discuss academic progress to date. Students are also monitored using Early Alert and Progress Reporting which is a University-wide online academic progress and tracking software ([Student Success Collaborative](#)) used by faculty, advisors, and staff to support students and track student attendance and academic performance, as of the first day of class. The Deciding Student Program provides students who enter BGSU without a declared major an opportunity to explore degree options and career interests. Major Mondays, which is a related initiative, provides undecided students an opportunity to network with faculty from particular disciplines.

BGSU offers support services to students who have academic challenges. The [Office of Accessibility Services](#) works with faculty and staff to ensure that reasonable accommodations are provided for qualified students and [Falcon Learning Your Way](#) supports students with learning and attention challenges. The [Learning Commons](#), which is utilized by and available to all students and faculty provides academic support and study skills assistance. At the Huron campus (e.g., Firelands college), the [Teaching and Learning Center](#) provides academic support services to students through a variety of programs and services.

BGSU offers a number of [courses and seminars](#) to provide academic support to incoming undergraduate students to adjust to college life, including Career and Life Planning (UNIV 1310; required for new deciding freshmen this course promotes FOCUS career assessment and career consulting to assist students with major and career exploration), Multicultural Success Seminar (UNIV 1510), College Reading/Learning Skills (ACEN 1000; required of all conditionally admitted students), the First Year Seminar (BGSU 1910) and introductory courses in colleges/programs (e.g., BA 1500; Overview of Business Administration and HHS 1000: Seminar in Health and Human Services). Additionally, systems and programs are designed to allow faculty and staff to ensure the ongoing evaluation of student learning.

BGSU provides incoming graduate students with support to assure that they are adequately prepared for graduate school. [Graduate Student Orientation](#) (GSO), for example, provides general and discipline-specific programming for incoming graduate students designed to help

prepare them for the rigors of graduate study. In addition, many academic programs (e.g., Sociology 6600) offer specific training and orientation for incoming graduate students on a variety of topics including pedagogy. The [Graduate College](#), in collaboration with the [Center for Faculty Excellence](#) (CFE), is also in the process of developing a graduate course in pedagogy to be offered for course credit.

3.D.3. Through a centrally coordinated and decentrally delivered advising model, BGSU is purposeful in providing personalized delivery of comprehensive academic advising to effectively serve students in a variety of academic programs. At the beginning of their academic career, students are assigned an academic advisor from their degree granting college. Undeclared students participate in the [Deciding Student Program](#) and are advised on a 3 semester track toward declaring a major. New students are required to meet with this advisor at least twice during their first year to ensure a successful transition and to develop a coherent graduation plan and sequence of all required courses and pre-requisites. Faculty and faculty advisors (professors/instructors in the students' academic departments) are also included in the advising process, particularly for upper-class students, and provide support in degree planning, and discipline-specific advising and mentoring. A variety of integrated technology tools and data are available to support and direct academic advisors' work in helping students develop individual graduation plans, establish goals, monitor progress toward degree, and make referrals to support services.

3.D.4. The [University Libraries](#) (UL) supports the BGSU mission by: advancing scholarship, critical thinking and creativity for a diverse community of users; building, organizing and maintaining focused collections for academic, creative and research interests; and teaching users to identify, locate, assess, and effectively use a full range of information resources. The UL is a founding member of OhioLINK, a statewide library and information system that enables BGSU students, faculty and staff to borrow materials from 121 Ohio academic libraries and provides access to more than 100 online research databases, more than 100,000 e-books, and over 46 million books and other library materials. BGSU library holdings include more than 7 million items, including books, journals, sound recordings, government documents, audiovisual materials and archival manuscripts and photographs. Special research collections include the [Center for Archival Collections](#), the [Music Library and Bill Schurk Sound Archives](#), and the [Browne Popular Culture Library](#). The [Curriculum Resource Center](#) provides a rich collection of current K-12 resources supporting BGSU's teacher education programs. The UL is now home to [The Learning Commons](#) and the [Collab Lab](#) all of which provide students curricular support at one location.

During the past three years BGSU has renovated or redesigned approximately 80 classrooms to better facilitate student engagement and active learning. These classrooms include movable chairs and tables, whiteboard walls and tables, color-separated furniture to more easily separate classes into smaller teams or related units, and a variety of new or updated classroom technologies. Larger rooms typically incorporate at least two projection screens/monitors, which allows for displaying two or more images or pieces of media simultaneously. Many redesigned rooms (i.e., [Active Learning Classrooms](#) (ALC)) now also include some form of touchscreen display technology or the ability for teams to connect their own devices to displays. Combined with built-in document cameras in most rooms, telepresence platforms, and related hardware and

software, each redesigned room is well-suited for “flipped” classroom environments, demonstrations and/or simulations and greater student-to-student collaboration. BGSU faculty must complete ALC training, a pedagogy and academic technology workshop offered by the [Center for Faculty Excellence](#) to teach in these innovative, technologically-rich learning environments.

Other high-impact services and programs in place to support student learning include residential learning communities (e.g., [Arts Village](#), [Educators in Context and Community](#), [Global Village](#), etc.) and experiential learning opportunities. Experiential learning opportunities include co-ops and internships (e.g., opportunities to gain practical work experience while integrating classroom knowledge), education abroad experiences (both short-term (1-10 weeks) and long-term (semester or academic year abroad)), community engagement (integrate community service with course content), and undergraduate research ([SETGO](#), [AIMS](#), and program specific opportunities). These unique experiential learning opportunities are facilitated by several offices on campus including the [Office of Residence Life](#), the [Career Center](#), the [Center for Civic and Community Engagement](#), and the [Center for Undergraduate Research and Scholarship](#).

3.D.5. The [University Libraries](#) (UL) faculty and staff teach students and faculty to identify, locate, assess, and effectively use a full range of electronic and print information resources. Librarians offer course-integrated library instruction sessions, teach credit-bearing classes at the graduate and undergraduate level, staff several research and information desks, offer individual research appointments and leverage technologies (e.g. chat, texting, email reference, and online tutorials) to respond to inquiries. In addition, librarians participate in graduate student orientation and collaborate with the [Center for Faculty Excellence](#) to provide information literacy themed workshops and learning communities to facilitate the integration of library resources and information seeking behaviors within the classroom. [Library research guides](#) are available by course, subject, audience and collection format to guide students in the effective use of research and information resources.

Sources

- Science, Engineering & Technology Gateway Ohio
- 1.A.2.Academic Advising
- 1.A.2.Accessibility Services
- 1.A.2.Admissions
- 1.A.2.Center for Undergraduate Research and Scholarship
- 1.A.2.Counseling Center
- 1.A.2.Counseling Center
- 1.A.2.Falcon Family Weekend
- 1.A.2.Graduate Student Orientation
- 1.A.2.International Programs & Partnerships
- 1.A.2.Multicultural Affairs
- 1.A.2.New Student Orientation

- 1.A.2.Non-Traditional and Military Student Services
- 1.A.2.Provost
- 1.A.2.Recreation and Wellness
- 1.A.2.SOAR
- 1.A.2.Student Success Collaborative (SSC)
- 1.A.2.TRIO Programs
- 1.C.1.Center for Faculty Excellence
- 1.C.1.Global Village
- 1.C.1.LGBTQ+ Programs
- 1.C.2.Center for Community & Civic Engagement
- 1.D.3.Center for Community & Civic Engagement
- 2.D.1.Pre Major & Academic Planning
- 3.B.4.Academic Investment in Mathematics and Science (AIMS) Program
- 3.C.4.Faculty Development Committee
- 3.C.4.Residence Life
- 3.D.1. Graduate Funding
- 3.D.1.BGSU Scholarships - All Opportunities
- 3.D.1.FLY Program
- 3.D.1.International Student Services
- 3.D.1.Student Employment Services
- 3.D.2.Mandatory Advising
- 3.D.2.Opening Weekend
- 3.D.2.TLC Firelands
- 3.D.3.Deciding Student Program
- 3.D.4. UL Services for Faculty
- 3.D.4.Active Learning Classroom Certification
- 3.D.4.Browne Popular Culture Library
- 3.D.4.Career Center
- 3.D.4.Center for Archival Collections
- 3.D.4.Collab Lab
- 3.D.4.Curriculum Resource Center
- 3.D.4.Music Library & Bill Schurk Sound Archives
- 3.D.5.Library research guides
- 3.D.5.Library Services
- 5.A.4.Center for Faculty Excellence
- 5.B.3.Graduate College
- 5.C.2.Learning Commons
- 5.C.2.Learning Commons
- 5.D.4.Arts Village
- 5.D.4.Educators in Context & Community (ECCO)

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. Co-curricular programs at BGSU promote involvement in activities outside the classroom, build commitment to the institution and its principles, and inculcate normative beliefs about the purposes, mission and values of the University. Experiential learning opportunities are detailed in (3.D.2, 3.D.4). In addition to residential learning communities and experiential opportunities, other examples for students to be involved in experiences outside the classroom include joining one of the [347 student organizations](#) (institutional and college specific), the common reading experience, first year success programs, resident education (e.g., faculty resident mentor program, residence life jobs, residence hall councils, [SMART](#) program), and the [President's Leadership Academy](#). These co-curricular experiences align with the University's mission and strategic goals to support a successful educational engagement of students.

Directly aligning with the [University's Strategic Goal #1](#) to "engage undergraduate students in an unique BG learning experience that fosters engaged citizenship, global leadership, and career preparedness which will lead to lifelong success" BGSU offers the [Falcon Internship Guarantee](#). This program "guarantees students who complete the Falcon Internship Preparation Program and meet identified criteria, the opportunity to participate in an internship or other experiential learning activity during their undergraduate career."

3.E.2. In concert with its mission, the University, "provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world."

General education skills of critical thinking, problem solving, quantitative reasoning, etc. help students adapt to face economic and other life challenges. Leadership opportunities are available in formal programs, residential communities, and student organizations. Aligning with our mission and strategic goals, BGSU strives to prepare students as active citizens and leaders who meet the needs of our global and local communities. High impact practices provide a pathway for students to succeed. As documented by the most recent [BGSU NSSE](#) (2016) data, 63% of first-year students and 89% of seniors participated in high impact practices (learning community, service-learning, research with faculty, internship/field experience, study abroad, culminating

senior experience). This participation was significantly higher than our peer institutions for first-year learning communities and service-learning and senior learning communities, service-learning, research with faculty, and internship/field experience.

Sources

- 1.A.1.BGSU Vision, Mission & Core Values
- 3.A.2.General Education (BGP) Learning Outcomes
- 3.Article 17 CBA
- 3.E.1.Falcon Internship Guarantee (FIG)
- 3.E.1.President's Leadership Academy
- 3.E.1.SMART Program
- 3.E.1.Student Organizations
- 3.NSSE16 High-Impact Practices (BGSU)

3.S - Criterion 3 - Summary

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

Summary

BGSU's undergraduate and graduate degree programs provide students with a high quality education, whenever and however they are delivered. Faculty are responsible for aspects of the educational process beyond classroom instruction, including curriculum development and establishing and assessing learning outcomes. The institution is also committed to ensuring that all BGSU faculty are highly qualified and that there are clear qualifications for tenure, promotion and merit. BGSU also provides faculty with many opportunities and support for intellectual growth and development. The institution supports student learning and effective teaching through a variety of curricular and co-curricular offerings, beginning with orientation and advising, the creation and use of active learning classrooms, student learning communities, and institutional resources, such as University Libraries. The institution fulfills the claims it makes for being an enriched educational environment by providing experiential learning experiences and encouraging student and faculty engagement in high impact practices.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1. BGSU is committed to the cyclical process of regular external review of curricular and co-curricular programs to ensure quality and adherence to educational and professional standards through accreditation and program review. In some colleges (e.g., Business and Education & Human Development) almost every unit is subject to review by an external accrediting agency. In other colleges (e.g., Arts & Sciences) a smaller proportion of programs are subject to review by external accreditors (see 4.A.5) and some colleges (e.g., Health & Human Services) require external review for programs granting licensure. Twenty-five professional organizations serve as external accreditors to programs at BGSU (see 4.A.5). The [attached chart](#) provides program review and accreditation dates by program grouped by college. Academic programs that are not part of an accreditation process engage in program review (either as an individual program or part of a cluster of related programs) [every six years](#). BGSU demonstrates institutional support, consistency, and sustainability in program review.

Since our last review (2013), BGSU has reviewed, evaluated, and revised the academic program review process to align with the strategic planning and budgeting processes and promote the continuous improvement of our academic programs. Since 2013, program review moved from a decentralized to a centralized process. With the development of the area Institutional Effectiveness (IE) in 2015 (see 5.D.2), BGSU was intentional about centralizing program review and providing support for this process. IE provides leadership and services to support faculty development, the intentional and integrated assurance of student learning, compliance with programmatic and national accreditation standards, and the functional and systematic evaluation of programmatic and institutional performance by developing, collecting and disseminating information used to provide evidence to demonstrate the extent to which BGSU is fulfilling its mission. To aid in the program review process and promote interdisciplinary initiatives and institutional effectiveness, programs are grouped into cluster areas (see [Program/Cluster Review Schedule](#)). IE developed centralized processes and procedures for program review as documented by the [Program/Cluster Review Guidebook](#) for Academic Programs.

This guidebook is currently being updated to reflect the feedback provided from the program areas that recently went through the revised program/cluster review process (AY 2016-17).

The revised program/cluster review process is intended to be helpful, meaningful, collaborative, and useful to the faculty. The primary guiding principle for program/cluster review is the use of evidence and data to analyze and evaluate specific and critical issue(s) and/or question(s) and guide future goals, priorities, and actions to address those issue(s) and/or question(s) aligned with institutional priorities leading to improve program/cluster quality. The primary goal of the review and evaluation is to gather feedback and engage in a comprehensive analysis and evaluation of the critical issue(s) and/or question(s) outlined in the program/cluster self-study and action plan. For the review process, programs/clusters conduct a self-study and action plan that is shared with external reviewers who conduct a site visit and provide a team report. The report is reviewed by the program/cluster faculty and incorporated into an updated annual strategic planning document with specific metrics to monitor progress. To support the centralized program/cluster review process, areas within IE provide key data to program/cluster faculty and administrators. For example, the Office of Institutional Research (IR) provides enrollment, instructional productivity, student success, and faculty demographic data and the Office of Academic Assessment provides institutional and program learning outcome data.

