

Bowling Green State University - OH

HLC ID 1533

OPEN PATHWAY: Reaffirmation Review

Review Date: 10/17/2022

Dr. Rodney Rogers
President

John Marr
HLC Liaison

Shelly Stovall
Review Team Chair

Jerry Durham
Federal Compliance Reviewer

Jennifer Bott
Team Member

Curtis Coonrod
Team Member

Charles (David) Moon
Team Member

Muhammad Rahman
Team Member

Context and Nature of Review

Review Date

10/17/2022

Review Type:

Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- Multi-campus Review

Institutional Context

Bowling Green State University (BGSU) was established in 1910 as a teacher training institution, held its first classes in 1914, and opened its first two buildings in 1915. In 1929 it was expanded to provide four-year degree programs, and in 1935 attained full university status. Today, BGSU is situated on a 1,338-acre campus that includes over 100 buildings and enrolls more than 20,000 students, including those on the main campus in Bowling Green, Ohio, on the Firelands branch campus in Huron, Ohio, (opened in 1967) and at four active locations within the state of Ohio.

BGSU was first accredited by the Higher Learning Commission in 1916 as a teacher-training institution. The last comprehensive visit was completed in 2012-13, and resulted in a recommendation of a ten-year review to be conducted in 2022-23. The Assurance Review in December 2017 resulted in a monitoring report that was accepted in December of 2018. BGSU's Quality Initiative Report was rated as "Genuine Effort" in June of 2022.

BGSU awards associates, bachelors, masters, specialists, and doctoral degrees across seven Colleges (Arts & Sciences, Allen W. and Carol M. Schmidthorst College of Business, Education and Human Development, Firelands, Health and Human Services, Musical Arts, and Technology, Architecture and Applied Engineering).

BGSU is classified by the Carnegie Foundation as a Doctoral – Higher Research Activity (R2) university. In 2006 and again in 2015, BGSU received Community Engagement Classification recognition by the Carnegie Foundation for the Advancement of Teaching.

BGSU continues to demonstrate a strong and consistent commitment to being "A public institution for the public good." The current visit is an Open Pathway 10-year institutional reaffirmation review for the BGSU main, and Firelands branch campus.

Interactions with Constituencies

The HLC Peer Review Team interacted with the following constituents on the Bowling Green State University campus:

President

Representatives from the Board of Trustees

Vice President for Enrollment Management and Student Outcomes

Vice President for Partnerships and Chief of Staff

Vice President for University Advancement

Associate Vice President, Planning, Construction and Campus Operations

Assistant Vice President of Marketing and Brand Strategy

Provost & Sr Vice President for Academic & Student Affairs

Vice Provost and Dean, Graduate and Professional Programs

Vice Provost for Academic Affairs

Vice Provost for Faculty Affairs

Chief Diversity and Belonging Officer

Chief Financial Officer and Vice President for Finance & Administration

Chief Health and Wellness Officer

Chief Human Resources Officer

Chief Information Officer

Deputy Chief of Diversity, Belonging, and Multicultural Affairs

Deputy Chief of Staff

Dean of Students

Dean, College of Arts & Sciences

Dean, College of Education and Human Development

Dean, College of Health and Human Services

Dean, College of Musical Arts

Dean, College of Technology, Architecture and Applied Engineering

Dean, Schmidthorst College of Business

Dean, University Library

Associate Dean and Professor, Schmidthorst College of Business

Associate Dean, Administration & Faculty Affairs

Associate Dean, Curricular Planning, Assessment, and Faculty Advancement

Associate Dean, Graduate College

Associate Dean, Professor, Schmidthorst College of Business

Associate Dean, University Libraries

Associate Dean, Administration & Faculty Affairs

Professor and Associate Dean for Operations, Analytics and Research

Assistant Dean, College of Technology, Architecture & Applied Engineering

Assistant Dean, College of Health & Human Services

Assistant Dean for Institutional Effectiveness

Academic Affairs Coordinator of Learning Communities; Director, Chapman Learning Community

Administrative Staff Council Chair-Elect: Director for the CWGE and Co-Director for the CVPE

Administrative Staff Council Chair; Associate Director of Strategic Communications

Administrative Staff Council Past Chair; Associate Director of Leadership Giving

Administrative Staff Council Secretary; Director, Technology Transfer & Services

Associate Director, Institutional Effectiveness

Director – AIMS Academic Investment in Math and Science (AIMS) Program

Director for the Center for Women and Gender Equity and Co-Director for the Center for Violence Prevention and Education

Director of Admissions

Director of Assessment & Accreditation, College of Education and Human Development

Director of Enrollment Management

Director of Budgeting

Director of Multicultural Affairs and LGBTQ+ Programs

Director of Residence Life

Director, Academic Advising

Director, BG Perspective

Director, Career Center & Interim Director, Academic Advising

Director, Center for Undergraduate Research and Scholarship (CURS)

Director of Multicultural Affairs and LGBTQ+ Programs

Director, Institutional Effectiveness; Accreditation Liaison Officer (ALO)

Director, Institutional Research

Associate Director, Academic Assessment

Executive Director for College and Life Design

Interim Director of Athletics - SWA, Deputy Title IX Coordinator

Interim Director, Sponsored Programs & Research

Learning Commons, Director - Learning and Technology Services

Professor and EFLP School Director, Secretary to the Board of Trustees

Senior Director, Student Leadership and Civic Engagement, Marvin Center

Program Review and Institutional Accreditation Coordinator, Office of Institutional Effectiveness

General Counsel

BGSU Faculty 180 System Administrator and Assistant Dean for Institutional Effectiveness

Instructional Designer, Center for Faculty Excellence

Interim Instructional Coordinator, University Libraries

Professor, Department of Communication Sciences and Disorders

Professor, HESA, College of Education and Human Development

Professor and Department Chair

Representative - Director and Professor, School of Educational Foundations, Leadership, and Policy and Interim Chair, Higher Education and Student Affairs

Representative - Professor and Department Chair, Psychology

Assistant Professor, Department of Theatre and Film

Associate Clinical Professor, College of Health and Human Services

Associate Professor

Associate Professor, Graphic Design, School of Art

Associate Professor, Music Theory, College of Musical Arts

Associate Professor, School of Earth, Environment and Society

Associate Teaching Professor, Economics, Schmidhorst College of Business

Clinical Professor, Food and Nutrition, College of Health and Human Services

Classified Staff Council Chair; Sr. Library Associate Course Reserves and Textbook Adoptions

Classified Staff Council Member; Senior Administrative Secretary, School of Media and Communications

Classified Staff Council Secretary (Academic and Student Affairs); Administrative Secretary, College of Arts and Sciences

Classified Staff Council Treasurer; Fiscal Coordinator

President & CEO, BGSU Foundation, Inc.

