

HB 64: Course Evaluation Based on Enrollment & Performance Bowling Green State University

I. Institutional Definition of Low Enrolled Course Thresholds

BGSU conducted an evaluation of all courses and programs that the institution offered based upon enrollment, identifying those courses with low enrollment as outlined in HB64 (section 3345.35). Course minimums, established and defined by BGSU (9/23/1991), served as the foundation for the calculation of minimum enrollment as outlined by HB64 used for analysis (sections that fell below the 20% above BGSU's threshold for the course over two or more semesters):

Table 1. BGSU and HB 64 minimum enrollment criteria

Course Level	BGSU Minimum Enrollment	HB 64 Minimum Enrollment (120%)
1000	20	24
2000	16	19
3000	14	17
4000	13	16
5000	8	10
6000	7	8
7000	7	8

II. Identification of Low Enrolled Courses

All individual course sections offered at BGSU for two academic years (2014 and 2015; n=15,449 sections) were examined to identify low enrolled courses/sections. Excluded from further analysis were course components that were: duplicated and without SCH (e.g., a lab coupled with a lecture); offered as a combined or co-listed section (e.g., 4000/5000); not categorized correctly (e.g., a tutorial categorized as a lecture); small group instruction (e.g., tutorial, studio, etc.); experiential learning (e.g., clinical, practicum, etc.); and independent studies not offered as organized class sections (e.g. thesis and dissertation hours).

Of the 3153 total courses offered in AY 2015, 581 (18%) met the HB64 criteria for a “Low Enrolled Course”, i.e. section enrollment below 120% of the minimum enrollment for two consecutive terms. All course and section data was shared with department chairs/ school directors and college deans. Chairs and deans were given the course details and institutional data including headcount and degrees awarded over the past 4 years. Chairs and deans were asked to evaluate all low enrollment course offerings and using the categories provided by the Chancellor, recommend appropriate actions. The Provost’s Office also reviewed the low enrolled courses and college/department recommendations, considering student demand, the relationship of courses to program requirements, and centrality to BGSU’s mission.

III. Recommended Actions

A summary of the recommended actions for courses identified as low enrollment is provided below.

Table 2. Summary of Recommended Actions for the 581 courses classified as Low Enrolled

Recommendation	Rationale	Number of Courses	% of All Under enrolled
No Action Needed	e.g., pedagogically appropriate course size, restricted physical classroom or lab space, new or recently revised course with expected growth	193	33%
Possible curriculum revision / elimination	e.g., low enrolled elective, program/course redesign, increase student demand	177	30%
Course and/or Section Management	e.g., consolidate multiple low enrolled sections, offer alternative course time/delivery method, offer as combined (co-listed) section	158	27%
Possible Collaboration	e.g., collaborate with other programs within BGSU, collaborate with other institutions in offering course	53	9%
Total		581	100%

IV. List of Potential Regional Collaborations

The analysis of low enrolled courses/sections has illuminated potential internal (e.g., between BGSU campuses) and external (e.g., between institutes of higher education) collaborations in the following areas: business, calculus, communications, education, geography, languages, physics, political science, and research methods.

Bowling Green State University and University of Toledo have a strong history of collaborating on programmatic offerings (i.e., Masters of Public Health, Nursing, etc.) and have participated in ongoing discussions on how to collaborate on new programmatic offerings (e.g., Executive Master of Business) to meet the needs of students in Northwest Ohio.