Program review has been an important process that contributes to program quality. For example, [English and General Studies Writing](#) received feedback from external reviewers (spring 2017) on how to merge the two areas, develop new programs, and improve the academic quality of existing programs. As a result of this feedback, the faculty refined a detailed action plan to increase the quality of their programs to ensure student learning and success. This action plan will form the foundation for their upcoming strategic plan and will include metrics to gauge progress towards goals (AY 2017-18).

All BGSU academic units are subject to the annual review of their unit assessment plans (see 4.B). Such reviews are undertaken at the unit level, the College level, and finally by the University level [Student Achievement Assessment Committee](#) (SAAC). Programs seeking to modify curriculum also are subject to reviews at multiple levels, including Department, College,

and University level committees (Undergraduate Council or Graduate Council). The University level committees are comprised of faculty and staff members who represent all areas of the University. Finally, major modifications or new curricular developments also are reviewed by the BGSU's Committee on Academic Affairs and, in some instances, the Ohio Department of Higher Education.

SAAC is a University level assessment committee that monitors the assessment plans that support the program review process. SAAC membership includes A-Deans and faculty representatives from every College, including the Graduate College, Student Affairs, the Director of General Education Program (BG Perspective), the Associate Director of Academic Assessment, a graduate assistant in the Office of Academic Assessment, and the Vice Provost for Institutional Effectiveness. SAAC facilitates faculty development, the creation and refinement of program and course learning outcomes, the development of methods for directly and indirectly measuring and analyzing student achievement of these outcomes (e.g., the Colligate Learning Assessment, see 4B), and other programming and events to promote best practices in student learning assessment. For example, SAAC facilitated several sessions at the 2016 Teaching and Learning Fair to discuss and gather feedback from students, faculty and staff regarding the University Learning Outcomes. Another important way in which SAAC assists curricular and co-curricular programs is investigating and drawing inferences from the assessment (e.g., General Education) and institutional (e.g., Collegiate Learning Assessment, National Study of Student Engagement) data leading to positive program modifications and improvements.

The Center for Faculty Excellence in collaboration with the Office of Academic Assessment offers [professional development sessions](#) on assessment reporting to help faculty with the program review process. To support the centralized process, faculty can use the University's learning management system (Canvas) to collect learning outcomes data for program review. In addition to various department and course-level learning outcomes and rubrics, the [AAC&U VALUE rubrics](#), which align with University learning outcomes, also are embedded within Canvas. Programs can then use Canvas to track student learning. For example, after aligning their accreditation and program learning outcomes with University learning outcomes, the dietetics program at BGSU uses Canvas to track and assess these outcomes. Faculty can monitor how students are doing on each outcome to make pedagogical, course, and programmatic improvements and students also may track their progress on learning outcomes within Canvas as well. Additionally, program review has strong ties to the annual strategic planning process at the college level. Data gathered from program review provides foundational information for budget decisions (see 1.A.3).

4.A.2. The University complies with state guidelines related to transfer of credit as determined by the Ohio Department of Higher Education (ODHE) and evaluates all credits that are transcribed. Transcripts are submitted to the Office of Admissions as part of the admissions process. Admissions then forwards hard copies to [Registration and Records](#) (R&R) for evaluation and makes available electronic versions submitted to the Articulation Transfer Clearinghouse (ATC) or other means.

After the first week of the semester, enrolled students submit their transcripts directly to R&R for evaluation. Transcripts from regionally accredited institutions are reviewed to determine BGSU

course equivalencies. Equivalencies have been/are determined/established by the State of Ohio's Transfer Assurance Guide Approved Courses Reporting System (transfer equivalencies are stored in the state database accessible by BGSU students and institutions) and BGSU academic department recommendation.

R&R works with academic departments to determine equivalencies not established in the State of Ohio's database. These determinations are stored for future awarding of credit. If significant changes have been made to the course content, the academic department determines if the equivalency remains valid. [Courses without a direct equivalency](#) are granted either elective credit in the appropriate academic subject or, if no appropriate subject exists, general elective credit. Once credit is awarded, the equivalency is posted to the student's record, and the student is notified via email. Only earned credit from the source institution will transfer to an equivalent course at BGSU. Credit from institutions not regionally accredited must be validated before equivalencies can be posted. Validation is complete after R&R indicates a "C" or better was earned and the student's College Dean, the Chair/Director of the Department/School in which the course is being validated, and the instructor reviewing the course concur.

The [Office of Nontraditional and Military Student Services](#) (NTMSS) facilitates the review of credit for portfolio assessment and reviews non-equated military education and training for transfer credit. Portfolio Assessment is designed primarily for students who have gained documented college-level learning through significant volunteer work, work-related training, or work experience outside a formal classroom setting. Students seeking credit via portfolio assessment work with the appropriate faculty to outline learning outcomes and document achievement of the learning outcomes based on prior learning experiences. Once the portfolio is evaluated by the faculty, the results are sent to R&R to document credit and award the appropriate course equivalency. Military and some work place education and training may be assessed based on the American Council on Education (ACE) recommendations. This resource is used frequently for students with non-equated military service included on their military transcript. R&R reviews the recommendations and awards the appropriate credit and if necessary, consults with NTMSS and academic departments to ensure the appropriate prior learning experiences are being awarded credit.

[College Level Examination Program](#) (CLEP) is accepted for academic credit for some, but not all CLEP subject examinations offered by the College Board. Examinations accepted and criteria for awarding credit can be found in the [Undergraduate Catalog](#). BGSU administers CLEP examinations on the main campus in the [Office of Accessibility Services](#). Credits received through CLEP exams are posted to the student's record by R&R.

There are additional methods for students to demonstrate achievement of college-level learning. Individual academic departments coordinate the credit by exam process. A student pursuing credit by examination must not have enrolled in the course previously and must present sufficient evidence of prior study or experience. The course under consideration cannot be a prerequisite for any course the student has completed. The full academic policy concerning earning credit by exam is found in the [Undergraduate Catalog](#). A student also may receive credit for coursework taken at another institution (equivalent to "C" or better), that did not transfer because of BGSU policies. Students can earn credit for this coursework by passing a validation examination or by

presenting evidence of achievement of the learning outcomes/demonstrated skill set to appropriate faculty.

4.A.3. BGSU publishes and adheres to the policies regarding the transfer of credit in the Undergraduate Catalog: [Acceptable collegiate courses of credit transfer](#), [Acceptable non-collegiate sources for credit transfer](#), [Transfer of credit](#), [Ohio Transfer Module](#), and [Institutional credit transfer](#) (statewide policy).

4.A.4. Prerequisites for courses or other academic requirements are determined by each academic Department. Prerequisite requests and changes are documented and go through a curriculum modification process. Once the request is approved, the document is sent to R&R to record the prerequisite. The prerequisite information is then added to the student information system (PeopleSoft CSS). From that point forward, students are prevented from registering for the course unless the student has earned credit for the prerequisite or the student is currently enrolled for the prerequisite. In cases where the student is currently enrolled for the prerequisite course, it is assumed that the student will complete his/her courses successfully. Individual departments are responsible for determining if all prerequisites are met and notifying students accordingly; typically this is done by running queries after grades are reported.

BGSU has specific [Dual Enrollment Guidelines](#) (i.e., College Credit Plus (CCP), reviewed by the Council of Deans, Undergraduate Council, the [Director of Pre-College Programs](#), and Senior Administrators for BGSU Firelands. These guidelines underwent considerable discussions until a [protocol](#) was developed to ensure equivalency to coursework provided on [campus](#). [Instructors](#) are required to meet HLC's Highly Qualified criteria or have earned at least a master's degree in the content/subject area or by state standards as defined in CCP legislation. At BGSU, CCP faculty have earned at a minimum of 18 hours of graduate credit in the discipline or content/subject area or are making progress toward completing the 18 hours or master's degree and meet other requirements as described in the [CCP Credentialing Guidelines](#) (see Faculty Qualifications, section 3.C.2). Guidelines are shared with BGSU Departments that teach [dual credit courses](#) as well as with schools interested in offering dual credit. BGSU also has implemented extensive training and a mentoring program in which CCP faculty are mentored by full-time faculty teaching the same courses on the BG or Firelands campuses to ensure that learning outcomes, required course assessments, and levels of achievement are aligned, consistent and implemented appropriately.

4.A.5. Since 1947, individual programs at BGSU have been seeking and receiving accreditation by nationally recognized accrediting organizations. Today, every College at BGSU houses programs with specialized program accreditation. Additionally, two accredited programs are housed at the Firelands campus, and the [Division of Student Affairs](#) houses several accredited services and programs. A handful of additional programs also are seeking specialized accreditation and/or are exploring possibilities for doing so. Twenty-five professional organizations serve as external accreditors to programs at BGSU. To assist faculty and colleges with accreditation initiatives at BGSU, [Institutional Effectiveness](#) (IE) was charged in AY2016-17 to coordinate accreditation activities within the University (see 5.D.2). The [attached chart](#) provides accreditation and program review dates and agencies by program grouped by college.

One of the largest external college/unit level accreditation at BGSU is directed by The National Council for Accreditation of Teacher Education (NCATE) (now the Council for the Accreditation of Educator Preparation (CAEP), and involves the review of multiple units within the College of Education and Human Development and other colleges. The accreditation of teacher education programs involves multiple colleges and provides an example of ongoing participation in regular review of programs at BGSU. The NCATE/CAEP accreditation process establishes rigorous standards for teacher education programs and holds accredited institutions accountable for meeting professional standards. In NCATE/CAEP's performance-based accreditation system, institutions must provide evidence of competent teacher candidate performance. BGSU had a successful CAEP reaffirmation of accreditation in 2016.

Similarly, the College of Business (COB) undergoes regular re-accreditation reviews by the Association to Advance Collegiate Schools of Business (AACSB) emphasizing assurance of learning practices. The COB maintained reaccreditation by the AACSB in April 2015. The National Association of Schools of Art and Design accredit the School of Art, which was initially accredited in 1984 and had a successful reaccreditation visit in 2013. In all instances, the accrediting agency has defined accreditation measures that they carefully monitor during the reaccreditation process.

In addition to currently accredited programs, six other programs are seeking accreditation. For example, the Department of Computer Science (Accreditation Board for Engineering and Technology - ABET), Architecture (National Architecture Accrediting Board - NAAB), Construction Management (American Council for Construction Education - ACCE), the Master of Science in Forensic Science (Forensic Science Education Programs Accreditation Commission - FEPAC), Master of Arts in Social Work (Council on Social Work Education - CSWE) are seeking initial accreditation. Aviation Studies, currently accredited by the Association of Technology, Management, and Applied Engineering (ATMAE), is seeking additional accreditation from the Aviation Accreditation Board International (ABBI).

4.A.6. BGSU assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish their intended purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

From 1997 to 2010, the [Office of Institutional Research](#) at Bowling Green State University conducted numerous surveys to collect data concerning the success of graduates. In fall 2012, a [graduation survey](#) was developed by the [BGSU Career Center](#), R&R, and [Office of Academic Assessment](#) (OAA) and reviewed and modified by BGSU leadership. To capture placement data at the time of commencement, the survey was piloted and deployed as an online survey with a follow-up phone survey to non-responders. The survey was piloted AY2012-13, revised AY 2013-14, and a final version was deployed AY2014-15. The survey is administered every fall, spring, and summer session at graduation and since AY2016-17 six months after graduation.

In AY2014-15, the online survey was sent to 3,136 undergraduates and 936 graduates. Of the undergraduates, 1,737 (55.39%) completed the survey. Of the 936 graduate degree recipients,

581 (62.07%) completed the survey. Results of the [AY2014-15 survey of graduates](#) (undergraduate and graduate) indicate that:

- 938 (40.46%) stated they were employed (accepted a job, continuing current job, committee to service/volunteer position)
- 449 (19.37%) stated they were continuing or interested in continuing their education
- 48 (2.07%) stated they were completing a post-graduation internship
- 18 (0.78%) stated they were starting/opening a business
- 804 (34.69%) stated they were actively looking for employment
- 27 (1.16%) stated they were postponing their search for employment

In addition to an overall graduation survey report, college specific graduation survey reports were shared with the Deans.

Based on feedback from the colleges, the [AY2015-2016 Graduation Survey](#) incorporated satisfaction questions to identify students' overall level of satisfaction with the quality of instruction in their courses, how likely it would be that they recommend BGSU to a friend or family member, and how pleased they were with their overall experience at BGSU. Additionally, during fall and spring commencements, a shortened version of the Graduation Survey was administered on the back of the commencement cards. This shortened graduation survey contained two questions – an employment status question (Which statement best describes your employment status?) and a satisfaction question (How pleased were you with your BG experience?). Finally, a follow-up survey was sent six months after graduation to the students who indicated on the initial survey at the time of commencement that they were “looking for a job”. With these additional data collections, the OAA cross-checked the online, phone, and commencement card data to ensure only one response per student was recorded.

For AY 2015-2016, 3,118 students earned undergraduate degrees from BGSU, and of those, 1,475 (47.31%) participants completed the survey by [six-months from graduation](#). There were 800 students who earned graduate degrees (masters and doctoral degrees) from BGSU, and of those, 385 (48.13%) participants completed the survey by six months from graduation. Of the AY 2015-16 undergraduates and graduate students from BGSU who completed the Graduation Survey by the six month follow-up:

- 1,247 (67.04%) stated they were employed (accepted a job, continuing current job, committee to service/volunteer position)
- 423 (22.74%) stated they were continuing or interested in continuing their education
- 51 (2.74%) stated they were completing a post-graduation internship
- 21 (1.13%) stated they were starting/opening a business
- 59 (3.17%) stated they were actively looking for employment
- 32 (1.72%) stated they are postponing their search for employment

Of the students who responded to the location of their employment site by six months from graduation, 73.4% indicated it was in Ohio. Additionally, of the students who responded to the question by six months from graduation, 85.3% indicated their employment position is related to

their BGSU degree or field of study. Of the students that responded to the salary question, the median salary was \$40,000.