Registrar

SEC Chair, Senior Lecturer. Department of Physics & Astronomy, College of Arts and Sciences

SEC Past Chair; Associate Professor, School of Educational Foundations, Leadership and Policy

Secretary to the Board of Trustees

Teaching Professor, Sociology Department

University Spokesperson

Student Success and Life Design

FIRELANDS CAMPUS:

Dean, Firelands

Associate Dean

Administrative Staff

Director of Budgeting

Director, Enrollment Management

Assistant Dean for Institutional Effectiveness

Faculty Chair

Professor, Mathematics

Professor, Philosophy

Professor, Economics

Professor, Business Management

Representative - Humanities

Representative - Natural and Social Sciences

Representative - Applied Sciences

Representative - SEC Applied Sciences

Representative - Undergraduate Council, Applied Sciences

Teaching Professor – VCT Tech Education

BGSU Faculty 180 System Administrator

Chair, Humanities

Chair, Natural and Social Sciences

Chair, Applied Sciences

Administrative Staff Council Communications; Director, Academic and Career Counseling, Firelands Campus

OPEN FORUMS

The following attended open forums as described:

BSGU Staff Open Forum: 44

BSGU Student Open Forum: 10 (2 undergraduate; 8 graduate)

BSGU Faculty Open Form: 12

Firelands Student Open Forum: 12

Firelands Faculty & Staff Open Forum: 33 (approximately 1/2 Faculty, 1/2 Staff)

Additional Documents

Additional documents that were not included in the assurance argument but were uploaded for review into the addendum included:

BGSU Aligned ULOs, PLOs & Courses

Excellence in Assessment Award letter

Budget Projections Sheet

Fiscal Year 2022 Financial Audit, DRAFT

Metrics for Strategic Planning Document

Firelands Retention and Graduation Rates

Community Demographics - BGSU & Firelands

Faculty Qualifications & Review documents

Explanation and outcomes of Program Vitality Analysis

SYLLABI:

FREN3560H-2018
Fren3560H-2019
ART_1030(1)-Fall_2022
ART_1030(2)-Fall_2022
ART_1030(3)-Fall_2022
ART_1030(4)-Fall_2022
Biol_3130_Syllabus_Lecture/Lab_Fall_2022
CHEM_3410_Lab
Chem_3410_Lecture
EDTL_4290/5290_fall_2022
EDTL_6310-Fall_2022
SOWK_4550_Fall_2022
FREN_3560_Fall2020
FREN_3560H_Fall2020
CS-Internship_3900
MBA_6060_602W_7E1_ONLINE-Fall_2022
PUBH_3200_Fall_2022
PUBH_3200_Spring_2022
PUBH_3200_Summer_2022
FTMBA_6060
SOWK_4550/4500_summer_2022

SOWK_4550_Summer_2021

SYLLABI__Outcomes_for_BGP__ULO's__PLOs

SYLLABI_CrossListed_HIS4110__5110_POL4400__5400

SYLLABI_DualCreditMainCampus_CourseLearningOutcomesAlignment_HIS1520/SOC1010

NURS_4048_capstone_6_week_Summer_2022

PUBH_3200_Fall_2022_eCampus.pdf

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

In the assurance argument Bowling Green State University (BGSU) indicates that its mission statement was most recently revisited in 2018, concurrent with discussions that led to the development of what became the *Focus on the Future 5-year (2018-2022)* strategic plan. Contributions by various stakeholders were confirmed in meetings with the Trustees, the deans, and in the faculty open forum. The current mission, vision, and values are present on the BGSU website, and together they address the intended constituents of BGSU's educational offerings, and services the institution provides:

- Mission Statement: Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research and outreach, BGSU builds a collaborative, diverse and inclusive community where creative ideas, new knowledge and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation and the world.
- University Vision: With a spirit of innovation, Bowling Green State University is a premier, inclusive learning community that develops, transforms and impacts individuals and communities through learning, collaboration and discovery. As a public university, BGSU

focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic and social vitality of our region, the state of Ohio, the nation and the world.

- Values: Intellectual and personal growth; Creativity, innovation, and entrepreneurship; Diversity and belonging; Collaboration with each other and our partners; and Excellence in all they do.

In 2020, the COVID-19 pandemic and a concern for foreseeable enrollment drops precipitated the need to revisit the strategic plan. Based on the desire to provide greater adaptability and congruity with current 'real-world' demands, a streamlined strategic plan, "*Forward*" (2020-2025) was forged out of the 2018 plan.

"A public institution for the public good" defines the vision of BGSU to address the educational, economic, and social vitality needs of the region, the state of Ohio, the nation, and the world. *Forward* identifies four priorities, each with 4 supporting institution-level initiatives: Driving Public Good Through Redefining Student Success; Creating Public Good Through Research, Creative Activities, Partnerships and Engagement; Powering Public Good Through People and Community; and Supporting Public Good Through Efficient and Effective processes, Structures and Technology.

Consistent with its mission and verified in the BGSU catalog, BGSU provides a variety of educational programs including vocation and career technical certificates and degrees (at Firelands); and bachelor to graduate doctoral degrees in fields such as applied sciences, education, healthcare, and liberal arts. Academic programs and collaborative partnerships demonstrate alignment to the stated mission, and integration of research, student experiential learning, and public community service are consistent with the commitment to the public good. Student services as observed by the review team are consistent to meet the needs of students and include advising, tutoring, mentoring, financial aid, residential life, technology support, undergraduate research, career services, learning communities, etc. It was noted in the student open forum that the unique needs of international and graduate students may warrant attention.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

BGSU demonstrates a clear commitment to serve the public good through education, research and service. The mission statement and four strategic initiatives all highlight the institution's focus on public service. Examples of academic and research partnerships identified in the assurance argument provide evidence of a commitment to the stated purpose, as do programs that encourage civic engagement, such as the C.Raymond Marvin Center for Student Leadership and Civic Engagement, the Institute for the Study of Culture & Society, and the Supply Chain Management Institute. These examples and others, such as the partnership with the Attorney General to create a new Center for Justice Research, provide ample evidence the institution is responsive to the needs of its multiple constituencies. A list of advisory boards and leadership councils provided in the assurance argument and on websites reflect an array of constituencies that engage with the campus community to inform and direct appropriate educational efforts that respond to the needs of the current and future community.

The 2020 IPEDS data feedback report affirms the institution's claim in the assurance argument that approximately 80% of BGSU's expenses are allocated to instruction, student support services, academic support, research, and public service.

The assurance argument as well as the campus visit provided numerous examples of how BGSU seeks opportunities to engage and partner with the local and extended community. For example, the Firelands Forward Regional Workforce Development Collaborative to develop best practices in talent attraction and retention across the Erie, Huron, and Ottawa counties shows a deep commitment to the betterment of the region; the partnership between the Toledo Zoo and Aquarium, Bowling Green School District, and BGSU to foster inquiry-based education is another; and further negotiations to facilitate onsite classes and internships geared toward job training and hiring of BGSU graduates are currently underway.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

One example that BGSU provides opportunities that prepare students for informed citizenship and workplace success is Life-Design, where students enroll in a course that is intended to help them plan not only their educational pathway, but their life pathway. In one meeting the Director of the Chapman Learning Community explained that the learning outcomes of Life-Design, learning communities, and other co-curricular activities are core to students success in school and beyond. Shared learning outcomes include: 1) students will be able to articulate the connection of co-curricular experiences to their curricular activities, and 2) students will be able to self-reflect on their own experiences and learning. Both are deemed necessary for lifetime and workplace 'success'. BGSU's general education curriculum (Bowling Green Perspective (BGP)) domains 1 and 4 include cultural diversity in the United States and international perspectives respectively, with each having 4 associated learning outcomes. The BGP Domain Assessment Report 2020-2021 showed assessment of the learning outcomes for each. While the assessment of the domains provides evidence that the institution has and attends to measuring these domains, the institution should take steps to clearly articulate target achievement goals for each.

At the recommendation of a Diversity and Inclusion Task Force, a Diversity and Belonging Council was established at BGSU in 2019. Over the past 3 years, the institution has invested approximately \$500,000 in salary and operating expenses for the new Division of Diversity and Belonging. In 2020 the council developed a 2020-2023 Diversity and Belonging Comprehensive Strategy and Plan to "improve the climate and our campuses as they relate to diversity and belonging." Strategies identified in the plan highlighted five areas of action: advocacy, education and development, programming, community, and accountability. Included in the plan was a Diversity and Belonging Action Plan Template for use by colleges and other units. In a meeting with BGSU deans, the deans noted that several outcomes related to those plans emerged from the students themselves, which suggests the institution supports students for and prepares them as citizens for workplace success. Examples included students' success in developing a Black Business student organization and a Women Business Leaders organization.

