Program Review Committee Report
BGSU Firelands

Review Process

The administration and faculty chair of BGSU Firelands (with input from others) prepared a self-study following program review guidelines. The document is a comprehensive and candid review, including an excellent planning section complete with benchmarks. A two-person external review team received the self-study document, visited the campus to conduct an on-site visit, and submitted an external review report. The Program Review Committee (PRC) read the self-study and external report and shared a preliminary draft of this PRC report with the Dean of Firelands for discussion. A final version was prepared and approved by the PRC. This report represents the PRC’s summary of all of the review documents and concludes with findings and recommendations.

Summary of the Self-Study

BGSU Firelands is one of BGSU’s seven undergraduate colleges. A regional campus, it is located on a 216-acre site in Huron, Ohio. The college focuses on the needs of the citizens of Erie, Huron and Ottawa counties. Three academic buildings contain 125,303 assignable square feet of space along with a large storage/maintenance building. The specific mission of the college is to provide:

- general education and pre-professional curricula to facilitate transfer to senior institutions;
- the granting of technical associate degrees, vocationally oriented;
- the offering of continuing education curricula and programs to serve personal and professional growth;
- the granting of selected bachelor’s and master’s degree completion programs. (It should be noted that this fourth component of the College’s mission was approved by the BGSU Board of Trustees after the self-study was written.)
Organization, Programs, Accreditations, Outreach and Support Services

BGSU Firelands has three academic departments—Applied Sciences, Humanities, and Natural and Social Sciences. These departments house ten applied/technical programs that offer associate degrees in applied business and applied science. In addition, the college offers academic associate degrees, the Associate of Arts, the Associate of Science, and the Associate of Technical Studies (a degree designed to meet specialized student needs through formal programs of study not currently offered at BGSU Firelands).

Bachelor’s programs and selected graduate degrees can be completed in areas approved through partnerships with the College of Arts and Sciences, the College of Health and Human Services, the College of Education and Human Development, the College of Technology, and the Medical College of Ohio in the following areas: General Studies in Business (BA), Liberal Studies (BLS), Applied Health Science (BS), RN-BSN Completion, Criminal Justice (BS), Manufacturing Technology (BS), Visual Communication Technology (BS), Early Childhood Studies (BS Ed), Curriculum and Teaching (M Ed), and Nursing (MSN).

As a college of BGSU, Firelands is fully accredited by the North Central Association of Colleges and Schools. The appropriate accrediting bodies have certified three allied health programs.

The Office for Educational Outreach provides an assortment of activities for lifelong learning, including workshops and seminars. The Business and Industry Training Center, housed in OEO, provides the same for a specialized audience. The Interactive Distance Education and Conferencing Center serves as the name describes and is also available for area schools and business. And finally, the Caryl Crane Children’s Theatre is a community/campus program that mounts theatre productions and workshops.

BGSU Firelands offers enrollment and student services, including admissions and financial aid, program advising, registration, student and campus activities, career counseling, disability services, academic enhancement, and alumni services. The library has a collection of 30,000 volumes, 235 journal and newspaper titles as well as audio visual materials. It is a member of OhioLINK. The Teaching and Learning Center provides tutors and learning enhancement activities for students and faculty. The Office of Technology Support Services, through Computer Services, provides technology expertise for the entire campus in technical support services and training, including computers, audio-visual presentation, educational media services and interactive compressed video courses.

At the time the self-study was written, the Dean and Associate Dean held interim appointments, scheduled to end June 30, 2001. The Dean reports directly to the BGSU Provost.

College Budget and Enrollment
BGSU Firelands is self-budgeted (i.e., the unit collects its own tuition and fees and receives state appropriations directly). Responsible for all financial concerns, BGSU Firelands also pays an administrative fee to the main campus for services including the areas of finance and administration, general counsel and university advancement.

Since 1997, enrollment at BGSU Firelands has not been steady (i.e., fall semester enrollment in 1997 was 923 students; in 1999 enrollment dropped to 777; and in the current year enrollment has climbed to 858). Enrollment has increased for those students who generate subsidies transferable to the main campus (36 in 1997 to 51 in 2001). Overall revenue has increased since 1997 ($6,954,730 in 1997 and $7,7509,304 in 2001). College budget and financial data presented in the self-study demonstrate that the administration of BGSU Firelands has been financially astute and conservative.