The AY2015-16 Graduation Survey included a few satisfaction questions and highlights from the students who responded to the satisfaction include:

- 82% were satisfied or very satisfied with the quality of the instruction in their courses
- 79% were likely or very likely to recommend BGSU
- 87% were pleased or very pleased with their overall experience at BGSU

The AY2015-2016 Graduation Survey data were shared with Deans, Chairs, and Directors in an aggregate report and by college reports with program level data. Targeted discussion on how to use these data occurred at Deans' Council and at Chairs and Directors meetings. Graduation survey data will be used as a required key performance metric for the new Performance Based Budgeting model at BGSU (see Section 5.A.5).

Sources

- 1.A.2.Accessibility Services
- 1.A.2.Non-Traditional and Military Student Services
- 1.C.1.Center for Faculty Excellence
- 2.A.Registration & Records
- 2.A.Student Affairs
- 3.C.1.Pre-College Programs
- 3.C.BGSU CCP Credentialing Guidelines
- 3.D.4.Career Center
- 4.A.1.AAC&U VALUE rubrics
- 4.A.1.BGSUreview_final
- 4.A.1.chart
- 4.A.1.every six years
- 4.A.1.Office of Academic Assessment
- 4.A.1.professional development sessions
- 4.A.1.Program-Cluster Review Guidebook
- 4.A.1.Student Achievement Assessment Committee
- 4.A.2.College Level Examination Program
- 4.A.2.Courses without a direct equivalency
- 4.A.2.Undergraduate Catalog
- 4.A.3.Acceptable Collegiate Sources for Credit Transfer
- 4.A.3.Acceptable Noncollegiate Sources for Credit Transfer
- 4.A.3.InstitutionalCreditTransfer
- 4.A.3.Ohio Transfer Module
- 4.A.3.Transfer of Credit
- 4.A.4.campus
- 4.A.4.dual credit courses
- 4.A.4.Dual Enrollment Guidelines

- 4.A.4.Instructors
- 4.A.4.protocol
- 4.A.5.attached chart
- 4.A.6.2014 2015 Graduation Survey data
- 4.A.6.2015 2016 Graduation Survey
- 4.A.6.Graduation Survey
- 4.A.6.Office of Institutional Research
- 4.A.6.six-months from graduation
- 5.D.2.Institutional Effectiveness

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1. All BGSU majors and programs, including Student Affairs, hold high and clear expectations for student learning. While program learning outcomes accommodate specialized knowledge, all majors also share fundamental educational values. These values are described by the 2008 [University Learning Outcomes \(ULO\)](#) and encompass six institutional priorities (critical thinking, engagement, information literacy, inquiry, oral communication, and written communication). The ULOs are [aligned](#) and assessed using [Association of American Colleges and Universities \(AAC&U\) VALUE Rubrics](#). In 2014, the corresponding AAC&U VALUE Rubrics were embedded within [Canvas](#), the University's learning management system. These VALUE Rubrics not only help operationalize the ULOs, but they also provide an external validation of their content. These VALUE Rubrics were first reviewed and edited by faculty committees to ensure their language was appropriate for BGSU.

The ULOs are integrated throughout the curriculum and align with the expectations of BGSU's general education program - [Bowling Green Perspective \(BGP\)](#), program learning outcomes, and student life. The ULOs are intentionally scaffolded into program- and course-level student learning outcome statements. All courses have their own learning outcomes (LOs) that are consistent with BGP (if appropriate) and program learning outcomes. These outcomes are then reviewed for rigor and appropriateness at the course level, when the course is proposed, and then annually at the program level as evaluated by the [Student Achievement Assessment Committee \(SAAC\)](#). To aid in transparency, the ULOs are listed in the [undergraduate catalog](#) and listed on curriculum guides/major maps available online. BGSU students have access to all course, program, and ULOs via rubrics and the Gradebook function within Canvas and linked from the Provost and departments' websites.

BGSU uses a centralized, all-in-one assessment system and continuous improvement model for the assessment of student learning. The focus is to promote alignment, share access to data, use data to inform action and engage stakeholders in the assessment process to improve and enhance student learning, teaching and the curriculum. A cornerstone of our all-in-one assessment system

is faculty created, course-embedded assessments. These are assessments of student learning the faculty would normally complete as a requirement in the development of a particular course. At BGSU, BGP faculty created course-embedded assessments used with all students in all course sections. Another key aspect of our assessment system is vertical alignment of LOs (i.e., mapping of the relationship among LOs within a course to the program level, then the program level to the college, and the college to the institution). [Programs'](#) use of Canvas illustrates the scaffolding of LO assessment. For example, the construction management program uses rubrics embedded within Canvas to assess their program learning outcomes by integrating key assessments within specific courses aligning with program learning outcomes/accreditation standards and ULOs.

BGP committee members, which are comprised of faculty and administrators from all colleges, evaluated each BGP learning outcome and the degree to which it was concise, appropriate, and measurable ([AY2012-13](#)). All courses seeking designation as a BGP course for AY2015-16 were required to submit master syllabi illustrating alignment with the new LOs and course level assignments for assessment of those revised LOs. The [BGP learning outcomes](#) were then connected to the AAC&U VALUE rubrics and also aligned with levels of the revised Bloom's Taxonomy and the type of knowledge (declarative, procedural, conceptual, and metacognitive). This vertical alignment of LOs allows for the use of BGP or program assessment data to inform the institution's progress on institutional learning outcomes and identify strengths and weaknesses.

All academic departments complete an assessment plan for their program learning outcomes. SAAC is a comprehensive committee composed of A-Deans and faculty from all colleges, assessment staff, and Student Affairs staff. SAAC reviews the assessment plans and short-/long-forms annually using a rubric to guide continuous improvement feedback. During 2012-2013, members of SAAC developed a set of [guidelines](#) and a [rubric](#) for writing/evaluating assessment reports, which align with program review and accreditation. These plans contain the program learning outcomes, information about the approval and communication of the ULOs, and a multi-year learning outcome assessment plan, with corresponding rationale and schedule. Additionally, each department submits program assessment reports each year, which are used by program faculty for strategic planning, submission of future SAAC reports, and accreditation or program review. The main goal of assessment or "assurance of learning" is to improve the effectiveness of the academic and co-curricular programming.

At every level, faculty are involved in creating, modifying and approving program-specific learning outcomes for courses and programs. Faculty initiate new programs and/or courses by completing a course/curriculum modification request. Both undergraduate and graduate program/course forms require that faculty identify student learning outcomes and plans for assessing student learning (see [Undergraduate Program/Course Modification](#) and [Graduate Program/Course Modification](#)). Both forms go through an approval process that requires review from program faculty, department/school/college faculty councils and department/school directors, Deans, University Undergraduate/Graduate Councils, Faculty Senate (new programs), and the Academic Affairs leadership. At the College and University levels, new programs and course curriculum are given two readings to allow for comment and suggestions from faculty committees. With the exception of Provost and Dean approval, committees involved in

approving undergraduate and graduate program and course curriculum are composed of faculty representatives from academic units at BGSU. Student input also is gained through curriculum modification committees at various levels. Students are involved at [Undergraduate](#) and [Graduate](#) Councils at BGSU. BGSU is in the process of requiring the involvement of the Office of Academic Assessment at the beginning of the program/course creation modification process, so targeted feedback about learning outcomes and the assessment process can help guide the creation and modification of courses/programs. This process will be implemented in Fall 2018.

The use of the [AAC&U VALUE Rubrics](#), since they can be aligned with BGSU learning outcomes, have been suggested by several committees (standing and ad-hoc) since 2008. While the use of these rubrics to assess student learning has been voluntary, a few BGSU programs have utilized the AAC&U VALUE rubrics to assess student learning. AAC&U VALUE rubrics were piloted in General Education courses and guided the development of co-curricular offerings (e.g., Community-Based Learning). The General Studies Writing program utilizes the Written Communication rubric and the Honors College utilizes several rubrics (Critical Thinking, Integrative Learning, etc.) to monitor and assess student learning within their respective programs. The divisional learning outcomes also connect individual Student Affairs units' programmatic learning outcomes with the broad framework of the University Learning Outcomes. Student Affairs is currently working on aligning learning outcomes with the AAC&U VALUE rubrics.

Several initiatives are currently in progress to address assessment reporting in curricular and co-curricular programs. With the exception of program review and specialized program accreditation, the primary focus of assessment activities at BGSU has been on undergraduate education. The AAC&U VALUE rubrics, for example, do not extend beyond the 'capstone' or senior year of undergraduate education and investigations on how these can be modified for graduate education have been minimal. However, in 2011-12, the Graduate College created a [strategic plan for graduate education](#) that was approved by the Graduate College and involved input from graduate students and faculty. One of the strategic goals generated by the task force (Strategic Goal #3) was to "build a more systematic and valid process of assessment and review." The Graduate College actively engages in the SAAC assessment process.

New initiatives that identify and address areas of improvement and potential growth for student achievement and program development are in progress. Thus far, these initiatives resulted in the following: identification of University learning outcomes, reinstating SAAC for overseeing program assessment at all levels, initial steps toward developing rubrics for assessment, the integration of co-curricular learning outcomes into University assessment processes, progress toward integrating the undergraduate experience and requiring all units to engage in a strategic planning process that includes program assessment reporting.

To continue to enhance student learning, BGSU will create a plan to audit, revise, and communicate program learning outcomes (PLOs) by Spring 2018. SAAC will take the lead with this systematic evaluation initiative by developing the plan and guiding its implementation in Fall 2018. The goal is to evaluate the PLOs in terms of measurability and alignment with ULOs and AAC&U VALUE Rubrics, similar to the process used with BPG. These revised PLOs will then replace current PLOs in Canvas and be evaluated via mastery or developmental rubrics

providing a streamlined system for data collection. BGSU has a demonstrated commitment towards building the capacity for a robust infrastructure to support the review and revision of learning outcomes and the processes, practices, and activities for the ongoing assessment of student learning.

For example, in 2012 a recommendation that resonated through committee recommendations was to identify an individual or an office that would guide assessment efforts at BGSU. In response to this and to address other important assessment infrastructure issues, the Provost's Office created the [Office of Academic Assessment](#) (OAA) in AY 2012-13. To provide ongoing, permanent support for the office, BGSU created the Director of Academic Assessment position in fall of 2012. The Director of Academic Assessment has since taken on more responsibilities and is now the Vice Provost for Institutional Effectiveness and oversees Academic Assessment, Institutional Research, the Center for Faculty Excellence, Program Review, Accreditation, State Authorization and other special initiatives (see 5.D.2). To continue the support for assessment initiatives at BGSU the Office of Academic Assessment hired an Associate Director in May 2016.

BGSU's All-in-One Assessment System provides the foundation needed for integration of campus-wide assessment; whereas, course-level, embedded assessments help inform program-level assessments (program review), which are connected to college-level and campus-level assessment (BGP assessments). Course-embedded data are coupled with national data, such as NSSE and CLA+, to help provide a holistic picture and horizontal alignment. These data are then reviewed by various constituents with the goal of continuous improvement. Assessment is no longer an add-on, but rather an integrated component of the daily operations of the academic culture.

Another strength BGSU offers is the involvement of key constituents with the assessment process. For example, the BGP assessment is faculty-driven where faculty developed the embedded assessments, evaluate them, review assessment data, and identify potential action items. SAAC is an additional example of how faculty are involved with assessment; whereas, faculty and staff review program assessment data using a targeted rubric and provide helpful feedback to their colleagues. The [Center for Faculty Excellence](#) provides professional development to their faculty peers on a variety of assessment topics and create an environment of mutual support. Students who work as student learning analysts are directly involved with the assessment process.

4.B.2. A focus on student learning, development, and success toward the achievement of essential learning outcomes remains an institutional priority at BGSU. [BGSU's educational mission](#) is to facilitate and support the development of students who will investigate and make connections, write and make presentations and participate and lead as defined within the learning outcomes of their disciplines. In order to empower students to become adaptive lifelong learners, BGSU has the responsibility to teach and guide students within responsive and encouraging environments in and outside of the classroom, where expectations are clear and the fullest potential of educational achievement is obtainable.

Since fall 2015 BGP has gathered assessment data by [domain for each of its learning outcomes](#). The [BGP learning outcomes \(LOs\)](#) for all domains were revised and evaluated to the degree to which each BGP LO was concise, appropriate, and measurable in 2012-2013 by the BGP Committee. BGP has adopted a mastery approach to learning outcomes in which faculty at the course level identify whether the students' performance on BGP course assessments "did not meet", "met", or "exceeded" expectations. The majority of faculty (71.43%) utilized Canvas to submit their BGP learning outcomes data, and others submitted their BGP learning outcomes data via Excel spreadsheets (28.57%). For the 2015-2016 academic year, there were a total of 138,881 data points and 175 BGP courses (73.53%) submitted assessment data.

BGSU has a history of participating in national, University, and program-specific assessments to evaluate student achievement in curricular and co-curricular programs. The impact of curricular programming has been assessed utilizing external, direct measures of student learning such as the Collegiate Learning Assessment (CLA). The CLA provides external comparisons of BGSU students with students at other institutions on critical thinking, analytic reasoning, problem solving and written communication skills. The CLA also provides BGSU with value-added indicators. Since 2005, BGSU has participated in several administrations of the CLA (bi-annually from 2005 to 2012) and CLA+ (AY2011, [AY2014](#), [AY 2015](#), [AY2016](#), [AY2017](#)). For the CLA+, BGSU uses a cross-sectional design and administers the assessment to approximately 100 first-year students (fall) and approximately 100 graduating seniors (spring). BGSU will continue to pilot the use of the CLA+ for the foreseeable future. BGSU CLA/CLA+ results are discussed in greater detail in Section 4.B.3.

BGSU also regularly participates in the [National Survey of Student Engagement \(NSSE\)](#), an indirect measure of student learning, as a means to evaluate the extent to which BGSU students develop learning outcomes for curricular and co-curricular programming. Survey items represent empirically confirmed "good practices" in undergraduate education, by reflecting behaviors by students and institutions that are associated with desired outcomes. BGSU has participated in the NSSE biannually since 2000 (see [2013](#), [2015](#), [2016](#) reports). NSSE results provide indicators pertinent to undergraduate student learning, development and success. In terms of various academic enrichment activities, BGSU freshmen and seniors, were as likely as students at peer universities to participate internships or cooperative education, carry out community service/volunteer work, join a learning community or some other formal program where groups of students take two or more classes together and work with faculty on research projects. [NSSE results](#) also are provided to University administration (Deans/Chairs/Directors) and [Board of Trustees](#) for discussion on strategic institutional initiatives.