In 2021 the Division of Diversity and Belonging published its first biennial report, which was also provided in the assurance argument. Highlights of the report include achievement of specific initiatives such as implementation of Designing Your Life (for students), BGSU Green Dot, participation in the Campus Pride Index, and hosting of more than 430 events, programs, and initiatives that served 19,729 people (w/ duplications) in the reporting year. Evidence in the report demonstrates the institution offers many co-curricular opportunities for students for multicultural real-world experience, and strives to provide experiences and educational opportunities to inform inclusive and equitable treatment of diverse populations. The Office of Multicultural Affairs offers programming for staff and faculty on multicultural awareness, sensitivity, and implicit bias training. Training and events were mentioned in various meetings during the site visit.

University processes such as search committee training and diversity statements in hiring processes strive to promote equity and diversity in hiring. Use of an Equity Impact Statement tool assesses new and revised policy for unintended differential negative impacts on protected groups, and a Students of Color Retention Committee focuses on specific strategies for supporting students of color. A goal has been set to increase diverse hires by 5% by 2023. It will be important for the institution to document progress toward the goal, and identify additional strategies as needed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Based on the information provided in the assurance argument and other pertinent materials reviewed by the visiting Team, and as confirmed in interviews during the visit, Bowling Green State University (BGSU) meets the requirements of Criterion One.

The mission of BGSU is clearly articulated through a variety of formats, and it serves as a guide to all manner of campus programs and activities. The Mission, Vision and Core Values of the institution are publicly articulated on the University's website, catalogs and other institutional documents. Review of documents and onsite interviews confirmed there is an understanding of and commitment to the mission at all levels. Elements of the mission were found to be reflected in the curriculum, programming, co-curricular offerings, and community engagement activities at the institution. Additionally, the BGSU's new strategic plan, *Forward*, grounds the institution in specific actions that are directly aligned to its stated mission and values. A review of university activities provided evidence that BGSU offers a broad range of opportunities for both the BGSU community and the public.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Bowling Green State University's (BGSU) current mission statement was last updated in 2018. Contributions were considered from multiple stakeholders, including faculty, staff, and students, as well as external constituents. The updates were approved by the Board of Trustees (Board) in December 2018, along with the current vision and core values. The accompanying strategic plan, *Focus on the Future* (2018-2022) was similarly approved, but was revised (streamlined) in 2020 to *Forward* (2020-2025). The revised plan includes four key objectives with four initiatives aligned to each objective. *Forward* was presented to the Board in May 2021. The mission and vision statements were not amended at that time and remain as they were adopted by the Board in 2018.

The assurance argument, along with the campus visit to BGSU provided evidence that the institution operates with integrity with regard to financial, academic, human resources, and auxiliary functions. Much of the work at BGSU is guided by the Academic Charter which details responsibilities for all areas of the institution. Policies and procedures follow a shared governance approach that takes into account the collective experiences of the BGSU administration, faculty, staff, students, and the Board.

All University employees along with the Board, President's Cabinet, Office of General Counsel and Deans Council are subject to Ohio Ethics Law and participate in additional training provided by the Ohio Ethics Commission or the University's Office of General Counsel. Trainings are intended to ensure a clear understanding of the ethical and responsible conduct for all Ohio employees. After being provided with links to appropriate policies and the Ohio Ethics Law, employee are required to acknowledge receipt of such information.

Several measures are in place to help ensure ethical behavior of Board members. For example, all voting members of the Board are required to file financial disclosure statements each year with the

Ohio Ethics Commission; these reports are reviewed by the commission and BGSU's Director of Business Operations to ensure there are no conflicts of interest on the part of any member of the Board. In addition, the Code of Ethics and Conduct Policy (which also applies to students, faculty, and staff) addresses ethical principles with regard to business arrangements, political activities, research, community engagement, and use of University resources.

A commitment to operational integrity by the institution was observed by the review team. For example, the Board articulated a clear understanding of their role for oversight and fiduciary responsibility to the institution, while preserving the charge of the President to oversee the day-to-day operation of the University. Policies and procedures are in place to govern all aspects of the institution's operations, including those governing the Board and the President. The assurance argument also provided evidence from administrative offices of relevant policies and procedures in place to ensure ethical behavior. One important example includes the BGSU Compliance and Tip Hotline with the link available on the Internal Auditing, and Finance and Administration websites. EthicsPoint is utilized to manage anonymous reports of fraud, waste, and abuse.

Like the administrative offices, guidelines have been established and conveyed through various means to all faculty, staff and students. The Collective Bargaining Agreement between the Board and the BGSU-FA have provisions in contract form including academic freedom, affirmative action, nondiscrimination, outside professional activities, tenure and promotion, disciplinary action, grievance, and arbitration.

Policies and procedures are in place to ensure ethical treatment of the BGSU students. Confidentiality of records and student information follow FERPA and HIPAA. The institution follows all requirements and provides training on Title IX and the Clery Act. Further training related to diversity, inclusion, and best practices is provided by the University. Student complaint procedures are available on the website, catalog, and student handbooks. Additionally, the Codes of Conduct (Code of Academic Conduct and Code of Student Conduct) are available in print and online in the Student Handbook.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

BGSU's website accurately portrays the mission and services provided to students, faculty, staff and the community. Academic offerings and requirements are easily accessed, as is information on tuition and fees, key institutional performance data (e.g., retention and graduation), and organizational structure.

The University follows its state-mandated and internal policies and procedures to ensure that information presented to the public is accurate, transparent and timely. For example, links are easily accessed from the institution's homepage to the Student Code of Conduct, undergraduate and graduate catalogs, and units that provide student services and financial assistance. Data on cost of attendance is transparent, with links to Financial Aid to understand how to pay for college. Academic programs can be found on both college and departmental pages; data on faculty and staff demographics are located on the Office of Institutional Research website.

Information about the Board of Trustees is similarly easily accessed and provides information on board members, as well as the schedule of meetings. Minutes are provided for the last five years. It is unclear if members of the community or public are able to address the Board during their meetings.

Webpages concerning its accreditation status with the Higher Learning Commission (HLC) and the current status of accreditation for all externally accredited programs are maintained by the Office of Institutional Effectiveness (OIE). The HLC-mandated student complaint form link is not easily accessible on either BGSU or the BGSU Firelands webpages; we recommend making this link more visible and easily accessible to provide voice to BGSU constituents.

Focused research and creative activity is one of the two strategic objectives within the strategic plan; students are supported in this endeavor through the Center for Undergraduate Research and Scholarship (CURS) and graduate research awards. Similarly, the focus on community partnerships can be seen throughout the strategic plan; these efforts are supported by new initiatives that include R3 – Reimagining Rural Regions and the Center for Regional Development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

BGSU is governed by a Board of Trustees (Board) who are fully engaged with the institution's leadership and provide oversight for the main campus in Bowling Green as well as the branch campus (BGSU Firelands) located in Huron, Ohio. A variety of education and training is provided for the Board at the institution level as well as state-wide. Each new board member participates in an extensive orientation upon their appointment which covers such things as Board Bylaws, Board Policy Manual, Ohio Ethics Laws, and specific information regarding the University's financial documents, organizational chart, and the current strategic plan. Other training opportunities are provided state-wide by the Ohio Department of Higher Education.

Recently, the Board adopted a mentoring program whereby a seasoned member (trustee) is paired with a new member of the Board. Regular communication between the mentor and mentee allows for a better understanding of Board policies and practices, and helps preparation for Board meetings. The Board's commitment to continuing education for their membership was the result of a self-evaluation conducted in fall of 2020. Topics are suggested by Board members and include current issues facing higher education.