**Faculty and Students**

BGSU Firelands has 32 full-time faculty—23 males and 9 females. Most are tenured (21). Four are full professors, eleven are associate professors and nine are assistant professors; additionally there are seven lecturers and five instructors. Two faculty are ethnic minorities. In addition, BGSU Firelands has 60 part-time faculty and seven emeritus faculty. Teaching evaluations, required of probationary faculty only, but completed by most faculty as a means of merit evaluation, have an average of six on a seven-point scale.

The profile of the BGSU Firelands student has remained constant during the past few years. Three out of every five students are female. The minority enrollment has remained 6% African-American and 2% Hispanic. More than half of the students are under 25 and would be considered “traditional students.” Academic preparation measures have changed little in recent years, with the average ACT score at 20 and the incoming high school GPA at 2.80. Total SCH production has fallen slightly since 1994 (with a peak in 1997). Given that BGSU Firelands has recently hired staff to gather and maintain institutional data, more detailed and useful data will be available in the future.

**Self-Evaluation of Programs**

*Administrative Office Systems.* According to the self-study, the AOS program at BGSU Firelands exceeds the software content of similar programs in the area with qualified faculty. Enrollment has remained steady, with an almost exclusively female population of students. The program has not been able to attract more students and recommends the elimination of the one-year certificate programs in Office Support Specialist and Medical Transcribing Specialist. The program faculty also recommend:
• the development of several new courses;
• a revision of the requirements within Information Processing Specialist and Desktop Publishing Specialist using the first year of the two-year AOS as the model;
• the requirement of more software skills within the program; and
• a consideration of changing the title of the program to Information Technology or some other similar title.

Business Management Technology. The program did not pursue accreditation in 1995, although a review of the program suggests that it would be possible to do so. Enrollment has remained steady. The self-study identifies the following program strengths: quality faculty, course variety, articulation with main campus courses, community support, small class size and computer labs. Program weaknesses include the need for flexible and innovative scheduling, course sequencing and cohesion, lack of a program marketing plan, the failure of half of the courses to transfer to the main campus, lack of articulation agreements with other colleges and absence of data for assessment and planning.

In order to address these concerns, the faculty recommend:
• the development of a graduate and employer survey;
• the development of innovative teaching and evaluation approaches; and
• faculty discussions to improve course content and cohesiveness within the program.

Specific recommendations and future planning include:
• work to bring BGSU’s BSBA degree to Firelands;
• consider de-activation of the Retail Management major;
• evaluate the need for new majors in Small Business Management, Real Estate Management and Marketing Management; and
• make the Industrial Management major in BMT a stand-alone degree program.

Computer Programming Technology. Enrollment in this area has grown since 1994 (from 33 majors to 55) with a shift from predominantly female to male students. Program strengths include qualified faculty, rigorous curriculum and job placement. Program concerns include the observation that students leave the program because of the demands of the program and the fact that many accept employment without completing the program.

Specific future plans include:
• the request for additional facilities for the program, specifically a computer laboratory;
• the creation of student surveys to find out why students leave the program; and
• continued discussion on finding ways to improve the program to meet student needs without changing the breadth of the program.

Electrical-Electronic Engineering Technology. Enrollment in this program has decreased since 1994 (from 47 majors to 37). No description of program strengths or weaknesses was provided in the self-study.

Health Information Technology. The program has one full-time program director and two part-time instructors. Enrollment has fallen from 65 students in
1994 to 32 students in 1998, with an exclusively female enrollment. No current enrollment data are provided.

Program strengths include:
• course syllabi connect with learning domains;
• the unit has a coordinated grading plan;
• assessment activities are in place;
• responses suggest high program satisfaction;
• staff members provide continuing education opportunities;
• students can transfer to The Ohio State University’s HIM BS program;
• the program has an active advisory board;
• placement is 100%;
• courses are offered evenings and on weekends; and
• curriculum modifications are up-to-date.

Program weaknesses include:
• the demand for data collection (for accreditation and assessment) is time-consuming
• administrative demands for the program have increased;
• the RHIT examination scores have decreased in recent years because of lack of student ability and performance within the program, the elimination of support for exam preparation, high number of students who do not take the exam and a decrease in the “level of supervision of the program staff and curriculum.”

Respiratory Care Technology. Enrollment has fallen from 56 students in 1994 to 33 students in 1998. The program has qualified faculty, although the faculty load is high when compared to other programs. The program recently completed an agreement with LCCC to allow students to complete general education courses at LCCC.