BGSU will continue to use the NSSE as an indirect measure of student success at BGSU. The NSSE 2013 was revised to reflect questions on quantitative literacy, reflective and integrative learning, supportive environment, teaching practices, collaborative learning and learning strategies. Many of these align directly with ULOs. The administrations of the NSSE 2013 and 2015 at BGSU included two new modules to provide information regarding student perceptions of [advising](#) and [writing](#). BGSU showed growth from 2013-2015 on both the advising and writing modules, highlights include advisors providing useful information about courses and discussing career interests, and post-graduation plans for freshmen and seniors. The administration of the NSSE 2016 included two new modules of [civic engagement](#) and experiences with [information](#)

[literacy](#). The NSSE 2017 included two new modules of Global Learning and First-Year Experiences and Senior Transitions.

The writing questions on the new NSSE module also provide information on writing and critical thinking. These are utilized in conjunction with classroom-based assessments within General Studies Writing (GSW) to inform BGSU on student progress on a critical ULO, assist student writing development and instructional practice and to correlate with external measures, such as, the CLA+ results. The GSW faculty worked within an interdisciplinary team of faculty to modify and pilot the AAC&U VALUE written communication rubric for potential use at BGSU.

The use of both the CLA and NSSE has provided BGSU with longitudinal, cross-sectional, value-added, and comparison data with other institutions. For example, NSSE and CLA+ results were shared within the BGSU community at two events spring 2017. At a Chairs and Directors meeting, faculty leadership reviewed the results and identified potential strategies to increase academic engagement. At the Inclusive Pedagogy Summit, faculty had targeted conversations about NSSE results relating to students' discussions with diverse others. NSSE data also are presented annually to the Board of Trustees. Additionally, CLA+ and NSSE summaries, reports, and snapshots are available online. Some direct assessments, like the portfolio assessment created for General Studies Writing (GSW) or unit assessments in teacher education, have been used to provide student achievement data across BGSU programs. And while there were challenges with the implementation and use of classroom-based assessments as direct measures of student success (see 4.B.3), BGSU is committed to exploring the development of direct assessments University-wide.

BGSU has assessed the achievement of learning outcomes through accreditation and internal student assessment reporting. With oversight by the SAAC and by the Division of Student [Affairs](#) (DSA), the institution has engaged in the regular collection, analysis and use of student assessment data for program improvement. SAAC's overall purpose has been to promote teaching and learning at BGSU. SAAC's revised assessment reporting system was implemented in 2016 (see 4.A, e.g., [2016](#)). SAAC fosters a variety of effective learning environments, where "effective" includes regular assessment cycles designed to result in the continuous improvement of curricular and co-curricular programs (see Section 4.A.1 and 4.B.4). All programs follow a seven year [SAAC reporting cycle](#), and assessment plans contain the program learning outcomes, information about the approval and communication of the ULOs, and a multi-year learning outcome assessment plan. Each department submits a status report annually. The assessment reports are reviewed by SAAC with a [rubric](#) to evaluate the LOs assessed, methods and procedures, expectations for student achievement, results and conclusions, and actions taken. The SAAC reports and feedback are then used by program faculty for strategic planning, the submission of future SAAC reports, and accreditation or program review. The main goal of assessment or "assurance of learning" is to improve the effectiveness of BGSU academic and co-curricular programming.

The Vice President created the [Student Affairs Assessment Committee](#) (now the Student Affairs Strategic Planning and Assessment Committee) to administer and sustain the process of evaluating student learning within the [Division of Student Affairs \(DSA\)](#). To maximize uniformity and consistency among submissions, members of this committee created a

[template](#) and [rubric](#) for unit directors to utilize when reporting data on student learning and information on how to enhance student learning. In fall 2011, the Division partnered with Campus Labs to improve staff members' capacity concerning assessment of student learning. Staff members have access to Campus Labs software to conduct surveys as well as the company's consultation services to assist them in planning assessment initiatives. The DSA departments assess learning outcomes aligning with signature programs and evaluate key performance indicators. In 2017, there will be a review of these data at the annual DSA retreat.

4.B.3. Through accreditation, program review, SAAC reports, BGP assessment, strategic planning, and special assessment initiatives, BGSU uses information gained from multi-level assessments to inform programmatic changes and improve student learning in curricular and co-curricular offerings.

Accreditation agencies, many of which require direct assessment of student achievement and indicators that assessments will be used to improve curricular and co-curricular programming, provide external benchmarks for BGSU. Many accreditation agencies now require the direct assessment of student learning in curricular and co-curricular programs. Furthermore, those accreditation agencies require that programs illustrate how those assessment data will be used to improve programs and student learning. At BGSU, 25 professional organizations serve as external accreditors to programs at BGSU academic units.

Regular SAAC reporting promotes the use of assessment feedback to guide program improvement and allows for both internal and external constituencies to contribute to the process. The SAAC assessment [report guidelines](#) and [process](#) have assisted with the educational achievement and program improvement through the ongoing assessment of student learning in a number of ways, including the provision of SAAC feedback to curricular and co-curricular programs and the recent modification to the SAAC review process.

The promulgation of feedback to programs regarding the assessment of students is a critical component of the SAAC assessment reporting process. Frequently the feedback results in significant improvements. An illustrative example is the feedback given to the [Department of Computer Science](#). In 1999, Computer Science was not doing assessment very well as noted in a letter from the College's Associate Dean. Yet, within several months this Department was able to use feedback to earn a University award recognizing the Department's significant improvements, which contributed to a successful accreditation visit by the Accrediting Board for Engineering and Technology in AY2016-17. BGSU is strategic in using its assessment results to close the loop, guide decision-making and improve the quality of our programs.

For example, Quantitative Literacy is a University Learning Outcome where student assessment and success data are utilized to improve student learning and success. As of fall 2013, BGSU required that all baccalaureate degree programs adopt a course in quantitative literacy, which led to changes in course offerings and format. The use of BGP assessment and student success data (pass/fail) have been used to address student learning and course improvements in mathematics. A [Quantitative Literacy Taskforce](#) was created with faculty from courses within this domain. They investigated the courses within quantitative literacy and their corresponding assessments. In Spring 2017, the task force invited a nationally recognized math education expert to lead a

workshop with mathematics faculty on course design and instructional strategies to promote student learning and success. The task force report focused on alignment of assessments, increasing active learning strategies, and investigation of the impact of technology tools on quantitative literacy. BGSU continues to monitor student progress and provide additional professional development for math education. While still in progress, this example illustrates how BGSU uses learning outcome and success data to design, monitor, and promote student learning.

BGSU is intentional about sharing assessment data. BGSU implements targeted activities every semester to review and discuss assessment results with multiple constituencies. In Fall 2016, BGSU hosted an annual Closing the Loop session in which faculty (tenure/tenure track, non-tenure track, and adjunct), students, and staff members reviewed GenEd learning outcomes assessment data and had discussions about the assessment instruments/methods used; domain learning outcomes; next steps; and how departments could use and benefit from these data. Faculty and staff continued these conversations the following semester at the Spring 2017 annual Teaching and Learning Fair. Additionally, external stakeholders from surrounding colleges and universities (e.g., Owens Community College) participated in reviewing BGSU assessment data at the Spring 2016 Teaching and Learning Fair.

BGSU has collaboratively established clear outcomes for student learning and developed an ongoing and effective process for the assessment and achievement of those learning goals. In addition to internal mechanisms, the use of the CLA (since 2005)/CLA+ (starting 2011), the NSSE (since 2000), and the revision and use of AAC&U VALUE rubrics (starting 2012) are [initiatives illustrating student learning outcome results](#). These external data sources' results are shared within the BGSU community (see 4.B.2).

In AY2015-16 Bowling Green State University (BGSU) had a freshman Total CLA+ score that was "greater than or equal to the average freshman score at 81% of CLA+ schools". The BGSU senior Total CLA+ score was "better than or equal to the average senior score at 78% of CLA+ schools." The value-added of BGSU was reflected in gains in critical thinking proficiency from freshmen (55%) to seniors (76%). For 2016-2017, BGSU had a freshman Total CLA+ score that was "greater than or equal to the average freshman score at 73% of CLA+ schools. BGSU demonstrated gains in critical thinking proficiency from freshman (42%) to seniors (67%). This indicates that BGSU has a strong value-added impact on student growth in critical thinking, although we are always focused on continuous improvement.

[NSSE](#) results also were utilized to identify how BGSU students rate their college experience, especially in the areas of acquiring a broad general education as well as job/work-related knowledge and skills (thinking critically, speaking and writing clearly, using computer, analyzing quantitative problems, learning effectively by themselves, and working effectively with others). Overall, BGSU first-year students (2016) spent approximately the same amount of time participating in co-curricular activities and working on-campus as students at peer institutions; while BGSU seniors spent more time participating in co-curricular activities and working oncampus as students in peer institutions. The majority BGSU students indicated a positive evaluation of their entire educational experience and noted the intent of attending the same institution if they had to start over.

Expanding on the effective use of assessment data to improve student learning is an area of potential growth at BGSU, and several strategies have been generated to address this critically important function to foster educational achievement and improvement through ongoing assessment of student learning (see 4.B.2 and 4.B.4). The revised math requirement and the use of the CLA+ and NSSE have provided BGSU faculty and administration with additional opportunities to utilize student assessment data. Additionally, expanding on the successes of the BGP Closing the Loop session and the Inclusive Pedagogy Summit, BGSU plans to continue to bring various constituents together to discuss and use the data we collect. The plan is to offer a series of data forums where data from different institutional reports, such as NSSE, CLA+, COACHE, etc. are shared and discussed with faculty, administration, staff, and students. In addition to these more focused data discussion, BGSU will offer a data forum to take a comprehensive look at our student success data.

The Office of Academic Assessment (OAA) provides an infrastructure for systemic institutional support and promotion of new assessment activities and initiatives on BGSU campuses. For example, in the College of Health and Human Services first-year students participate in a project where they identify and work towards particular goals throughout the semester to better themselves as a student and professional. Additionally, the College of Education and Human Develop hosts a Capstone Day in which candidates about to graduate present posters sessions on essential questions explored in their internships and coursework. They are in the process of scaling this program to invite external stakeholders. These programs showcase their students' learning from the beginning to the end of students' educational experience and it is an institutional goal to foster discussions with other programs on this initiative.

In AY2016-17, BGSU piloted the Student Learning Analyst (SLA) program to engage students in academic analytics at the institution. The SLAs are a group of undergraduate students involved with the assessment of student learning by taking an active role in gathering information on student learning experiences and ULOs. The SLAs not only design assessment projects, they also implement these projects, analyze the data, create summary reports, and present findings to the campus community. The [SLAs](#) demonstrate how BGSU uses assessment data innovatively and will be recognized by NSSE in their 2017 Institution Report – Lessons from the Field.

To further assess student learning, BGSU Faculty Senate and Academic Affairs collaborated to explore the development and utilization of a student evaluation of teaching and learning, which includes a set of [common University questions](#) on course expectations, feedback and assessment, support for student success, and engagement that provides flexibility for colleges and departments to add specific questions. The ad hoc committee (which included faculty, administrators, union, undergraduate and graduate student representation) administered a university-wide survey of questions, collected and analyzed the data on potential questions, and presented that report to Faculty Senate (spring 2017). The six questions on the [University-Wide Evaluation of Teaching and Learning](#) align with the [Provosts Ecosystem for Student Success](#) and the strategic goals for the Center of Faculty Excellence (CFE) ensuring institutional and pedagogical support for student learning at BGSU.

Comprehensive communication plans for assessment initiatives and the effective distribution of assessment data for program improvement need to be developed to a greater extent than what is currently in place at BGSU. The Office of Academic Assessment (OAA) is charged with assisting with both of these activities. OAA has a comprehensive [website](#). As with many large institutions, however, communication can be an issue and broadly communicating assessment results could be improved. In 2017-2018, OAA, CFE, and SAAC will work with Marketing and Communications to develop strategies and create a communication plan for internal and external constituencies.

BGSU also would like to further engage external stakeholders in the assessment process. While various departments across campus are engaging external stakeholders, such as employers through employer advisory boards, there could be deeper level engagement of examining assessment results. BGSU plans on documenting external feedback of assessment reports starting in 2018. To enhance our communication process, a more intentional effort to share our assessment story can be started that engages both internal and external stakeholders on a deeper level. While the University engages in a variety of intentional professional development sessions to discuss assessment data, there can be more connection with external stakeholders. The University can look into expanding capstone days and seminar poster sessions engaging employers and community members to more programs across campus. These also are key components of our upcoming communication plan.

4.B.4. BGSU has a demonstrated commitment to utilizing best practices to assess student learning and the development of curricular and co-curricular offerings. The creation of a shared vision and learning goals by BGSU faculty and co-curricular personnel through an ongoing developmental strategic planning process has been well documented (see 4.B.1).

BGSU has earned external recognition for student assessment efforts and was recognized by the Council for Higher Education Accreditation (CHEA) in 2007 by receiving the [CHEA Award for Institutional Progress in Student Learning Outcomes](#). Aligning with best practices, BGSU now uses the National Institute for Learning Outcomes Assessment (NILOA) framework to evaluate the extent to which we are “making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences”. BGSU was one of five institutions nationwide awarded the [2017 Excellence in Assessment Designation](#) for their best practices in learning outcomes assessment. Please note this information is embargoed until August 21, 2017.

The collaboration and participation of faculty and co-curricular personnel in refining measurable learning outcomes, designing rubrics, and evaluating programmatic assessment methods that reflect best practices is a priority at BGSU. BGSU faculty and co-curricular personnel have participated in a variety of assessment initiatives over time in accordance with best practices in assessment. Notably, BGSU faculty and co-curricular personnel have been deeply involved in the development and revision of [University Learning Outcomes](#) at BGSU. A “bottom up” approach to deriving the ULOs was consistent with the view that the programs were best suited for assessment of learning outcomes, and therefore, each of the ULOs would be tested, in some form. SAAC had the responsibility to support and enable program assessment. The ultimate goal was to gain the participation of all degree granting programs and co-curricular programs in the assessment cycle. The idea was held that the two types of assessment -- the “vertical” (program

level) and "horizontal" (across programs) -- would come together via the use Canvas rubrics and the ability to administratively analyze assessment data at the University level.