The Board meets five times a year which includes a strategic planning session, sometimes held on the BGSU Firelands campus. The Board is in full compliance with the Ohio's Open Meeting Act and are noticed and open to the public as prescribed by law. Various matters are considered by the Board through committees that include areas such as strategic planning, diversity, recruitment, and student success. Standing Board committees include Financial Affairs/Facilities (FAF), Academic and Student Affairs, Audit and Risk Management, Compensation, Governance, Joint Investment, Joint Development, and Diversity and Belonging.

All trustees sign a Statement of Expectations, adopted in 2008, which outlines their responsibility to serve the best interests of the state of Ohio and society at large. The statement recognizes the President of the University as the Chief Executive Officer and the Board Chair as the primary spokesperson for the board. There appears to be a strong working relationship with the University leadership and a deep commitment to the overall success of BGSU.

A meeting with the Board affirmed evidence provided in the assurance argument that the Board is fully engaged as appropriate to provide the necessary oversight for BGSU. For example, financial affairs of BGSU are regularly reviewed and approved by the Board, as are capital improvement projects including maintenance, repair, and renovation. Budget, tuition, fees, room and board rates, land leases and purchases, are additional examples of items approved by the Board.

The assurance argument included minutes of the Board meetings which reflect the work of each of the committees. For example, the Audit Committee considers matters such as risk assessments, compliance reporting, and internal and external audits; the Joint Investment Committee reviews market performance and investment schedules.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

BGSU's Academic Charter documents the importance the institution places on freedom of expression. The basic principles covered in the Academic Charter include the full freedom of speech, freedom to teach, to learn, and to conduct inquiry in openness necessary to the acceptance of criticism, the expression of differing opinions, and the pursuit of truth. These principles are reaffirmed in BGSU policies, the collective bargaining agreement between the Board and BGSU Faculty Association-AAUP, and the Code of Student Conduct. Each of these policies consists of strong language which promotes and supports a full enforcement of academic freedom and freedom of expression. These policies represent the institution's commitment to academic freedom which in turn supports the faculty in their work in the classroom, as well as in scholarly, research, and creative endeavors.

BGSU uses various mechanism to further educate the campus community on their commitment to freedom of expression. Numerous websites detail information regarding freedom of expression and expressive activity, and includes information from the State of Ohio protections on expressive speech. Deliberate activities such as a community dialogue series for the University and general public to learn how to engage in civil discourse about controversial topics have been hosted by BGSU. In 2020, BGSU and the Bowling Green Community partnered to host an event "Not in Our Town" which addressed "Free Speech vs. Hate."

Furthermore, the BGSU Board of Trustees Audit Committee identified free speech as a significant risk management focus. The BGSU policy on Freedom of Expression was updated in 2021 to include a new section on Free Speech and Harassment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

BGSU maintains professional standards and provides oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability to ensure the integrity of research and scholarly practices as evidenced by the assurance argument and discussions with campus stakeholders. Scholarship and creative activity is supported by the Division of Research and Economic Engagement; the unit's portfolio also includes oversight of intellectual property, building partnerships with industry for research, economic engagement, and commercialization collaboration.

Oversight provided by the Office of Research Compliance ensures that research follows IRB, IACUC and IBC protocols. The Office of Sponsored Programs and Research provides support for budgeting and proposal development, as well as facilitates the proposal submission process both off and on-campus.

Faculty members are supported in their research and creative endeavors by a variety of programs and resources, online and on-site. Research integrity and academic integrity are introduced to all students and reinforced through programs like Turnitin.com, an anti-plagiarism software. Plagiarism and academic honesty materials are provided by the First-Year Experience Librarian in the University Writing Program. Faculty and staff are assisted in understanding fair use and copyright by the Coordinator of Scholarly Publishing.

Research misconduct investigations and discipline follow the Academic Charter, specifically Policy on Research Misconduct (3341-7-5) and BGSU-FA contract (Article 9: 2.2. and 2.3.). The Office of Research Compliance also provides both online and face-to-face training in the "Responsible Conduct of Research" (RCR) to all students and post-doctoral personnel who are receiving support from federal funding agencies. Online IRB and RCR trainings are available to all students, faculty, and staff.

The BGSU Code of Academic Conduct creates an environment of ethical and principled intellectual

pursuit through the enforcement of policies and procedures described in Policy 3341-3-24: Academic Honesty. Administrative oversight over these policies (which include “cheating, fabrication, or plagiarism”) is 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 issues of academic honesty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Based on the information provided in the assurance argument and other pertinent materials reviewed by the review team, and as confirmed in interviews during the visit, BGSU meets the requirements of Criterion Two.

The BGSU assurance argument, the information available online via the university website, and the onsite interviews of faculty, staff, students, and administration by the review team provided ample evidence that BGSU acts with integrity. The institution publishes and enforces relevant policies and procedures to ensure that financial, academic, personnel, and auxiliary operations are conducted in an ethical manner. The institution provides its stakeholders, including employees, students, graduates, parents, and the public, with important information regarding the university, its operating policies and procedures, campus life programs and services, academic program offerings, academic program requirements, financial costs, and accreditation statuses. BGSU acts transparently, responsibly, ethically, and with integrity through its online websites, by way of paper documents and handbooks, and in day-to-day conversations with stakeholders. The institution appears committed to freedom of expression and the pursuit of truth in teaching, learning, and research, and encourages and supports the responsible acquisition, discovery and application of knowledge by its faculty and students. Shared governance operates at many levels of decision making, and its operating procedures ensure that the Board of Trustees has the autonomy to make decisions that are in the best interest of the institution.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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).

Rating

Met

Rationale

Bowling Green State university (BGSU), as described in the assurance argument and outlines of approval processes, maintains a regular, systematic process for approving both new courses and new programs. Courses and changes to existing programs are approved at the college level using a standardized form. Course-level changes are implemented after college review and dean and provost signatures. New programs move from the college level to either the Undergraduate Council or the Graduate Council and from there the Faculty Senate Academic Affairs committee and ultimately to the Faculty Senate Executive Committee and then to the provost. Student learning outcomes are required at both the course and program level, as well as descriptions of how those outcomes will be assessed, allowing reviewers to evaluate whether the outcomes are appropriate to the level of instruction. The assurance argument included evidence from a program review, which includes external members, directly commenting on the currency of the curriculum.

All courses and programs are required to have published student learning outcomes, as described in the assurance argument. The Student Achievement Assessment Committee reviews the learning outcomes relative to the level of the course and program, as verified by members of the committee. Program review acts as an additional assurance process that program content is delivered at the level appropriate for the degree,

Review of sample syllabi provided evidence that comparability between online and in-seat versions of the same course was similar to comparability between different in-seat versions of that course. The level of instruction appeared similar in all cases. The assurance argument describes tools and resources available to faculty to support using appropriate student learning outcomes in the courses

they teach. The syllabi examined demonstrated similarity of learning outcomes but not exact congruence. Faculty described using student learning outcomes at the course level to provide assignments for assessment of program student learning outcomes and performing assessment on specified assignments common to all sections of Bowling Green Perspective (general education) courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

BGSU's current general education program, Bowling Green Perspective: 21st Century Liberal Studies (BGP), as described in a document for distribution to faculty in the assurance argument, is entering its seventh year. BGP is founded on the University Learning Outcomes (ULO), and as described in the catalog is a set of skills, knowledge and abilities all BGSU undergraduates, regardless of major, should have attained by the time they complete their degree. The ULO appear to provide a clear framework for the broad knowledge and intellectual concepts, and for the skills and attitudes BGSU believes every college-educated person should possess. Comparing the two documents and confirmed by the members of the BGP Committee on campus, some, but not all, of the University Learning Outcomes are reflected in the learning outcomes tied to each of the domains of BGP (English Composition and Oral Communication, Quantitative Literacy, Humanities and the Arts, Social and Behavioral Sciences, Natural Sciences, Cultural Diversity in the United States, and International Perspective). Discussions with the BGP and Student Assessment Assurance Committees confirmed the assurance argument's assertion that the ULO that are not included in the BGP are assessed in academic program and co-curricular processes.