Program strengths include:
• strong clinical affiliate support and experiences of faculty;
• an active advisory committee;
• strong financial support;
• low faculty to student ratio;
• a dedicated laboratory; and
• the availability of a bachelor’s degree in allied health on the BGSU Firelands campus.

Program weaknesses include:
• declining enrollment;
• the need for upgraded laboratory equipment and supplies;
• compressed degree requirements;
• the need for a laboratory space to simulate health care environments; and
• curricular expansion in the areas of mechanical ventilation and neonatal and pediatric respiratory care.
World-Class Manufacturing. The program is not accredited at the present, although the self-study claimed that the program would meet the standards. Enrollment has fallen since 1995 (from 60 majors to 34).

Program strengths include:
• well-qualified faculty and staff;
• a degree program that is progressive;
• no loss of articulation with the BS program in manufacturing technology, which is offered on the main campus in the College of Technology;
• industrial CNC equipment, with plans for expansion in spring 2001;
• good computer support; and
• a plan to share courses and program costs with the Tech-Prep program.

Program weaknesses include:
• failure to maintain an active advisory board;
• no program-specific marketing plan;
• lack of necessary equipment in certain areas; and
• lack of student data (retention data and student outcomes).

Assessment plans are in place but in early stages. Program recommendations connect with perceived program concerns and also include the request to investigate the possibility of a more flexible industrial management degree along with a new AAS degree in mechanical design.

Criminal Justice. The program has qualified faculty, including four faculty with the doctorate. Besides student grades, the program does not have an assessment plan. Enrollment has increased by about 30% (37 majors in 1994 and 48 majors in 1998). The unit reports the quality of the faculty as the greatest strength.

Program weaknesses include:
• limited flexibility of day/time for course offerings; and
• failure of the program to compete with other programs in the region.

Human Services. Enrollment in the program has fallen (48 majors in 1994 and 37 majors in 1998). Assessment is tied to student grades, placement and existing student-satisfaction surveys.

Program strengths include:
• qualified faculty; and
• innovative curriculum, with required practica in clinical settings.

Program weaknesses include the current rotation of courses to meet student interest.

Program planning includes recommendations to:
• monitor the job market to guide curricular change;
• consider expanding the program in light of other programs at BGSU main campus; and
• explore the possibility of moving students toward state certification as Social Work Assistants.

*Communication Arts Technology.* The program has one full-time administrator; as an interdisciplinary program, faculty come from other units on campus. The degree meets all of the requirements for the Associate of Applied Business degree. CAT is a unique program with a focused mission. Assessment activities include grade analysis, a capstone course, student/employer surveys and an exit portfolio review. This new program had eight majors in 1998.

Program strengths include:
• seamless articulation with the BGSU degree in Visual Communication Technology;
• emphasis on writing and visual expression as part of communication theory/practice;
• technical training;
• course work tied to the workplace; and
• open curriculum that allows elective options to meet student interests.

Program weaknesses include:
• placement of program in the Humanities Department lessens the emphasis on technology; and
• “curricular eclecticism” may lead/has lead to lack of degree focus.

Unit planning includes suggestions to monitor the current programs, stress internet technology within the program, find more part-time faculty to meet programmatic needs and continue to develop assessment plans.

**Academic Support Areas**

*Budget and Operations.* Budget and Operations is organized as three support units (Budget and Operations Office, Plant Operations and Maintenance and the Firelands Book Store) under the guidance of the director. Staff includes the director, one full-time secretary and one part-time clerical specialist. The bookstore is a branch of the main campus operation. Given that a new building will soon be completed, concerns include providing staffing support for this area.

Strengths of the Budget and Operations area include:
• dedicated staff; and
• excellent upkeep of facilities.

Area weaknesses include:
• limited staffing;
• top-down management style;
• older computer software systems; and
• the anticipated retirement of the director.

*College Relations.* Full-time staff in this area include the assistant director, the coordinator of student and campus activities and a switchboard
operator/receptionist. The unit also has a part-time clerical and switchboard/receptionist. Concerns center on the need for additional staff to meet unit demands.

Strengths include:
- improved coordination with the BGSU Office of Marketing and Communication;
- an increased budget; and
- an experienced support staff.

Weakness include:
- limited qualified clerical support to meet expanding demands;
- inability to move beyond perceived weaknesses in past performance;
- out-of-date telephone system;
- difficulty of motivating student activity in a commuter-campus environment; and
- competitive market for students.