In late 2008, SAAC approved a revised set of ULOs, our current set. The revisions were done to explicitly include the co-curricular elements of the students' BGSU experience. For example, the ULO describing student development of "Personal and Social Responsibility" was modified to include a goal for students to "integrate, apply, and reflect". The ULOs are [aligned](#) and assessed using Association of American Colleges and Universities (AAC&U) VALUE Rubrics. In 2014, the corresponding AAC&U VALUE Rubrics were embedded within Canvas, the University's learning management system. These VALUE Rubrics not only help operationalize the ULOs, but they also provide an external validation of their content.

AAC&U's VALUE meta-rubrics were developed from many voices and faculty who piloted drafts and participated in revising the rubrics at BGSU. The revision of the AAC&U VALUE Rubrics (see 4.B.1) required the participation of faculty and also allowed important feedback from a constituency group that has not played a prominent role in assessment at BGSU, that of students. In addition to gaining the feedback of students for rubric construction, the loading of rubrics into the Canvas LMS also will serve as a mechanism to communicate expected proficiency levels for each learning outcome to students.

Review for curricular and co-curricular programs that assess student learning ventures to adhere to best practice in a variety of ways. SAAC has strived for adhering to best practice for internal program assessment reports. Several features of the SAAC assessment report review process are worthy of mentioning. The review process requires programs to have clear, explicit, and measurable learning goals with the responsibility of assessment at the program level. Furthermore, while SAAC evaluation rubrics for assessment reports have been utilized to facilitate a feedback loop to provide programs with an examination and recommendations for how to improve their assessment of student learning, recent modifications have required specific program-generated strategies for how assessment will be used for program improvement. The utilization of best practice also is evident in the co-curricular program through the actions of staff within the Division of Student Affairs. Student assessment in co-curricular offerings continued to be a priority for all departments within the Division. Staff members attended institutional, regional, and national workshops on assessment and implemented "best practices" to measure the impact of co-curricular programs and services on student learning.

Aligning with best practice, BGSU has a Center for Faculty Excellence (CFE). One of the strategic goals of this office is to "develop, use, and analyze assessment methods and strategies to help increase student academic performance". As such there are a variety of corresponding [assessment professional development sessions](#) offered through the office focusing on assessment methods/practices, LOs development, and continuous improvement facilitated by the OAA Associate Director. Faculty and staff regularly attend these assessment sessions; and according to feedback from attendees, 96% would recommend them to a colleague and 98% said it contributed to their professional development. Additionally, a variety of sessions at the annual Teaching and Learning Fair focus on assessment and feedback, such as this year's keynote focus on evidence-based teaching strategies, interactive sessions to review and discuss GenEd domain

learning outcomes and assessment data, and SLA presentations on their student-led assessment projects.

While great strides have been made to adhere to best practice in assessment, new initiatives and activities are needed for continual improvement to strive to meet higher education standards for good practice at BGSU. By creating the OAA, the administration acknowledged the critically important role of assessment as an integral component of learning at BGSU. Units collaborate with the OAA to coordinate a variety of assessment related activities including, but not limited to, the development of a technological infrastructure to assist assessment efforts, identifying and overseeing the administration of external measures of student learning, communication and use of assessment results for continuous improvement of student learning, and the evaluation of assessment practices and methodology to ensure adherence to best practices.

The OAA investigates multiple measures for student assessment and the development of assessment plans that have clear and manageable timelines for student assessment. This includes the exploration of other external measures and the development of internal measures as university-wide assessments. One challenge for administering university-wide assessments is the sheer size of the student population at BGSU and getting a representative sample of students taking university-wide assessments, such as the CLA+. A second challenge faced at BGSU is the distribution of assessment results and documenting the use of those results for program improvement. These activities require systemic solutions and strategies. OAA will lead faculty and co-curricular personnel in the generation of solutions and strategies surrounding university-wide assessment initiatives at BGSU. To guide and communicate the strategic actions of the OAA, an Assessment Advisory Board with broad representation of constituencies is in process. This new assessment committee structure serves as example of how communication of best practices in the assessment of student learning can be addressed at BGSU.

The re-examination and reconstitution of the [SAAC committee structure and charges](#) also were needed to provide mechanisms for communication of best practices. To further support good practice, in AY 2016-17 SAAC recently added faculty representatives from each college to involve more faculty in the review of programs. These SAAC faculty representatives not only provide feedback to their peers, but also learn from the report they read how to do a better job assessing their own departments. There are institutional challenges to the traditional charge of SAAC that warrant consideration. For example, assessment needs dictate that SAAC should to play a larger role in communication of best practices; act as a consulting body to programs on student assessment practices; re-examine the role that program and college committees play in reviewing assessment reports; re-evaluate assessment report guidelines, rubrics, and timelines; and serve as a mechanism to evaluate assessment practices at BGSU. Additional work that needs to be done is focusing on closing the loop and creating an assessment communication plan for internal and external stakeholders. Furthermore, a re-examination of data and learning outcomes needs to be conducted and will be spearheaded by SAAC and other assessment committees. BGSU has created the infrastructure and policies necessary for successful implementation of assessment practices.

Sources

- 1.A.2.Student Affairs
- 1.A.2.Student Affairs Divisional Assessment
- 1.A.Revised-Strategic-Plan-5-13
- 1.C.1.Center for Faculty Excellence
- 3.A.2.SAAC Information
- 3.B.1.BG Perspective
- 3.C.4.Provost's Ecosystem for Student Success
- 4.A.1.Office of Academic Assessment
- 4.B.1.AAC&U VALUE Rubrics
- 4.B.1.aligned
- 4.B.1.BGP Learning Outcomes
- 4.B.1.BGP Report 2012-13
- 4.B.1.Canvas
- 4.B.1.Graduate Curriculum Modification
- 4.B.1.Guidelines
- 4.B.1.Program Learning Outcomes
- 4.B.1.Rubric
- 4.B.1.Strategic Plan for Graduate Education
- 4.B.1.Student Affairs
- 4.B.1.University Learning Outcomes
- 4.B.2.2013
- 4.B.2.2015
- 4.B.2.2016
- 4.B.2.advising
- 4.B.2.AY2014
- 4.B.2.AY2015
- 4.B.2.AY2016
- 4.B.2.AY2017
- 4.B.2.BGSU's educational mission
- 4.B.2.civic engagement
- 4.B.2.domain for each of its learning outcomes
- 4.B.2.information literacy
- 4.B.2.National Survey of Student Engagement
- 4.B.2.NSSE Present
- 4.B.2.rubric
- 4.B.2.SAAC reporting cycle
- 4.B.2.SAAC2016
- 4.B.2.SignatureProgramReportRubric
- 4.B.2.template
- 4.B.2.writing
- 4.B.3.CLA+
- 4.B.3.common University questions
- 4.B.3.ComputerScienceFeedback
- 4.B.3.Final Report Instrument Construction University-wide Evaluation of Teaching and Learning
- 4.B.3.initiatives illustrating student learning outcome results

- 4.B.3.NSSE
- 4.B.3.process
- 4.B.3.Quantitative Literacy Taskforce
- 4.B.3.report guidelines
- 4.B.3.SLA's
- 4.B.3.website
- 4.B.4.2017 Excellence in Assessment Designation
- 4.B.4.aligned
- 4.B.4.assessment professional development sessions
- 4.B.4.CHEA Award for Institutional Progress in Student Learning Outcomes
- 4.B.4.SAAC committee structure
- 4.B.4.University Learning Outcomes
- 5.A.4.Center for Faculty Excellence
- 5.B.3.Graduate Council
- 5.B.3.Undergraduate Council
- bluesheet

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. BGSU has faced many challenges but also has experienced successes and gains in response to its recruitment, persistence, and retention efforts. Acknowledging the shortfalls and taking action to address the challenges (both underway and in development) are evident campus-wide.

In response to declining enrollment related to the shrinking population of new high school graduates, the previous President led a significant effort to increase enrollment in 2008. In her [2012 State of the University Address](#), the President announced enrollment goals achievable by 2020: 25,000 headcount; improve the quality of the freshman class (ACT or 24 and high school GPA of 3.4); strengthen partnerships with Community Colleges and grow transfer enrollment; expand online programs; and ensure that BGSU graduates are prepared for the jobs and careers that meet the needs of Ohio's economy.

When the President set the new [enrollment goal of 25,000](#) (headcount) while increasing the quality (GPA and ACT) of the freshman cohort, alternate populations for growth were identified and a plan was put in place to incrementally increase quality of the incoming freshman class. Reliance on the traditional aged student population that had well-served BGSU was no longer fiscally sustainable.

After creating the [Division of Enrollment Management](#) and hiring a Vice President in January 2009 (later named as a Vice Provost in 2014), additional resources were allocated for undergraduate recruitment (staff, event programming, and purchase of qualified applicant names). This strategic increase in recruitment efforts resulted in recent noticeable gains in

undergraduate enrollment. The quality of the incoming applicant pool, measured by GPA and ACT scores, also improved since 2013. However, the percentage of students of color dropped from 22.00% in 2011 to 19.8% in 2016; prompting the development of a revised strategic plan for diversity and inclusion at BGSU (see 1.C.1). Enrollment Management staff also responded by creating strategic plans to increase the populations of transfer and international students, grow enrollment in online programs, and increase graduate student enrollment. These plans gained approval from University leadership and gains were made in undergraduate, transfer, international, online, and graduate student enrollments since 2013.

As freshman enrollment grew, however, the University experienced an unexpected downturn in retention of the fall 2010 cohort; first-time, full-time students were retained at 71.8% after a three-year (2007-2009) increase. BGSU engaged Farnum and Associates in fall of 2011 to guide the creation of a plan to gradually increase retention of the first-time, [full-time freshman cohort](#) to 80%. This plan called for the creation and regular monitoring of college retention plans and institutional programs and efforts to improve student retention, in particular freshmen. For example, [academic advising](#) was centralized (see 3.D.3) and special attention was paid to students who are undecided/undeclared. By reallocation of existing resources, a new advising/programming unit targeting the special needs of undecided students works with students on career development and decision-making, occupational exploration, and choosing a major. The institution also joined national initiatives such as [EAB's Student Success Collaborative](#) and the [College Transition Collaborative \(CTC\) Belonging Project](#) to increase student retention. These initiatives have been successful. Since 2011, the first-time, full-time retention rate of the 2010 cohort has risen from 72.11% to 75.86% for the 2015 cohort. Two- and three-year retention rates also have increased.

BGSU established 4-year and 6-year completion rate goals; 40% and 60% respectively. While BGSU is outperforming [IPEDS](#) peers on 4-year completion rates (see figure 14), we are still facing challenges in this area due to the impact from low retention rates of previous cohorts (fall 2010, fall 2011, fall 2012). BGSU has implemented and participated in a number of institutional and state initiatives to raise student completion rates. For example, in November 2012, the Ohio Higher Education Funding Commission announced a new formula for calculating the [State Share of Instruction](#). This change is a shift from enrollment-based funding to an emphasis on course and degree completion and graduation rates; enrollment of graduate, non-traditional, and at-risk students; increase in the number of Ohio high school students who attend post-secondary education; workforce development; and college affordability. This led to the development and adoption of an [institutional completion plan](#). In addition, Academic Affairs is currently developing an initiative to develop and monitor college completion plans, similar to the college retention plans that were successful in promoting student retention at BGSU.

[Enrollment, retention](#), persistence and [completion](#) rates since 2010 are provided on the Office of Institutional Research's (IR) website. Enrollment data is presented in an interactive dashboard format where data can be selected and investigated using variety of parameters (e.g., student demographics, residency, etc.). These data also are available to institutional and college administrators via the [IR Data Depot](#), a password protected site. Retention and graduation data are presented in a way that is easily understood and provides a longitudinal view of our progress.

4.C.2. On the 15th calendar day of each fall semester, the first time, full-time cohort is defined by the IR. The retention rate is determined based on the number of first-time, full-time students who enrolled the previous fall semester as of the 15th day count who have returned for the current fall semester as of the 15th day of the semester. Head Count, Student Credit Hours, and Full-Time Equivalents also are reported for undergraduates on the main and Firelands campuses and graduate students on the main campus. The students are then defined as the cohort population in the student information system, and are tracked by IR, which reports retention rates, 4-6 year [graduation rates](#), and degrees conferred by level and college.

4.C.3. A comprehensive examination of student retention, persistence and completion has been given highest priority by the President and Provost, who both began in their positions in the summer of 2011. At the same time, Farnum and Associates was invited by the President to work with BGSU to identify retention concerns and create a retention improvement plan. In late August, Farnum began with the first of a series of workshops to explore Fall 2010's reduction in first-to-second year retention, conduct a campus-wide retention assessment, and enlist members of the campus community in a Retention Planning Retreat. A [Retention Steering Task Force](#) was appointed by the Provost. During the first three, two-day consultations, Farnum led the Task Force in discussions and activities designed to set the tone for the retention improvement initiatives, gain support at the highest leadership levels, develop a structure for creating, implementing, and monitoring the plan, and to identify enrollment and retention data required by the retention teams during her subsequent visits.

The focus of the October 2011 visit was to engage additional members of the campus community in a multi-perspective approach to retention planning by conducting a SWOT analysis and reviewing retention data regarding 15 pre-identified at-risk populations. Five populations were chosen for development of specific retention strategies. The groups included undeclared students, underprepared students, and students with poor academic performance in the first year, students with financial issues, and a broad category of strategies to enhance the overall student experience. By the end of the two-day session, 40 strategies along with corresponding goals, team leads, liaisons to the Task Force, and team memberships were identified and an initial draft of the plan was compiled. [Participants](#) in the retention planning activities reduced the 40 strategies to 27. Farnum has been on the BGSU campus for bi-annual visits, meeting with the retention teams to share best practices, discuss progress and engage participants in solution building (see 4.B.3 and 4.C.2). In late 2012, Farnum was invited to continue working with BGSU to develop new retention strategies. In [2013](#) and [2016](#), Farnum returned to BGSU to facilitate with a focus on the new State Share of Instruction model; (i.e., leverage the summer sessions, focus on STEM, increase the use of the student notification system (by faculty and others), and develop additional retention strategies, including the Advising Plan (see [Retention by Major, College, and University](#)).