The assurance argument asserts that the BGP learning outcomes are also aligned with the American Association of Colleges and Universities' VALUE Rubrics, Bloom's Revised Taxonomy, and the Ohio Department of Education learning outcomes for the system of transfer courses called the Ohio Transfer 36. Discussion with the BGP committee clarified that the value rubrics are adapted to give more specific definition to the BGP learning outcomes for assessment purposes, that Bloom's

Taxonomy was used to set levels of expectations for levels of achievement in lower-division courses that make up the BGP, and that the categories of the BGP courses (and thus the learning outcomes) are determined by the seven domains required of all institutional general education programs by the state. The learning outcomes for each domain are required to be included in the syllabi for all courses approved to satisfy requirements in each domain, as demonstrated in several syllabi presented as evidence in the assurance argument.

The BGP includes requirements for two courses, one that addresses cultural diversity within the United States and one that addresses an international perspective. The assurance argument includes the campus Diversity and Belonging Statement, which is buttressed by a comprehensive strategic plan. Several BGSU majors have a focus on diversity and inclusion (e.g., Ethnic Studies at the undergraduate level and a Master of Arts in Cross-cultural and International Education). Co-curricular growth opportunities for students include internationally-focused living and learning communities, study abroad, a Peace Corps Fellows program, and a substantial number of international students.

The assurance argument presents evidence of an expectation of scholarly research and creative works in the strategic plan and in the campus Collective Bargaining Agreement, as well as evidence of actual research and creative work in department reports drawn from program reviews. For example, the FY 2021 grant submissions activity report shows 306 submissions. The assurance argument also provides evidence of graduate and undergraduate student engagement in research and creative work, including a report from BGSU's Center for Undergraduate Research and Scholarship that shows that 328 students participated in the annual symposium in AY 2019 and that 207 students participated (virtually) in April of 2020, despite the pandemic. Further evidence of student research activity at the college level was gathered in a document describing participation at both the undergraduate and graduate levels in Spring of 2022.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

BGSU's Diversity and Belonging Comprehensive Strategy and Plan 2020-2023 (May 2020) contains the following phrase in Strategic Goal 3, "we will enhance our culture to support diversity and belonging from our hiring practices to our recruitment and retention initiatives." There are no specific goals with regard to increasing representation of minoritized or marginalized faculty, but the Action Plans required of each college and unit contains the following questions:

- What does your College or Unit do to actively recruit diverse faculty and/or staff?
- What training does your College or Unit undertake in order to successfully hire diverse faculty and/or staff?
- What does your College or Unit do to actively retain and promote diverse faculty and/or staff?
- What mentorship programs does your College or Unit have that contribute to the retention of and sense of belonging for diverse faculty and/or staff?
- What professional development opportunities contribute to retention of diverse faculty and/or staff in your College or Unit?

Examples of Action Plans from two colleges showed the planned actions were appropriate to the goal of improving the recruitment and retention for both colleges.

Both the Diversity and Belonging Plan and assurance argument report that less than 20% of BGSU's faculty self-identify as a race or ethnicity other than White (87% White or unknown, with 3% non-resident international in the Diversity and Belonging Plan; and 84% White or unspecified, with 2% international in the assurance argument). The Diversity and Belonging Plan (May 2020) indicates that the staff is 85% White, with none unknown and 1% non-resident international. That same source shows the undergraduate student population was 81% White or not specified, with 3% international students, and that the graduate student population was 76% White or not specified, with 12% international. The institution provided data on the two counties in which the two campuses are located. Erie County, where the Firelands campus is located, was estimated by the US Census Bureau to be 82.4% White, Non-Hispanic in July 2021. The home of the BGSU campus, Wood County, was reported by the Census Bureau to be 87.3% White in 2021. It can therefore be argued that "the overall composition of [BGSU's] faculty and staff reflects human diversity as appropriate to its mission and for the constituencies it serves." Nevertheless, discussions with staff in the Division of Diversity and Belonging confirmed the institution's intent to further diversify the faculty and staff at BGSU.

The assurance argument reports that BGSU employed 772 full-time faculty (278 non-tenure-track, 90 tenure-track and 404 tenured) in fall 2021. Of those, 46 (28 non-tenure-track, 1 tenure-track and 17 tenured) faculty were located at the Firelands campus (according to the Office of Institutional Research (OIR) Faculty and Staff Dashboard). That same source shows that there were 1,274 staff (813 administrative and 461 classified), with 47 of the staff at the Firelands campus in fall 2021. That same semester, the OIR Factsheet reported 19,597 students (headcount), which included 3,183 graduate students and 1,849 students at the Firelands campus (undergraduate only), generating a total of 234,113 student credit hours. Including part-time faculty, the BGSU at a Glance page on the OIR website indicates a total of 903 faculty FTE and a total of 15,608 student FTE. By commonly-used higher education metrics, this indicates a sufficiency of faculty and staff numbers. The proportion of full-time faculty supports the idea that there is sufficient continuity of faculty to conduct necessary non-classroom roles, as well.

The assurance argument describes the hiring process and the criteria for hiring faculty, which comply with the HLC's guidance. The assurance argument contained evidence in the form of the Graduate Faculty Status Policy that describes the processes for assuring that graduate courses are taught by appropriately-credentialed faculty. Examination of faculty credentials during the visit confirmed that faculty were qualified at all levels of instruction, including those engaged in providing dual credit. BGSU provided a description of the process for approving faculty based on tested experience. Disciplinary tested experience policies reviewed during the visit confirmed that all faculty approved through these processes were appropriately classified.

The assurance argument contains descriptions, with citations to the relevant portions of the Collective Bargaining Agreement, of promotion and annual performance review for full-time faculty. Included was a promotion evaluation for a non-tenure-track faculty member (e.g., assistant clinical professor to associate clinical professor). Additionally, the assurance argument contained an example of how adjunct faculty are evaluated for continuation at the college level. The evidence provided supported the conclusion that instructors are evaluated regularly in accordance with established institutional policies and procedures.

The assurance argument and associated evidence details the availability of professional development grants, paid professional improvement leave, travel funds for professional development and awards for teaching, research and service. Workshops are available for grant writing and teaching

improvement, along with multiple other events and opportunities for professional development under the auspices of the Center for Faculty Excellence, which operates in coordination with the Faculty Development Committee of the Faculty Senate. The Firelands campus operates a Teaching and Learning Center for faculty on that campus. The CFE also sponsors three Faculty Associates each year, who help to design and lead teaching development activities. Webinars and other resources are available to faculty through the National Center for Faculty Development and Diversity. BGSU full-time faculty are eligible to participate in a 25-week online course on effective teaching practices offered by the Association of College and University Educators. Those who successfully complete the course receive a \$750 stipend. Specific support is offered to faculty teaching or preparing to teach online courses. It is clear from the evidence that BGSU supports its faculty members' professional development.

BGSU faculty provide office hours and other opportunities for student inquiry outside of class. The Center for Undergraduate Research and Scholarship supports faculty mentorship of undergraduate student research. The 2021 National Survey on Student Engagement High Impact Practices data shows that 61% of seniors report participating with faculty in research, service learning, and/or in a learning community during their time at BGSU.