Enrollment Services, Academic Advising, Career Services, Educational Partnerships/Disability Services. All of these units expressed the need for additional staff (for example, Firelands has one full-time advisor on staff), and an upgrade in technology to meet unit goals.

Technology Support Services. TSS is organized into three units (Computer Services, Web Services and Instructional Media Services). The area is a “cohesive team of administrators, staff and students” who work together to serve the Firelands community.

Concerns include:
- outdated laboratory and classroom furnishing to support technology;
- turn-over of trained student staff; and
- shifting college support for the area.

BGSU Firelands Library. Library staff comprises two full-time librarians, one full-time staff, two part-time staff and student workers.

Strengths include:
- the OhioLINK system;
- a friendly and supportive setting and staff; and
- computer terminals and a computer classroom.

Concerns include:
- declining student use;
- dated collection of books and resource materials; and
- limited faculty involvement in acquisitions.

Future goals include better communication with faculty and students, enhanced outreach, improved facilities and integration of internet resources and training.
Office of Registration, Office for Educational Outreach. These units report concerns with outdated technology (for example, lack of phone registration system and computer labs for workshops). With the new BGSU SuperNet soon to come on line, things should improve. However, the lack of adequate computer labs and available faculty will continue to hamper the success of activities organized by the Office for Educational Outreach.

College Development. Recent successes include the successful $2.5 million campaign for the Cedar Point Center at Firelands. In addition, BGSU Firelands and the BGSU Office of University Advancement have worked together to hire a part-time development officer to continue work on this project along with other fund-raising priorities.

Unit Planning

The BGSU Firelands administration has completed a detailed unit plan, complete with benchmarks, strategic directions and initiatives. These plans focus on:

- recruitment, marketing, student success and retention;
- enrollment stability;
- curricular reform including more connections with programs on main campus;
- systematic review of degree options;
- improved “partnerships” with education and business to guide curricular reform and placement;
- increased community involvement within the Firelands community;
- enhanced facilities and support services;
- improved compensation plans linked to morale and retention of faculty and staff;
- opening of the Cedar Point Center;
- promotion and support of distance learning plans (web-based courses);
- increase student scholarships;
- improve relationships among units (including links with main campus);
- gather institutional data to guide future planning; and
- promote planning (with links to resource distribution) across all units on campus.

Following a discussion of significant progress reported from these ongoing initiatives, this comprehensive planning document leads directly into a summary of issues of consideration. These “issues” present the range of options and the challenges facing the college in the next few years.

- How will BGSU Firelands become the “college of choice” for prospective students? Should BGSU Firelands provide residence halls for students and move beyond the commuter student base?
- Should BGSU Firelands build/develop a campus business park in order to connect with business?
• Should BGSU Firelands integrate student admission and support services in a common office space?
• Should the college completely reorganize at this time in order to improve services? Would change help or hinder at this time?
• Does the work-load of the college office require an assistant dean?
• Can the support staff be better distributed? How can tenure-track/non-tenure track faculty be hired to meet curricular needs and also provide fiscal flexibility?
• What can be done to improve campus diversity?
• What can be done to unite the entire Firelands community around the recently approved comprehensive plan?
• Should the college support a large number of program-specific recruitment plans if it takes away from the funds already committed to support college-wide marketing?

Summary of the External Review

An external program review report was prepared by James Newton, Dean, Ohio University Eastern Campus, and C. Leslie Carpenter, Dean, University of South Carolina, Sumter Campus. The external review praised the excellent planning document included in the BGSU Firelands self-study and supported the five major “Strategic Future Directions” outlined in that report (i.e., recruitment and student success; curricular reform; improved partnering; improved planning and evaluation processes within the college; and enhanced community building within Firelands in support of these strategic future directions). The external team also praised the leadership of the current interim dean in providing direction for the college.

The external report enumerated several strengths:
• a committed faculty and staff;
• articulate students involved in various programs of study;
• strong advisory board as advocates for the college;
• honest and clear strategic plan;
• potential for site development; and
• excellent location (i.e., highway accessibility to campus from various urban areas).

Specific areas of concern include:
• conflict within the faculty and staff connected to institutional change; and
• articulation of “threats” rather than “opportunities” might lead the college away from making the right moves to improve enrollment.