Implementation teams composed of faculty and staff were formed to review University policies and student data, identify populations of students at risk, and determine short and long term goals and the strategies to achieve them to reach the long-term goal of 80%. Analyses of retention and persistence data resulted in the development of a plan targeting specific subsets and initiatives designed to improve the retention of all students. In addition to their participation on the task force, the Deans were also charged to create their own detailed [College plans](#). (College of Arts &

Sciences, College of Business, College of Education & Human Development, College of Health & Human Services, College of Musical Arts, and the College of Technology, Architecture, and Applied Engineering). Additional smaller task forces led by the [Vice Provost for Academic Affairs](#) review academic and administrative policies. As a result of these collaborations, data associated continue to be closely monitored in retention planning efforts at the institutional and college levels on a monthly and bi-annual basis. For example, regular retention updates are emailed to college advisors and administration from the Assistant Vice Provost and Director of Advising.

In addition to identified retention initiatives, BGSU has taken the following aggressive actions to improve retention. BGSU has leveraged the [Student Enrollment Communication Center](#), social media, data on academic progress, feedback from faculty, and student financial status. Trained peer callers and automated messaging systems provide students timely reminders of critical deadlines, financial aid actions, available academic support services (e.g., [Learning Commons](#)) and other actions requested by the Colleges and other student service departments. The Learning Commons, for example, uses course data (high failure rates, low completion rates, etc.) to create (peer-led) Supplemental Instruction groups and determine what services are needed most. BGSU also restructured the new student orientation program to better prepare students for the academic rigor of college work and provide resources to support student's transition to college. Falcon [SOAR](#) (Student Orientation, Advising, and Registration) consists of four themes, Academic Success, Career Development, Personal and Financial Responsibility, and Leadership and Engagement. Strong and frequent messages, coupled with faculty engagement and focus on the academic aspects of college (and student success) have changed the focus of the day-long event, and are carried throughout the student's first year.

BGSU also has joined the Education Advisory Board's (EAB) [Student Success Collaborative \(CSS\)](#), which utilizes Grades First, an electronic resource and communication system to help students, advisors, faculty, and university administrators monitor student academic success. Grades First supports a communication system to engage advisors and faculty in identifying students at risk and in need of early interventions, and refer them to academic support services. Advisors and faculty can provide (positive and corrective) feedback directly to students, make referrals to campus resources (such as tutoring and advising), schedule online advising appointments, and alert University departments as to their concerns related to student progress. The SSC also provides institutional support for the success of retention and persistence initiatives by closely monitoring the data captured in retention (e.g., early alert) and course completion reports. The reports include student registration data for each semester, the amount of credits, academic status, financial burden, and transcripts ordered; students who have not yet registered for classes as well as those that have cancelled or withdrawn from the University. This information is used to identify trends over time and determine appropriate actions by advisors, faculty, and college administrators, such as the ones described in the University's retention plan.

4.C.4. Much of the data on student retention, persistence, and graduation are compiled, collected and displayed by the Office of Institutional Research through their website. Student enrollment data are presented on an open-access dashboard in a series of [interactive dashboards](#) (tableau). Retention and graduation rates are available online and more detailed reports are also made

available online and within the IR's Data Depot (see 4.C.1). Specialized reports are available upon request from the IR website and BGSU's Data Warehouse provides standard enrollment reports, including graduation rates (4, 5, and 6-year) and headcounts for all students by demographic profile, including gender and ethnicity that are available to BGSU personnel. BGSU utilizes IPEDS definitions for retention, persistence, and completion rates which are regularly reported to the IPEDS and Ohio.

Student retention data are conveyed in several different formats including rates tracing first-time, full-time cohort of new students on a fall-to-fall basis following sub-groups by gender and general ethnicity. More detailed retention data are presented in our [Student Flow Model](#) where cohorts are tracked and BGSU makes use of the University of California-Davis's ribbon tool to illustrate data. Retention in the flow model is calculated from session to session, including the summer. College and program enrollment and retention patterns include migration between programs and between/within colleges. BGSU also monitors retention of first-time, full-time freshmen by gender, ethnicity, college, class level, ACT, high school GPA, residency, living status and any developmental placements. Longitudinal retention provides persistence data as well and graduation yields once the length of time is long enough. In addition to FTFT freshmen cohort, full-time transfer students, transfer students, non-traditional students, residential learning community students, Firelands full-time freshmen students, Firelands part-time freshmen students, full-time Masters students, part-time Masters students, and doctoral students also are monitored.

Sources

- 1.A.2.Student Enrollment Communication Center
- 1.A.2.Student Success Collaborative (SSC)
- 2.A.agreement faculty association
- 2.A.Division of Academic Affairs
- 4.B.2.BGSU's educational mission
- 4.C.1._Enrollment to 25K plan
- 4.C.1.2012 State of the University
- 4.C.1.academic advising
- 4.C.1.Completion Plan
- 4.C.1.full-time freshman cohort
- 4.C.1.IPEDSDFR2016
- 4.C.1.Main FTFT Graduation Rates
- 4.C.1.Main FTFT Retention Rates
- 4.C.1.State Share of Instruction
- 4.C.1.Student Success Collaborative EAB
- 4.C.1.The College Transition Collaborative
- 4.C.2.Graduation Rates Archive
- 4.C.2.IR Data Depot - Home
- 4.C.3.2016 Retention Planning Workbook
- 4.C.3.Participants
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- 4.C.3.Retention Major College University
- 4.C.3.Retention Plans
- 4.C.3.Retention Taskforce Membership
- 4.C.3.SOAR
- 4.C.4.FlowModel FTFT Sex-Ethn 2015
- 4.C.4.interactive dashboards
- 5.A.2.quality of BGSU's incoming first-year class
- 5.C.2.Learning Commons
- 5.D.2.Vice Provost for Strategic Enrollment Planning

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The evaluation and improvement of teaching and learning documents a clear effort to sustain best practices and develop strategies to address challenges at BGSU. We have presented a record of our policies, procedures, and actions to demonstrate our dedication to improving the quality of our educational programs, system for the ongoing assessment of student learning, and attention to retention, persistence, and completion rates in our degree and certification programs. BGSU's All-in-One Assessment System is nationally recognized and provides the foundation needed for integration of campus-wide assessment; whereas, course-level, embedded assessments help inform program-level assessments (program review), which are connected to college-level and campus-level assessment, including general education assessment. Course-embedded data are coupled with national data, such as NSSE and CLA+, to help provide a holistic picture and horizontal alignment. Assessment is no longer an add-on, but rather an integrated component of the daily operations of the academic culture. It is through past actions and planned directions that BGSU adheres to our Mission of providing "educational experiences inside and outside the classroom that enhances the lives of students". The University has established appropriate goals for student enrollment, retention, persistence and completion, has been very proactive in providing resources and being involved in initiatives to meet those goals, and monitors progress towards meeting those goals on a monthly and bi-annual basis. Data obtained from direct and indirect student assessments, student success data (e.g., grades), and institutional data (e.g., retention and graduation rates, IPEDS) are regularly reviewed by various constituents with the goal of using results to continually improve our programs and institutional efforts to support student learning and success.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1. The [Division of Finance and Administration](#) initiates and oversees an annual process to create the University's institutional budget. The [Vice President for Finance and Administration/Chief Financial Officer](#) (CFO) monitors the ongoing fiscal health of the University and prepares three-year rolling budget projections. BGSU is required to prepare annual accrual financial statements subject to audit by an independent external auditor, and all public universities in Ohio are required to submit annual, audited financial statements for inclusion in the State's Comprehensive Audited Financial Report.

During the past ten years, BGSU's operational funding from the state of Ohio peaked during FY2010 (\$95.2 million) and has since recovered to only \$75.1 million (FY2017). Although BGSU has been required to reduce expenditures institution-wide to maintain a balanced budget, reductions in academic areas have been kept to a minimum to protect the academic core. BGSU monitors the overall allocation of funds and the University benchmarks itself against other universities to assess funding and staffing levels. The [Office of the Provost](#) uses various

benchmarking data (such as the National Study of Instructional Costs and Productivity) to ensure the adequacy of faculty lines relative to the teaching and research expectations of academic units.

The [Office of Human Resources](#) (HR) monitors and facilitates the human resource needs of the University including compliance with federal and state equal opportunity and nondiscrimination laws and regulations, benefits administration, performance reviews and maintenance of classified and administrative staff records. HR administrators meet regularly with members of the police union, [classified](#) and [administrative](#) staff councils, discuss faculty equal opportunity, and participate on various committees and presidential advisory councils. While HR provides primary oversight for the hiring processes related to administrative and classified staff, the Office of the Provost is responsible for faculty hiring, evaluation, promotion, and tenure.

The [Office of Capital Planning and Design](#) oversees campus-wide planning for all capital projects. The University has completed approximately \$400 million of [major capital improvements](#) during the past eight years with an additional \$200 million of investment to be completed by 2020. Recent projects include the renovation of approximately 50 classrooms to improve teaching and learning technology, the [BG Flight Center](#) and the [Ohio Bureau of Criminal Investigation Lab](#). Renovations of the [Health and Human Services Building](#) (BG) and [Allied Health Sciences Building](#) (Firelands) have included updated lab and research spaces to support the expansion of upper-division courses in the STEM disciplines. Recent rebuilds of academic buildings support high-impact academic programs that define the BGSU undergraduate experience. [The Kuhlin Center](#), the new home for the [School of Media and Communication](#), provides new video/audio production suites and industry-quality systems for student learning.

The University's [Chief Information Officer](#) (CIO) oversees all technology initiatives and leads [Information Technology Services](#) (ITS) to support the needs of faculty, students, staff, and guests. [Information technology policies](#) guide practice and processes, and a [list of current projects](#) and the status of each is posted online. An [Advisory Board](#) composed of faculty, staff, and students advises the CIO regarding services offered, services needed, and potential future investments.

5.A.2. The institution's resource allocation process is driven by [BGSU's strategic plan](#), which focuses the mission of BGSU on the educational experiences of its students. During the annual budgeting process, all Divisions of the University present their strategic priorities to the President and Cabinet. Within Academic Affairs, all academic units present their individual priorities and budget requests to the Provost for consideration before approved requests are presented to the President and Cabinet. The President makes final recommendations to the [Board of Trustees](#) (BOT) for approval. All [current budgets](#) and the prior ten fiscal years are available online.

At the Provost's discretion and after consultation with the appropriate deans, budgetary reallocations within Academic Affairs are made from time to time to redirect financial resources or open faculty lines to support new or high demand academic programs or departments.

Undergraduate enrollment strategies are aligned accordingly to leverage territory management and market and data analytics to meet enrollment goals (quality, diversity, etc.). A significant restructuring and centralization of the University's scholarship programs, strategic packaging of campus-based aid programs, and investment of foundation funds to create need-based gap scholarships for academically qualified students were introduced for the 2016-2017 academic year. These efforts and others continue to support growth both in new student enrollment and [quality of BGSU's incoming first-year class](#). In addition, a significant investment of resources since the last accreditation review has focused on improving retention, persistence, and graduation rates of undergraduate students (see 4.C).

To strengthen the academic infrastructure supporting student success, the University completely revamped its model and services for undergraduate advising (see D.3). A centralized/decentralized model under the direction of [Undergraduate Advising and Academic Services](#) included an investment in the [Educational Advisory Board's Student Success Collaborative \(SSC\)](#), centralization of student information, additional academic advisors and transition to a model where first and second year students are advised by highly-trained academic advisors (see 3.D.2 and 3.D.3). Juniors and seniors are advised by faculty mentors at the time when discussions on career paths, co-ops and internships, job attainment, and graduate/professional school are critical.

In 2016 the [Ohio Task Force on Affordability and Efficiency](#) issued recommendations for improving efficiency and academic practices to improve the quality and reduce (in part, through reinvesting the savings) the cost of higher education for students in Ohio. Subsequently, Ohio House Bill 64 (2016) required each institution to undergo an efficiency review based on the recommendations of the task force. BGSU reported efforts underway as well as new initiatives in its plan submitted to the Chancellor in late 2016.

House Bill 64 also required that all Ohio institutions of higher education review enrollments in courses and programs to increase efficiency and effectiveness. In consultation with chairs and deans, the Provost's office developed an action plan during Spring 2016 to regularly review and address low-enrollment programs. Two reports, [Course Evaluation Based on Enrollment & Performance](#), and [Low-enrolled Programs](#), were submitted to the Ohio Department of Higher Education. With exceptions for some courses/programs, plans are in place for ongoing monitoring of low-enrolled courses through annual course and program review. As a follow up to the review of low-enrollment programs, the Ohio Department of Higher Education identified duplicate academic programs at two-year and four-year institutions by region. Fifty programs offered at both University of Toledo (UT) and BGSU were identified, and BGSU considered sixteen of the 50 programs for further review and possible elimination, collaboration with UT, or redevelopment to address current and emerging employer needs, especially in northwest Ohio.

5.A.3. All Unit Level Strategic Plans, including Academic Affairs, are aligned with the mission and strategic goals of the institution (see 1.A). This ensures alignment of strategies and resource allocations with the University strategic plan and ensures the continuous improvement of educational offerings and support at the institution. The President reviews all strategic plans and budget allocations prior to final submission to the Board of Trustees for approval. These strategic

plans inform changes in the institution's organization, reallocation of resources, and supports unique educational opportunities for students. Regular updates on the status on the progress of the institution are provided on the President's and [Strategic Planning website](#).

5.A.4. The [Office of Human Resources](#) (HR) provides benefits administration, compensation, employee and labor relations, compliance, and training and development and monitors the hiring, evaluation, and professional development of administrative and classified staff, as well as monitors the University's compliance with federal and state equal opportunity and nondiscrimination laws and [regulations](#). The office conducts [training programs and presentations](#) on affirmative action, sexual and racial harassment, and a wide range of diversity programs and workshops to ensure the most productive learning and work environment for students, faculty, and staff.

To enhance the safety and security of BGSU students, faculty, staff, and others, and to safeguard University property and resources, [background checks](#) are conducted by a third party vendor for all newly hired or rehired staff, including graduate assistants, before individuals are authorized to begin employment. [Mandatory compliance training](#) covering Title IX and Workplace Harassment Prevention, is required of all faculty and staff annually, with additional requirements for supervisors. Skill development, technical training, and professional development sessions are offered online and face-to-face on a scheduled and ad hoc basis. Guidance and training are provided for supervisors/managers on setting work expectations, conducting performance reviews, and performance improvement plans; resources are available as an online "[toolkit](#)" for managers. Specialized training and/or certifications, based on requirements of the position (police officers, skilled trades, food handlers, etc.) are coordinated, documented and monitored by the employee unit.