The assurance argument asserts that student support staff are provided with continual professional development opportunities in the form of trainings, webinars, and conference attendance, and provides some examples. Discussion with staff during the visit provided assurance that staff are hired with appropriate qualifications and experience, and that there are adequate professional development opportunities in general. However, for some positions, onboarding and position-specific training are not always provided as fully as would be desirable.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

BGSU, as depicted in a table in the assurance argument that links to explanatory documents, offers a wide variety of student support services including tutoring, a counseling center, a health center, a recreation and wellness center, accessibility services, a number of specific programs under the auspices of the Division of Diversity and Belonging, a career center, a center for nontraditional and military students, support for student parents, student legal services, international programs and services, student employment services, and information technology services. The Firelands Academic and Career Counseling Center ensures that students at the Firelands campus receive in-person services in addition to their access to many of BGSU's other services. Access to services is also supported for eCampus students. The assurance argument includes a notation that the online programs included in the e-Campus have received the Online Learner Support Certification, which includes academic advising, from Quality Matters.

Of particular note is the Life-Design program, which provides a purposeful, career-focused journey through college and beyond under a coaching model. Launched in 2022 with substantial donor support, BGSU expects this program to fundamentally transform the undergraduate experience at the institution. Discussions with staff during the visit suggested that reductions in staff numbers, both through permanent reductions or reallocations and through turnover and delays in hiring replacements, have left some units stretched in their ability to provide services to students. Overall, though, the evidence provided demonstrates that BGSU provides student services suited to the needs of its student populations.

As described in the assurance argument, students who are admitted to BGSU are placed in math courses based on ACT/SAT math scores and high school GPA, supplemented by placement tests as needed. All students submit a written essay to determine appropriate composition placement. The Learning Commons offers Supplemental Instruction for some courses. Students who apply for programs with higher admissions standards than that of the university as a whole may be directed to

a "pre-" track within a college for some majors, or they may be advised to join the Deciding Students program to help them choose and prepare for an appropriate major. Other options include admission to the Firelands campus or to a partner community college offering a Transfer Pathway to the intended major. Finally, some students may be accepted to the Pathway Program, a cohort program that offers credit-bearing Bridge Experience classes and specific general education courses for students at a reduced tuition through the Firelands campus. Pathway Program students live on and take all their courses at the Bowling Green main campus (from faculty rostered at Firelands), with access to the same student services as all other BGSU students, supplemented by specific assigned academic advisors. Pathways students who successfully complete their first year become regular main campus BGSU students. Taken together, BGSU's methods for addressing differences in academic preparation appear well-suited to the student population the institution serves.

BGSU has fairly recently centralized advising for all undergraduate students, regardless of major or the number of credit hours the student has completed. According to a document provided in the assurance argument, students are assigned to individual advisors, but the advisors work in pods of 3-4 advisors all trained to support the same majors and programs. In this way, students are assured that an advisor knowledgeable about the student's area of study is always available when needed. Individual caseloads vary between 300-450, which is high but within normal practice among institutions of higher education according to the Education Advisory Board. Faculty provide additional mentoring in some colleges and programs. Discussions about the role of faculty mentoring are ongoing. Some students, depending on their status or their choice to engage with the Life-Design program, also have access to a Life-Design coach who is a member of the same academic cluster as the advisors who serve particular majors.

BGSU has fairly recently implemented an early alert system for selected courses, most of which are primarily taken by first or second year students. Faculty for these courses and sometimes advisors enter early alert notifications into the system based on six markers of students success during the first 3-5 weeks of a semester. Negative alerts are followed up on by an outreach coordinator to encourage the student to seek additional support. Student who receive positive alerts or no alerts are surveyed later in the semester to check on their progress, as well. Discussions with faculty and staff on campus surfaced concerns about the transition process to centralized advising, the Life-Design program and the early alert system, but all agreed on the desirability of using these changes to improve retention, persistence, and completion.

Graduate advising is handled, as is traditional in most graduate programs, by either the program director or individual program faculty assigned to particular students. The assurance argument included evidence that advising in online programs, like all other student support services, is tracked by the Office of Online and Summer Programs.

During the open forums, concerns about the breadth and quality of services for international students were shared. Specifically, students indicated that services beyond immigration and associate paperwork were lacking. Students did not feel supported nor did they feel as if they had campus-based advocates.

The assurance argument provided evidence of the infrastructure and resources necessary to support effective teaching and learning. Specifically, there was evidence of continuing improvement of IT infrastructure and services, including the standard equipping of classrooms with appropriate technology for our post-pandemic environment. Additionally, there was evidence of completing upgrades to a significant number of classrooms to improve their usefulness for classes employing active learning pedagogies. The libraries, in addition to providing space and collections suited to the

campus' needs, are a member of OhioLINK which makes the resources of over 120 academic libraries accessible to BGSU faculty, students and staff. The libraries also provide instruction for appropriate student audiences and have made extensive efforts to make their resources available to online students and to students needing assistive technology. Evidence in the assurance argument from academic program reviews confirmed that clinical practice sites and laboratory facilities were appropriate in several key disciplines, with the assurance that the examples provided were representative of the situation across campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The visit to the BGSU main campus and the institution's Firelands campus made clear that BGSU, like virtually every other institution of higher education in the United States, has faced challenges around enrollment, budget and staff reductions during and in the wake of the COVID-19 pandemic. However, it is equally clear that BGSU has forged ahead with multiple initiatives designed to improve support for student success. To a person, faculty, staff and senior administrators expressed a resolve to ensure that students, and the institution, would continue to thrive in the post-pandemic period.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Rating

Met

Rationale

At BGSU, academic program review occurs on a 5-year cycle, consistent with the Academic Charter, Articles 11 & 12. Specialized accreditation takes the place of program review where applicable. Reviews are linked to specific initiatives within BGSU's strategic plan, *Forward*, and financial commitments are made at approximately \$4500 per program/departmental review. In the recent past, program review has occurred across "clusters" of programs, or programs that have similarities. A new cycle has been implemented for 2022-23 that disbands the cluster model, and is achieved by review of independent programs. A 100% review cycle was completed in 2021-22. The fall 2021 Program Review Report (2020-21) includes an executive summary and a summary of external reviewer's findings for each program that underwent review. Programs write a detailed response to the external reviewer's report and include an updated strategic plan. Resulting actions were provided in a table in the assurance argument. Faculty and administrators commented in the program review

focus meeting that improvements to systematize and provide support throughout the program review had been made, and they believed such systematization strengthened and would continue to strengthen these processes. Some examples given were: the Psychology department, in response to program review, made changes to their curriculum, with particular attention to the perceptions of inequities in subfields; the School of Education made course and program modifications, and added new certificates to enhance enrollment; and the Physics/Astronomy department reformed curriculum to have a more balanced focus on photochemistry research.

A Program Vitality Analysis (PVA) was piloted in Fall 2021 to enhance the 5 year cycle by providing an annual evaluation based on student data. A report on PVA was provided in the assurance argument, and outcomes of the initial PVA process was uploaded into the addendum. Across several meetings, the intent of the PVA was clarified to the review team, as a means to provide ongoing monitoring of program health and serve as an early alert for programs that might need attention or support. It also serves as an opportunity to provide data in a systematic and transparent way to departments to give them a better understanding of student success within their programs.

The BGSU catalog describes policies for evaluating and transcribing credit, including for experiential learning, which is either approved at the college level or is embedded within learning communities, community-based learning, education abroad, or undergraduate research. Industry credentials and results of commonly-accepted examinations are pre-approved by faculty for appropriate credit. Credit for portfolio assessment is facilitated through the Nontraditional and Military Student Services (NTMSS). In this process, students are connected with a faculty member who oversees the portfolio development, and portfolio's are evaluated by faculty members.