The external team report included the following recommendations:
• find a way to improve communication between the Dean of Firelands and the office of the Provost;
• continue to expand baccalaureate programs through the development of stronger links between BGSU Firelands faculty and connecting departments
on main campus and through the use of compressed video for upper-level courses;
• establish a plan to support classified staff for all that they do, including professional development opportunities and appropriate awards;
• find a way to change the limits surrounding the “five year” contract system in order to keep good non-tenure track faculty;
• hire tenure-track faculty to support expanded degree programs and lessen the need for instructors in certain areas;
• hire a technology specialist to guide improvements in the use of computer/video technology;
• provide financial incentives to promote faculty training in computer technology and distance-learning;
• provide day care service for students;
• find ways to connect student demand with course offerings (time and day) based on student needs;
• continue to develop recruitment strategies for minority groups;
• use campus e-mail to improve communication on campus;
• find ways to provide an improved food service option; and
• expand the mission of BGSU Firelands to include BGSU bachelor’s and master’s degree completion programs as soon as possible.

Program Review Committee Findings

The mission statement for BGSU Firelands has four major educational components:
• The provision of general education and pre-professional curricula designed to facilitate transfer to senior institutions.
• The granting of technical associate degrees to prepare students for work settings.
• The offering of continuing education opportunities to serve the personal and professional development need of the region.
• The offering of course work for selected undergraduate and graduate majors.

The self-study prepared by BGSU Firelands contains a detailed and comprehensive plan called “2000+ Strategic Plan” - a document that is the product of careful and intensive discussions among BGSU Firelands administration, faculty and community partners. The importance of this document to the future direction of BGSU Firelands (as a productive indication of systematic planning and community building) should be carefully considered.

The BGSU Firelands self-study candidly revealed the difficulty of securing complete institutional data (a problem that has been addressed with additional staff resources). Despite this restriction, most units provided data and an outline of programmatic strengths and challenges. It is unclear as to why no such data or program review were provided for the Electrical-Electronic Engineering Technology area. In addition, it is unclear at this time who should assume responsibility for the review of the freshman writing program and the general education offerings at BGSU Firelands. This important part of the educational experience at BGSU Firelands was not covered in the self-study and the strengths
and weaknesses of the overall educational experience at Firelands remains unknown, particularly in relation to the component of the mission dealing with “the provision of general education and pre-professional curricula designed to facilitate transfer to senior institutions.” It is not clear why no program review data were submitted for the Associate Arts degree.

Given the complexity of moving BGSU Firelands forward in the process of strategic planning, these omissions are not brought forward as a criticism of the BGSU Firelands self-study, but rather as suggestions for continued and expanded action as outlined in the document itself. For example, it should be noted that the “2000+ Strategic Plan” does call for review of all academic units and the collection of data to guide college initiatives (see page 12 of the BGSU Firelands 2000+ document). It is this connection between the quality of specific academic units and proposed college initiatives within the context of the overall academic experience at BGSU Firelands that calls for further development and analysis. As outlined in the self-study, the administration must continue to lead the Firelands campus community to prepare for institutional change, a concern noted by the external review team. A summary of findings, based on a review of both documents, points to the following:

**Strengths**

1) The external review team enthusiastically supports the administrative plan for strategic growth and development.
2) It is clear that the interim administration at Firelands has worked hard to plan for the future and move the college ahead during a difficult time of transition.
3) The self-study reports a dedicated and qualified faculty and staff.
4) The physical plant and grounds at BGSU Firelands are well-maintained.
5) Almost all academic units included in the self-study have established clear learning outcomes for their major. Most provide clear goals for future planning.

**Concerns**

1) Most academic units included in the self-study lack any approach to assessment of student learning beyond a reliance on grade reports. The absence of assessment of student learning is a particular concern given current movement to offer bachelor’s and masters’ degree completion programs at BGSU Firelands. It will be impossible to know if the programs offered at BGSU Firelands are comparable to those offered at the main campus in the absence of assessment data.
2) Assessment data could also inform curricular change. In the absence of assessment data, it is also difficult to know what motivates plans for curricular change. Units suggesting curricular reform should articulate how these suggested changes support the quality of the overall educational experience at BGSU Firelands, including aspects of general education.
3) Some academic units lack connection with professional accreditation bodies. Although the units may meet the standard for accreditation, it is unclear why
they do not value the process of accreditation as a marker of program quality.