While faculty and Chairs/Directors are directly involved in recruiting faculty, the appropriate college Dean, Dean of the Graduate College, Institutional Effectiveness, and the Provost oversees and reviews all faculty appointments to ensure that faculty members have appropriate credentials for their respective disciplines. (See Section 3.C.2) Institutional Effectiveness regularly conducts (every 2 years; next audit 2018-19) a [review](#) of electronic data, physical files, business processes, and workflow to ensure that full-time and part-time faculty are properly credentialed and highly qualified to teach at the institution.

The Faculty of the University are supported in their professional development from the [Center for Faculty Excellence](#) (CFE) as well as from the [Office of Vice President of Research and Economic Engagement](#) (see 3.C.4). The CFE provides professional development workshops, book clubs, consultations, web resources, and learning communities regarding teaching pedagogy and innovative approaches to teaching, and also organizes the annual Teaching and Learning Fair, which showcases faculty members' innovations and highlights an external keynote speaker to engage faculty, students, and staff in discussions about pedagogy at BGSU. Additionally, the faculty are provided support for the use of technology in the classroom from the [Office of the CIO](#) as well as the Center for Faculty Excellence.

University Libraries also provides resources and consultations, databases, and instructional and individualized research support. Library Instruction Teams who have subject expertise are available by appointment.

5.A.5. The CFO and the Director of University Budgets and Resource Planning are responsible for managing the budgeting process and ensuring that the University overall and individual departments, units and divisions operate within the available financial resources of the University. Current approved budgets are provided on Finance and Administrations [website](#).

The [Fiscal Affairs Advisory Committee](#) (FAAC) provides input to the Provost regarding strategic priorities of Academic Affairs. Faculty Senate elects the members of the FAAC to represent the various academic units. Students provide feedback on their budgetary priorities via input from Undergraduate Student Government, Graduate Student Senate and the Student Budget Committee.

The University prepares budgets using a participatory process with input solicited at different levels of the process. Within the Division of Academic Affairs, the Department Chair/School Director initiates the process with faculty and staff at the academic unit level, aligning budget requests with the unit's strategic plan (which itself is aligned with college, division, and university strategic plans). Academic units are expected to benchmark their requests for increased staffing and operating resources using established peers from the NSICP data in their requests forwarded to their respective college offices. Deans, working with college budget committees, review the academic unit requests and rank them as collegiate priorities and then forward them to the Provost. After reviewing the collegiate requests, the Provost determines the overall priorities for Academic Affairs.

The process for developing budget requests and recommendations for consideration by individual divisional vice presidents is similar to Academic Affairs; BGSU Firelands campus is a separate budget center and is solely responsible for its own revenue and expenditures. Its [budget](#), prepared in a manner similar to that described above, is also forwarded to the Provost and CFO for review. The President approves all budgets and then submits them to the Board of Trustees for approval.

University leadership has communicated that it plans to move to performance-based budgeting (PBB) in the future. Initial work is underway to establish the necessary data warehouse and performance metrics that will be used for implementation within [Academic Affairs](#) (see 1.A.3). Finance and Administration provides and provides access to a variety of reports to monitor departmental, college, divisional and University financial transactions and monthly financial performance. Additional reports are provided to departments (e.g., payroll, position budgets, auxiliary profit/loss statements, enrollment projections, etc.). The Board of Trustees receives and reviews a quarterly budget-to-actual financial report for the Bowling Green and Firelands campuses. The report includes variance analyses and explanatory comments describing the cause of all significant variances. Additionally, a quarterly financial report with a prescribed format and content is prepared and provided to the Ohio Department of Higher Education in partial fulfillment of the Department's oversight role established per SB 6 in 1997.

Sources

- 1.A. Finance-and-Administration Org
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- 1.A.2.Provost
- 1.A.2.Provost Performance Metrics
- 1.A.2.Student Success Collaborative (SSC)
- 1.A.provost-org-chart
- 1.A.Revised-Strategic-Plan-5-13
- 2.A.Vice President for Research & Economic Engagement
- 3.C.1.Faculty Qualifications Audit
- 5.A.1.Administrative Staff Handbook
- 5.A.1.Advisory Board
- 5.A.1.Allied Health Sciences Building
- 5.A.1.BG Flight Center
- 5.A.1.Chief Information Officer
- 5.A.1.Classified Staff Handbook
- 5.A.1.Criminal Investigation Lab
- 5.A.1.EEO
- 5.A.1.Health and Human Services Building
- 5.A.1.Information technology policies
- 5.A.1.Information Technology Services
- 5.A.1.Kuhlin Center
- 5.A.1.list of current projects
- 5.A.1.Master Planning effort
- 5.A.1.Office of Capital Planning and Design
- 5.A.1.Office of Human Resources
- 5.A.1.School of Media & Communication
- 5.A.1.The Division of Finance and Administration
- 5.A.1.The Vice President for Finance and Administration_Chief Financial Office
- 5.A.2.BGSU Analysis of Courses based upon enrollment - HB 64 Response Final January 2016
- 5.A.2.BGSU's plan
- 5.A.2.Board
- 5.A.2.Current Budgets
- 5.A.2.duplicate academic programs
- 5.A.2.HB 64 Program Draft[1]
- 5.A.2.Ohio Task Force on Affordability & Efficiency
- 5.A.2.Open Textbook Network
- 5.A.2.opportunity assessment
- 5.A.2.quality of BGSU's incoming first-year class
- 5.A.2.Undergraduate Advising and Academic Advising
- 5.A.2.University Libraries
- 5.A.3.Strategic Planning website
- 5.A.4 Office of Human Resources (HR)
- 5.A.4.background checks

- 5.A.4.budget
- 5.A.4.Center for Faculty Excellence
- 5.A.4.Classified and Administrative staff handbooks
- 5.A.4.Leadership Academy
- 5.A.4.Mandatory Compliance training
- 5.A.4.regulations
- 5.A.4.review
- 5.A.4.self-service resources
- 5.A.4.toolkit
- 5.A.4.training programs and presentations
- 5.A.4.tuition waiver
- 5.A.5.Fiscal Affairs Advisory Committee
- 5.A.5.Website Current Approved Budgets

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1. As represented in the [Academic Charter](#), BGSU engages its internal constituencies through shared governance whenever possible and appropriate. According to Article I.E. and I.F. of the Charter, shared governance is important for “discussion of academic problems and policies at all levels within the University.” Likewise, “faculty and student participation is fundamental to good faculty-student-administrator relations in a mature university.” The principles of shared governance are also recognized in the faculty [Collective Bargaining Agreement](#) (CBA). We practice shared governance by engaging and collaborating with each constituent group. The [President's Cabinet](#) meets bi-monthly, bringing together leaders of the primary administrative divisions to discuss and plan strategic initiatives, major issues, policies, and preparation of materials for Board of Trustees (2013, 2014, 2015, 2016) meetings. As outlined in Article II of the Academic Charter, BGSU also engages shared governance through its constituent groups, the [Faculty Senate](#), [Administrative Staff Council](#), [Classified Staff Council](#), [Undergraduate Student Government](#), and [Graduate Student Senate](#). Each holds regular meetings to discuss important issues, policies, and initiatives. The [University Council](#), consisting of The President's Cabinet, constituent group leaders, an appointed college Dean, and a BGSU-FA, meets monthly about strategic planning, initiatives and events. BGSU Firelands participates in University governance as a whole and also has its own shared governance system, with [College Faculty Organization](#). Constituent groups also periodically report activities to the Board.

5.B.2. The [Board](#) oversees University business through board committees and regular meetings. The Board's [legal obligation](#) is to “do all things necessary for the proper maintenance and successful and continuous operation” of the University, including the employment, compensation, and removal of the President, faculty and staff. As explained in Criterion 2C, the Board considers matters including academic programs, student life, fees assessed to students, human resources, finances (debt, investments), and capital projects (facilities, infrastructure, demolitions, etc.). The Board approves the annual budget, faculty tenure and promotions, emeritus faculty appointments, and honorary degrees; meets with independent auditors about the

University's annual audited financial statements, approves personnel appointments and compensation, and conducts the President's performance evaluation. University divisions submit materials requiring Board approval to the President's Office for placement on the agenda, and the Board Secretary compiles approved materials and issues the Board meeting packet in hard copy and electronic forms.

An educational session is generally conducted at each Board meeting to familiarize members with current and notable accomplishments, projects, and activities; students, faculty, and staff present about their achievements in teaching, learning, scholarship, and service to the community. In 2011, the President established the Board Liaison initiative, assigning each Board member to two Colleges or Divisions. The Trustee attends special events in the College/Division and meet faculty, staff, and students to learn about their programs and initiatives. As part of the University System of Ohio, BGSU builds relationships with other institutions, their Boards, and leadership teams. Each year, the Ohio Department of Higher Education and Chancellor for Higher Education hold a statewide [retreat](#) for Trustees about key issues (current and future) facing public higher education.

5.B.3. BGSU involves constituents in setting academic requirements, policies, and processes through its governance structures, as described in the Academic Charter through [University Programs, Institutes, and Centers](#) as well as [Academic Departments, Schools, Undergraduate Colleges](#) and the [Graduate College](#). The Charter articulates the structure and primary functions of each of these governance units, including the leadership roles, required committees and councils and their roles. For example, each Department, School, and College has a curriculum committee that receives, reviews, and approves new or modified courses and programs. The process for curriculum change is detailed, involving faculty, staff, and student input at all levels. The University's [Undergraduate Council](#) is responsible for evaluating and approving undergraduate curriculum changes; the [Graduate Council](#) has similar responsibility for graduate curriculum. New degree programs, and any other curriculum matters that go to the Ohio Department of Higher Education Chancellor's Council on [Graduate Studies](#), also must be approved by the [Faculty Senate](#) and to the Board of Trustees. Administrative policies or initiatives that [may] impact students, such as elimination of services or increase in special fees are presented to [Undergraduate Student Government](#) and/or [Graduate Student Senate](#) for consideration, input, and feedback.

The Academic Charter contains provisions on [Academic Reconfiguration](#), which are also explicitly mentioned in the faculty CBA. When, for example, multiple Departments wish to merge to form a School, particularly across preexisting Colleges, the academic reconfiguration process involves multiple levels of review, discussion, and recommendations from student, staff, and faculty stakeholders. The faculty CBA defines and delineates provisions concerning faculty retrenchment should reconfiguration potentially result in faculty reductions. The faculty CBA also contains provisions, not yet enacted, concerning the selection and review of academic administrators, including the President, Provost, Deans, Department Chairs and School Directors.

The Charter articulates shared responsibilities through [Faculty Senate Standing Committees](#), [University Standing Committees](#), and ad-hoc committees. With the exception of ex-officio student and administrator roles, Faculty Senate Standing Committees are elected by Faculty Senators, while University Standing Committees are represented by faculty, staff, and student groups and elected by each constituent body. Task forces and working groups supplement the preexisting committees to create additional avenues for contribution and collaboration across the University, particularly on new and/or special initiatives.

Sources

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- 1.A.3.CBA
- 1.A.provost-org-chart
- 1.B.Student-Affairs Org
- 2.A.Faculty Senate
- 5.B.1.2013 BOT Minutes
- 5.B.1.2014 BOT Minutes
- 5.B.1.2015 BOT Minutes
- 5.B.1.2016 BOT Minutes
- 5.B.1.Academic Charter
- 5.B.1.Administrative Staff Council
- 5.B.1.Classified Staff Council
- 5.B.1.College Faculty Organization
- 5.B.1.Faculty Senate
- 5.B.1.Graduate Student Senate
- 5.B.1.President's Cabinet
- 5.B.1.Undergraduate Student Government
- 5.B.1.University Council
- 5.B.2.legal obligation
- 5.B.2.retreat
- 5.B.2.The Board
- 5.B.3.2016-17 Graduate Council Members List Final
- 5.B.3.2016-17 Undergrad Council
- 5.B.3.Academic Departments
- 5.B.3.Academic Reconfiguration
- 5.B.3.Faculty Senate Standing Committees
- 5.B.3.Graduate College
- 5.B.3.Graduate Council
- 5.B.3.Graduate Studies
- 5.B.3.Ohio Department of Higher Education Chancellor's Council on Graduate Studies
- 5.B.3.Schools
- 5.B.3.Undergraduate Colleges
- 5.B.3.Undergraduate Council
- 5.B.3.University Programs, Institutes, and Centers

- 5.B.3.University Standing Committees

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. The annual planning and budgeting process at BGSU is intentionally designed to align with the University's strategic plan (see 1.A). Unit-level strategic plans are developed under the general guidance of both University and divisional strategic plans (and, where appropriate, College strategic plans, budgeting forecasts from [Finance and Administration](#), predictive analytics on student enrollment and retention that impacts staffing, academic spaces and fundraising priorities in the University's comprehensive campaign. Requests for additional funding are evaluated at the next highest level of the organization based on their alignment with College (e.g., [Arts and Sciences](#)), divisional and University-wide strategies and goals. This planning and budgeting process continues up to the College and divisional levels. For example, academic units provide input to their Department Chairs/School Directors in support of program goals as the first step of the process. Department Chairs/School Directors align the requests for new or reallocated funding (capital, operating, and personnel) with unit strategic goals and incorporate them into their rolling five-year planning document.

Academic unit requests must also include external benchmarking using jointly identified peers in the [National Study of Instructional Costs and Productivity \(NSICP\)](#) data; available indicators of program-unit outcomes and success (e.g., program accreditation reports) also inform strategic planning priorities. These plans are submitted to the College where they are reviewed and discussed by college-level budget committees. Components that are aligned with the College's mission and priorities are included in the College's strategic plan within the projected availability of new or reallocated funding. As noted earlier (5.A.5), the University's planned transition to performance-based budgeting will also inform the alignment between planning and budgeting in the next 3-5 years.

Finally, subsequent discussions among divisional leaders and the President result in a proposed [University-wide budget](#) that is presented to the BGSU Board of Trustees for approval. Upward and downward communication and feedback are included to create a more interactive

planning and budgeting process. [Campus Master Plans](#) align the allocation of capital expenditures with mission and priorities. Approved master plans for both the Bowling Green campus and the Firelands campus identify key strategic priorities for investments that will advance the mission of the University over the next two decades. For example, the Master Plan for the Bowling Green Campus defines annual investments and bonded debt infrastructure improvements for implementation of the plan and a multistep plan to regenerate core academic [buildings](#).