BGSU complies with the Ohio Articulation and Transfer Policy put forth by the Ohio Department of Higher Education. As such, BGSU accepts transfer credit from institutions with CHEA recognized regional/institutional accreditation. Credit from non-accredited institutions is allowed under special circumstances on a course-by-course basis with the caveat that the credit may not be applied to a program/degree at another receiving institution. Course equivalencies in general education are determined by the State of Ohio's Transfer Assurance Guide Approved Courses and Reporting System, and appear on the Ohio Transfer 36 Module. Courses without equivalency are awarded elective general elective credit. In addition, BGSU lists 13 community colleges (29 programs) with whom it maintains transfer agreements. Graduate transfer credit is addressed in Policy 3341-3-5.

At BGSU, faculty have authority over curriculum, learning expectations, and academic rigor. Course prerequisites are established by academic departments and recorded in the registration system; departments are responsible for notifying students if prerequisites are met. Faculty oversight of curriculum is most clearly expressed through course and program descriptions and learning outcomes, which are varied by academic level as evidenced in the multiple syllabi reviewed by the peer review team. Course and program changes and proposals are initiated within the department by faculty, before going through approval processes. One example is the faculty-comprised Bowling Green Perspective (general education) committee that reviews general education course proposals. Review and approval of general education courses was confirmed by a faculty member that attended the assessment-focused meeting.

Graduate/undergraduate cross-listed courses differentiate in rigor, assignments, and attainment levels on assignment rubrics. Two examples provided in the assurance argument were comparisons of GERO 6010 and 1010; and comparison of Dietetics and Nutrition Science BFN program with the MFN program. Additional syllabi for cross listed course were uploaded into the addendum for HIS 4110 and 5110; and POL 4400 and 5400.

College Credit Plus (CCP) is BGSU's instance of dual credit. Dual credit courses are aligned with BGSU instances (syllabi, learning outcomes, contact hours); approved by BGSU departments; and include faculty mentor relationships and annual course observations. Sample syllabi provided in the assurance argument for dual credit courses included for CCP-HIST 1520, CCP-SOC 1010 and CCP-BIO 1010. Additional syllabi reviewed and uploaded into the addendum as comparisons included HIST 1520 (main campus), SOC 1010 (main campus face-to-face), and SOC 1010 (online).

Oversight of faculty qualifications for CCP (dual credit) is managed by the Office of Institutional Effectiveness (OIE). CCP instructors must have a minimum of a masters degree and 18 hours of graduate credits in the discipline. A meeting with the OIE staff, Vice Provost for Academic Affairs, and Vice Provost and Dean of Graduate and Professional Studies clarified that although BGSU initially provided short-term exceptions and pathways for graduate certificate programs specifically designed to help CCP faculty fulfill credentialing requirements, they no longer allow exceptions for CCP faculty. Memoranda of Understanding are initiated annually that stipulate all CCP faculty must meet minimum credentialing requirements. Equivalent tested experience (ETE) may be approved for existing faculty to teach outside of their designated department. Applications to teach under ETE are processed through the department, dean and then the respective Vice Provost (GR or UG, depending on the course level for the requested ETE).

BGSU's 30 specially accredited programs are all currently in good standing.

BGSU collects information about graduates using a Graduation Survey, administered at each summer, fall, and spring commencement, with follow up 6 months after graduation to those who were "seeking a job" at the time of commencement. The survey also captures information about goals for continuing education, participation in fellowships and internships, and special service programs (e.g., Peace Corp; AmeriCorps). The previous 6-year average response rate is 48%. Data is available on the Office of Academic Assessment (OAA) website for multiple purposes, and was last presented to the Board of Trustees in December 2021. Employment rates (by CIP codes) are also posted on the Office of Institutional Research (OIR) website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

BGSU's assurance argument outlines a cohesively layered approach to learning assessment that integrates course, program, and university level outcomes and assessments. The Office of Academic Assessment (OAA) coordinates curricular and co-curricular assessment processes, while colleges/school also maintain local assessment groups/committees that coordinate with the OAA as applicable.

University Learning Outcomes (ULO) at the undergraduate and graduate levels are listed in the respective catalogs. Similarly, general education learning outcomes (Bowling Green Perspective (BGP)) are articulated in the undergraduate catalog. BGP outcomes are aligned with the American Association of Colleges & University VALUE Rubrics, as are the ULO. Rubrics are embedded in Canvas (the learning management system), which is used by faculty to assess specific ULOs and BGP outcomes by course. Program learning outcomes are maintained within departments and programs. Appropriateness of outcomes (courses and program level) are evaluated by the Student Achievement Assessment Committee (SAAC), which also reviews program assessment plans and reports, and uses a rubric to provide feedback for improvement of assessment processes. Assessment of BGP is done at the aggregate university level. Data and graphs of student performance by outcome were included in the assurance argument (BGP Domain Assessment Data Summary AY17-AY21). During the assessment focus meeting, participants agreed that while the data collected was robust, using results at the aggregate level to improve student learning proved challenging. Improvements to practices mentioned, included reviewing data by student groups/demographics; creating a task force to gain a better understanding of student groups that were consistently under performing, and ultimately revising the assessment instrument for a more equitable assessment across student demographics; bringing together faculty from across the institution to study and discuss data and outcomes; and providing workshops and training for faculty on best teaching and learning practices. While these are positive actions, the institution is encouraged to identify clear pathways to more directly impact student learning at the course level.

Program-level assessment is required annually and is reviewed by the SAAC. One goal of the SAAC

has been to incorporate opportunities for faculty dialogue about student learning into the program assessment process. At several meetings, faculty and administrators expressed a vision and desire for a more integrated approach toward BGP, ULO, and program assessment on the one hand, and the Program Vitality Assessment, on the other. Greater understanding of the interplay of these processes, along with greater access to standard data, was seen as a way to continue to develop a culture of data driven conversation and continuous improvement. Individuals from the Business College and the Health and Human Services College expressed strong alignment of program assessment with accreditation processes and curricular improvements in their respective academic areas. Sample plans for multi-year assessments and assessment reports were provided in the assurance argument for Dietetics, Music Education, Construction Management, Criminal Justice, and Business Administration. Actions for improvement included Music faculty offering tutoring for students set back in their music performance by the pandemic.

It also became apparent in the assessment focus meeting that co-curricular assessment, while occurring in 'pockets' in the recent past, was quickly advancing to a more systematized and collaborative process. Co-curricular participants collectively focus on two common learning outcomes: 1) ability to connect co-curricular experiences to their (the student's) academic field, and 2) ability to self-reflect. Examples where co-curricular assessment has taken place include, among others, in learning communities such as the AIMS program, Life-Design, and the university library. An example from Life-Design was included in the assurance argument and confirmed during the meeting: As a result of assessments, curricular changes were made, interventions with students with low-levels of connectedness were developed, and an assessment about students' perceptions of Life-Design Coaching was developed and administered; the director of the Chapman Learning Community affirmed that the changes resulted in improved outcomes for students.

Established structures and processes are in place and support ongoing assessment at BGSU. While "assessment" appears to be an area of pride for some, others acknowledge it is still a struggle to engage faculty in assessment processes in some areas. Nevertheless, the SAAC includes faculty representation from each college and is committed to identifying, sharing and encouraging best practices. Review processes require programs to have clear learning goals and responsibility for assessing them at the program level; evaluation rubrics for assessment reports facilitate feedback to programs on efficacy of assessment processes. The Center for Faculty Excellence provides professional development workshops and training on assessment topics. Particularly commendable is that BGSU has established the Student Learning Analyst (SLA) program - undergraduate students who "take an active role in gather information on student learning experiences and ULOs." While it is unclear from the reports provided what (if any) changes have been made by in response to student projects, it is laudable that the institution has created an opportunity for students to actively develop and implement assessments aligned with their own areas of interest.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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.)