4) The self-study did not include review and evaluation of freshman writing, the Liberal Studies major or general education at BGSU Firelands. Based on discussions with the Dean of BGSU Firelands, the PRC understands this omission as confusion about the program review process. Nevertheless, the PRC finds that BGSU Firelands must treat these aspects of its educational mission as significant “programs” warranting thorough treatment in the next cycle of program review.

5) Extra-curricular and co-curricular programming was not included in the self-study for review. How successful are these efforts and how do they contribute to the educational experience at BGSU Firelands?

6) Data suggest that BGSU Firelands may offer too many “concentrations” with too few students and faculty, a possibility noted in the “2000+ Strategic Plan.”

7) Declining enrollment in certain majors is linked to market-place/competition claims. What are the connections between program quality and enrollment?

8) The self-study presents contradictory claims as to the availability and quality of computer support and technology. What exactly is the status of technology at Firelands? How is it supported? Who uses it and to what purpose?

9) The self-study presents contradictory claims about faculty morale connected to institutional change.

**Program Review Committee Recommendations**

To continue the success reported and projected in “2000+”, the PRC recommends the following:

1) The Provost’s office should continue to facilitate oversight of all academic programs targeted for degree expansion. The Provost and the Dean should work with faculty at BGSU Firelands to discuss assessment, curriculum, staffing and issues of accreditation. The PRC applauds the fact that this is already occurring in some cases and urges the office of the Provost to provide support for this process (travel support, sponsored open forums and outside consultants as needed).

2) In order to offer selected undergraduate and graduate degree completion programs at BGSU Firelands, it will be necessary for the BGSU Firelands administration and faculty to work with main campus faculty and administration to fulfill the expectation that the quality of faculty and the rigor of the courses at Firelands and at main campus are comparable.
   a) The Dean of BGSU Firelands should meet with the Provost to discuss ways to improve communication between main campus and the BGSU Firelands community, specifically in the areas of degree requirements, transfer models, accreditation issues for degree programs without accreditation, on-going assessment for all units and the control of degree standards between main campus departments and the Firelands faculty.
   b) The PRC urges the Graduate Dean to apply approved criteria to all graduate offerings taught at BGSU Firelands. Specifically, all graduate courses must be taught by faculty who meet the criteria for appointment
to the graduate faculty. Graduate courses at BGSU Firelands should be taught by regular or probationary graduate faculty, with additional “ad hoc” faculty assigned only as needed on a temporary basis.

3) The office of the Provost should work with the BGSU Firelands administration and faculty to continue the development of systematic assessment plans for all BGSU Firelands programs. The PRC recommends that no programs should be opened or expanded until issues of accreditation and assessment have been resolved. Academic programs at BGSU Firelands should file an annual report to the Student Achievement Assessment Committee, as expected of all BGSU programs.

4) Units that successfully complete these discussions and receive approval for expansion should be considered for additional staff and faculty positions, based on institutional priorities for growth.

5) As outlined in the “2000+” plan, the Dean of BGSU Firelands should consider closing units that fail to establish clear goals and continue to meet with declining enrollments.

6) The PRC urges the BGSU Firelands faculty to consider linking programs with similar disciplinary orientations, to provide fewer and more focused degree options. The Dean of Firelands should assume a central role, along with BGSU Firelands faculty, in planning for focused degree options. Although such consolidation may take several years, the Dean should report on developments in this regard by the first annual report on program review progress, spring, 2002.

7) The Dean of BGSU Firelands should require the faculty within the Electrical-Electronic Engineering Technology to complete a self-study detailing program strengths and challenges by May 2002. A copy of this report should be submitted to the Provost.

8) The Dean should meet with the Provost to consider the possibility of hiring a technology specialist to coordinate and report computer needs across campus and provide additional support as needed to meet the strategic goals in this area.

9) The Dean should consider moving support services and admission to a common area as recommended.

10) BGSU Firelands should explore the possibility of opening an on-campus day care center for commuter students.

11) BGSU Firelands should approach the possibility of becoming a residential campus with caution. Before undertaking such a move, we should all understand how a residence hall is intended to support the educational programs at BGSU Firelands. One possible plan would be to provide housing
linked to specific programs of study, or living learning communities (i.e., housing for liberal studies majors or technology students).

12) The Dean should be challenged to aggressively address the concerns of faculty and staff in terms of salary and find other ways to address the question of morale.

BGSU Firelands should report annually on progress implementing these recommendations to the Provost.