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. BGSU continues to make progress in this area as reflected by its continuous investment in systems to integrate, share, and apply information on student outcomes and institutional performance.

In the [Division of Academic Affairs](#), for example, the assessment of student learning is directly linked to the annual planning and budgeting process. The [common template](#) used across the Colleges (and academic units within the colleges) for planning and budgeting requires reporting on required key performance metrics. In addition, each [College includes additional metrics](#), focusing on student engagement in high impact practices that are unique to their mission and strategic priorities (see C.A.3). Colleges and academic units are also expected to incorporate the findings from the assessment of established student learning outcomes gathered annually from each academic unit through the [Student Achievement Assessment Committee](#) (SAAC, see 4B) process coordinated through the [Office of Academic Assessment](#). Together, these sources of assessment, reflection, and evaluation create a strong linkage between student learning and planning and budgeting.

In academic support areas, like [Student Affairs](#), both the [assessment of student learning and evaluation of operations](#) are also integrated into the ongoing planning and budgeting processes. For example, the opening of the [Learning Commons](#) on the first floor of the Jerome Library was in direct response to the need to provide integrated academic support services (tutoring, student study groups, supplemental instruction, makeup testing) in support of student success; similar support services have been in place at the recently expanded and remodeled Teaching & Learning Center on the [Firelands](#) campus.

In 2004, the University began phasing out its dated information system and began the implementation of PeopleSoft. This enterprise system allows the University to integrate student records, human resources, and financial management data. A University-wide data warehouse project, Falcon Info was created to provide University leadership with common data definitions, databases, and reports for assessment and evaluation. BGSU is also making greater use of external bench-marking data (e.g., [NSICP](#), [Collegiate Learning Assessment](#), [National Survey of Student Engagement](#)), to enrich its assessment of student learning, evaluation of operations, planning, and budgeting.

5.C.3. Internal constituent groups play important roles in the strategic planning processes at the University. The process used to establish the University's current strategic plan included input from approximately 600 faculty, staff, and students on both campuses (see Criteria 1A). College strategic plans are informed by academic unit plans, which are developed by the faculty under

the leadership the unit's Chair or Director. [The University Council](#), composed of the [President's Cabinet](#) and representatives from the Deans, [Undergraduate Student Government](#), [Graduate Student Senate](#), [Classified Staff Council](#), [Administrative Staff Council](#), [Faculty Senate](#), and the [Faculty Association](#), meet and communicate on a regularly about strategic planning and budgeting (as well as other topics of interest to the University [community](#)). In addition, representatives from Faculty Senate, Administrative Staff Council, and Classified Staff Council attend Board of Trustees meetings where progress on strategic priorities is updated, approved, etc. Other academic planning initiatives (e.g., strategic plans for graduate education, international student services) and academic support (e.g., strategic enrollment planning, Campus Master Plan) include broad representation from the University community.

External constituent groups play important roles during the strategic planning process at BGSU. All colleges have external advocate boards that are invited to provide advice on current and future strategic directions to support success. Numerous academic programs, units, and institutes/centers have external advisory boards or are accredited (see Criterion 4A) to ensure their curriculum and activities are aligned with appropriate trends and expectations of the disciplines, professional organizations, employers, etc. There are also ad hoc invitational meetings for external constituents to participate in the planning process. For example, the [Office of Human Resources](#) considers Key Performance Indicators and department, college, divisional planning processes in supporting the University's strategic plan, which include college and external advisory boards and leadership councils.

The perspectives of external constituents from the City of Bowling Green and surrounding communities also influence the University's planning process. For example, Ohio's newest [Bureau of Criminal Investigation](#) crime lab: a partnership between the Ohio Attorney General's Office and BGSU, BCI opened on the BGSU campus in 2014 and serves a 22 county region by providing investigative and laboratory services at no charge to Ohio's criminal justice agencies. In concert with BCI, the Attorney General's Office and BGSU created the [Center for the Future of Forensic Science](#) to foster innovative scientific research and training opportunities for forensic professionals. The collaborative partnership and location of the BCI on campus has led to the creation of new opportunities for students; e.g., Bachelor of Science in Forensic Science (specializations in forensic biology, forensic chemistry, and forensic examination) and Master of Science in Forensic Science (specializations in forensic chemistry, forensic biology, and forensic investigation).

5.C.4. Institutional planning based on current and projected enrollments and related sources of revenue is a growing strength. Leadership from [Enrollment Planning](#), [Finance and Administration](#), [Academic Affairs](#), and [Institutional Effectiveness](#) work collaboratively to improve University financial and space planning, revenue projections, budgeting policies and practices, and more effective/efficient operations. Their work is supported by data from many sources but relies heavily on PeopleSoft and Falcon Info (data warehouse). The [CFO](#) leads improvements in budgeting policies and practices, improved utilization of PeopleSoft capabilities (by implementing previously unused modules or by better deploying existing modules) to provide better tracking and projecting of resources and expenses and improved discipline in budgeting and planning. The CFO coordinates a University-wide budget modeling process that includes the University's current financial performance and multiple budget

scenarios (e.g., based on reasonable alternative estimates of enrollment and retention, state support, and personnel, operating, and capital budget forecasts). These multi-year projections guide both short term planning (e.g., prioritized investments in specific academic areas identified with strategic growth potential or in critical building maintenance and infrastructure) and long term planning (e.g., projected improvements in enrollment and retention; assist in cash management, investment and debt planning). These data-driven scenarios provide the divisional vice presidents with guidance on the projected availability of resources to inform the planning process, which is then infused in the unit planning process within their divisions.

Many areas throughout the University provide information and/or projections to support institution-wide planning. [The Vice Provost for Strategic Enrollment Planning](#) prepares projections on enrollment (e.g., undergraduate, graduate, international, nontraditional, online, College Credit Plus) and retention; the [Office of Capital Planning and Design](#) reports on the condition and use of current academic space, the [Office of Sponsored Programs & Research](#) provides information on external grants and awards, and the Office of Human Resources shares information on faculty and staff as well as projected healthcare costs and the impact of state-based pension reform. The participation of multiple areas within the University helps test and verify assumptions of the planning process to provide a reasonable set of scenarios based on anticipated fluctuations in the University's sources of revenue and expenses.

Finally, sources external to the University are also integral to systematic and integrated planning. The [Inter-University Council of Ohio](#), representing all 14 public 4-year universities in Ohio, coordinates the gathering and sharing of information critical to the university planning process. Through regular meetings of the Presidents' Council as well as eight committees representing key functional areas across the universities (e.g., Provost, Business and Finance Officer, Chief Information Officer, Controllers, Budget Directors), information on issues such as the state budget, legislative hearings and proposed bills, and Ohio Department of Higher Education funding and accountability proposals are shared and discussed to inform institution-level planning. Up-to-date information on outcome-based student funding model, projections for changes in need-based student financial aid from the State of Ohio, and expected capital appropriations by the State Legislature for new construction help BGSU develop a realistic annual plan and budget to support the University's vision and strategic priorities.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. The environmental scan is a key component of the strategic planning model used at BGSU. In the Division of Academic Affairs, a SWOT Analysis (i.e., internal Strengths and Weaknesses and external Opportunities and Threats) is the required first appendix of every College's strategic plan (e.g., [Health and Human Services](#)). Academic support units consider emerging factors, such as technology, demographic shifts, and globalization in their planning processes.

The University-wide budget modeling process incorporates demographic and environmental factors (e.g., changes in state share of instruction, in-state vs. out-of-state student enrollment; population and workforce projections) to create reasonable budget scenarios that inform the planning process. State-sponsored initiatives and incentives, institutional innovations and

technology, public-private partnerships, and operational efficiencies allow for additional availability of capital and operational dollars for investment in academic priorities.

Sources

- 1.A. Finance-and-Administration Org
- 1.A.2.AS Final Strategic Plan
- 1.A.2.HHS Final Strategic Plan
- 1.A.2.Provost
- 1.A.2.Provost Performance Metrics
- 1.A.2.Student Affairs Divisional Assessment
- 1.A.provost-org-chart
- 1.B.Student-Affairs Org
- 2.A.bgsu-fa
- 2.A.Faculty Senate
- 2.A.Graduate Student Senate
- 2.A.Office of Sponsored Programs and Research
- 2.A.President's Cabinet
- 2.A.Undergraduate Student Government
- 5.A.1.Master Planning effort
- 5.A.1.NSICP Reports
- 5.A.1.Office of Capital Planning and Design
- 5.A.1.The Division of Finance and Administration
- 5.A.1.The Vice President for Finance and Administration_Chief Financial Office
- 5.B.1.Administrative Staff Council
- 5.B.1.Classified Staff Council
- 5.B.1.University Council
- 5.C.1 University-Wide Budget
- 5.C.1.buildings
- 5.C.2 NSICP
- 5.C.2 Student Achievement Assessment Committee (SAAC)
- 5.C.2.College Strategic Plan Template 09-2015
- 5.C.2.Collegiate Learning Assessment
- 5.C.2.Firelands
- 5.C.2.Learning Commons
- 5.C.2.National Survey of Student Engagement
- 5.C.2.Student Affairs
- 5.C.3 Office of Human Resources
- 5.C.3.Bureau of Criminal Investigation
- 5.C.3.Center for the Future of Forensic Science
- 5.C.3.community
- 5.C.4 Institutional Effectiveness
- 5.C.4.Inter-University Council of Ohio
- 5.D.2.Office of Academic Assessment
- 5.D.2.Vice Provost for Academic Affairs

- 5.D.2.Vice Provost for Strategic Enrollment Planning

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1. BGSU documents various institutional, state, and federal initiatives to track performance, improvements, and efficiencies in its operations such as of process improvements, operational efficiencies, academic metrics, and technology inventories.

BGSU submits regular documents and reports on performance measures (i.e., IPEDS), student success rates (e.g., grades, graduation rates, program graduate data), and academic metrics (e.g., NSSE, CLA+) to a variety of constituencies including the Ohio Department of Higher Education and the federal government. Many of these metrics are also used to evaluate process improvements, maximize operational efficiencies, monitor academic data, and inventory technology. In 2016, for example, BGSU submitted a comprehensive report to the Ohio Department of Higher Education on [Affordability and Efficiency](#), which detailed performance metrics in operations, finance, and academics and set goals for the future. A number of operational and academic initiatives from the report have been implemented or are currently in process. In [2014](#) and [2016](#) BGSU filed reports describing operational and academic efforts to support and improve students' timely degree completion, opportunities to [lower the cost of an undergraduate degree](#), and a [Campus Energy & Sustainability Master Plan Study](#).

5.D.2. BGSU utilizes a continuous improvement approach to improving our institutional effectiveness, various capabilities, and sustainability. Improvements are made to the data infrastructure, personnel, policies and processes and organizational structure of the institution. Many of these initiatives and programs (some of which are described elsewhere in this document) have used data to make programmatic improvements, greatly impacted student learning and success, and are interwoven into the campus culture—aiding sustainability. For example, in 2010 BGSU identified the need for changing the academic [advising system](#) and a plan was developed that took advantage of lessons learned from previous advising initiatives. The new advising plan took a comprehensive systems approach and included the model for academic advising (e.g., de-centralized to centralized), the selection of a technological tools that allowed for easy reporting and data report retrieval (EAB's Grades First), joining an institutional support system (e.g., [EAB's Student Success Collaborative](#)) and continuous dialogue and collaboration between advisors, faculty and administrators. All of these factors has led to a gradual cultural shift at the institution where retention and success are a clear institutional priority with supporting resources at all levels.

The institution takes advantage of opportunities to develop other institutional support structures. In 2013, for example, two key senior administrators within the Provost's Office retired in the areas of academic affairs and academic operations, creating an opportunity to restructure the office to increase effectiveness and efficiencies. The [Vice Provost for Academic Affairs](#), in addition to units supporting undergraduate curriculum and programs, added Registration and Records and Advising to this portfolio. The [Vice Provost for Strategic Enrollment Planning](#) would assume responsibility for academic operations related to recruitment and enrollment management. A new division was created in the Provost's Office to provide oversight of Academic and institutional data systems and reporting, compliance, institutional research, student learning assessment and faculty development. [Institutional Effectiveness](#) (IE) emerged as a new unit

within the Provost's Office. The mission for IE is to: "Provide leadership and services to support faculty development, the intentional and integrated assurance of student learning, compliance with programmatic and national accreditation standards, and the functional and systematic evaluation of programmatic and institutional performance by developing, collecting, and disseminating information used to provide evidence to demonstrate the extent to which BGSU is fulfilling its mission and vision."

The institution invested in several key positions to assist in the improvement of Institutional Effectiveness. Led by a Vice provost, the unit includes the [Office of Academic Assessment](#), the [Office of Institutional Research](#), and the [Center for Faculty Excellence](#). A Director, Associate Director, and a Project Manager Compliance/Analyst who are responsible for the integrity of the institutional and academic data systems, providing budgetary assistance to units within Academic Affairs (e.g., SSI, NSICP), ensuring compliance of academic programming (e.g., [State Authorization](#), accreditation), evaluating programmatic quality (e.g., specialized program accreditation, program review) and conducting audits to ensure compliance with state and national agencies and standards for optimal institutional performance (e.g., Highly Qualified Faculty). All offices play an important role in fulfilling the mission of the new division to systematically improve the performance of the institution.

Sources

- 1.A.2.Student Success Collaborative (SSC)
- 1.C.1.Center for Faculty Excellence
- 4.A.6.Office of Institutional Research
- 5.D.1.2014
- 5.D.1.2016
- 5.D.1.Affordability and Efficiency
- 5.D.1.Campus Energy & Sustainability Master Plan Study
- 5.D.1.lower the cost of an undergraduate degree
- 5.D.2.advising system
- 5.D.2.Institutional Effectiveness
- 5.D.2.Office of Academic Assessment
- 5.D.2.State Authorization

- 5.D.2.Vice Provost for Academic Affairs
- 5.D.2.Vice Provost for Strategic Enrollment Planning

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future while ensuring continuous improvement of the utilization of resources, optimal planning, and institutional effectiveness are all taken into consideration to improve the quality of its educational programs and academic support units.

Sources

There are no sources.