Rating

Met

Rationale

BGSU has stated goals for student retention, persistence and completion in their strategic plan *Forward*, and in their 2020-2022 Completion Plan Update to the Ohio Department of Higher Education. Based on current trends that demonstrate progress in first year retention (2012-2022) and 4-year and 6-year graduation rates (2006-2022 cohorts), goals are ambitious but realistic. Firelands' 2019-2025 Strategic Enrollment Plan includes specific strategies aimed at improving retention and graduation for the campus' specific student population, but does not specify specific goals for retention, persistence and completion.

The Office of Institutional Research (OIR) website provides ample evidence that BGSU collects and analyzes data on student retention, persistence, and completion. In addition, 10-year trend data were provided in the assurance argument, disaggregated by gender, ethnicity, and residency for first-time full-time and transfer students. Data provided in the assurance argument on graduate student retention and completion are also published on the OIR website via dashboards. During several meetings mention was made that data on student success was becoming increasingly available at various levels and expectations for looking at and responding to data about student success were increasing. A slide from a 2021-22 Retention & Enrollment Summit by the Students of Color Retention Committee showed comparative trend data for retention and 4- and 6-year graduation rates by race/ethnicity, with recommendations and 'next steps' to improve retention for students of color.

Strategies for improved retention on the BGSU campus include efforts at the department and institution level. An example provided in the assurance argument was the Math department plan for addressing high DFW courses. Within the plan, several initiatives were identified for 2022 (or

beyond) so it is too early to determine effectiveness of those interventions. However, the number of initiatives outlined in the report may be overly optimistic for implementation within the identified time frames. The Diversity and Comprehensive Strategy and Plan 2020-2023 was also provided in the assurance argument and points to an institution level strategy to improve retention, particularly for minorities students. The plan included a template for intended use by colleges and other units to identify and implement diversity initiatives within the college. In a meeting with deans, several examples of actions taken within colleges were provided. The Arts and Sciences College established a Diversity and Inclusion Faculty Fellow position to work on inclusive leadership, and administrative staff are being trained on diversity, equity and inclusion. The Health and Human Services College also established a faculty fellow position on diversity. Deans reported that some activity was developing organically among faculty and staff, and students in the Business college organized a Black Business Student Organization and a campus-wide Women Business Leaders group. Another example provided was the development of the Retention Task Force, comprised of representatives from academic and co-curricular areas. Taskforce agendas provide clear evidence of attention to student data to inform improvements. Highlighted actions coming out of task force recommendations included a centralized advising model; consistency of marketing and communication materials; an Outreach Coordinator model used during the COVID-19 pandemic; and use of the EAB Navigate platform to implement Early Alerts for students who may be experiencing difficulties that could jeopardize their academic success. Life-Design was launched in 2020-21 and grew from 6 coaches and 615 students to 12 coaches and 1953 students. It is not yet clear the effect of the increase has had on retention.

BGSU uses IPEDS guidelines and definitions, and Ohio Department of Higher Education Higher Education Information System guidelines for establishing data methodologies. IPEDS reports are found on the Office of Institutional Research website. First-time full-time student cohorts are determined every semester by official census day. The Council of Graduate Schools Completion Project concept is used for student cohorts entering Master's and Doctoral programs. A Data Governing Council provides oversight of the university student database system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

BGSU takes adequate measures to ensure the quality and rigor of its educational programs are appropriate for the level of degree offered. Policy and practices are in place to verify transcribed credit is consistent with higher education practices. For example, the institution abides by state transfer policies and equivalencies for general education courses and only accepts credit (with very limited exceptions) from accredited institutions. Faculty are engaged in approval of courses and programs, and learning outcomes provided on syllabi affirm that learning outcomes are differentiated by degree level. BGSU offers support services for students such as centralized advising, library services, tutoring, and financial aid. Learning communities and Life-Design courses further enhance student support. In the assurance argument structures and processes for promoting continuous improvement were described, and during the site visit many examples were provided of how these systems resulted in improvements made to enhance student learning and the student experience. BGSU practices demonstrate a systematic commitment to continuous improvement and assurance of quality for its educational programs, environments and support services.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

The relationship between administration, faculty, and students is described in the Academic Charter document, the structure of the various councils that compose the Faculty Senate, and the Collective Bargaining Agreement. The Faculty Senate serves as the voice of shared governance, and the principles under which faculty and administration work are outlined in the Academic Charter. Conversations with stakeholders affirmed these principles of interdependence, mutual respect and engagement, as outlined in the Academic Charter, are in practice. The structure for engagement between the Faculty Senate, Staff Councils, the student representative bodies, the President's Cabinet, and Board of Trustees creates opportunities for engagement, information sharing and input.

Data and interpretive dashboards appear to be plentiful, as provided through the Office of Institutional Research (OIR) and the student success partner, EAB. Navigate, a student success tool, provides early alerts for students struggling in courses, and assists in qualitative and quantitative data gathering around student needs through a CRM platform. This tool prompted the creation of early intervention teams of staff (approximately 75) and faculty (Fall 22 faculty engagement is greater than 65%), poised to complete a prescribed process of targeted outreach to struggling students. Pilot/early outcomes included a 13% increase in course completion and a 1.6% increase in retention. Administrative leaders look to include NSSE data in these processes to drive greater increases in student success in the future.

The state of Ohio requires an analysis of low-enrollment programs; the Program Vitality Analysis (PVA) is BGSU's newly developed system for collecting relevant data, analyzing it, and evaluating the health of academic programs. The PVA was implemented Fall 2021 for undergraduate programs on the BGSU campus, and is being expanded to include graduate programs and programs at the Firelands campus Fall 2022. Internal dashboards, which form the backbone of the PVA process, are being developed and piloted this fall. These dashboards indicate declining and increasing enrollment and declining/increasing retention. Programs are identified for additional review if they have less than 24 majors. This PVA will be conducted annually and will inform curricular decision-making in between program review cycles.

Shared governance policies and procedures ensure faculty, staff, and students have an opportunity to engage, share feedback and learn of initiatives and policy changes. Examination of policies around curricula and curricular changes are managed by the appropriate faculty councils; changes to academic organization follow the prescribed process. The process for the development of the current strategic plan, *Forward*, is highlighted as an example of shared governance. Stakeholders were given plentiful opportunities to participate in the first strategic planning process, *Focus on the Future*, in 2018, and virtually in the development of *Forward*, a more focused plan that emerged following the pandemic. The strategic plan is appropriate for an institution of this size with its selectivity ratio. The plan clearly articulates four objectives and four signature initiatives within each objective that define the goals of the institution, drive decision making and direct resource allocation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

BGSU has sufficient faculty and staff to carry out the academic mission of the institution. A process for requesting new positions/rehires is sound and consistently applied within the context of the strategic plan of the university. Legally required training is provided centrally, with role-specific training decentralized to units. Variability in training practices and effectiveness is apparent through conversations with staff in open meetings. BGSU is encouraged to create more standard practices for the onboarding of staff and faculty into new roles.

A reduction in personnel expense was reported in the 09/2021 Board of Trustees presentation (approximately 4% decrease from prior year). More than 100 positions (faculty, staff, and administrators) were reduced and services/service units combined to achieve this reduction in anticipation of a potential 20% decrease in state support. Approximately 75% of those reduced, including 100% of faculty members, were rehired when state support was reduced by only 5%. In some areas, these budget cuts have impacted service delivery, with staff serving a greater number of students or employees through shared services. An example of one budget officer position now serving three colleges was provided as an example of restructuring to attain greater efficiency (strategic plan objective #4).

The budget for the institution is created with input from shared governance partners, the Board of Trustees, and senior administration. Allocation of new dollars and reallocations of existing dollars are guided by the university's strategic plan. For Academic Affairs, the Program Vitality Analysis will also be helpful in driving budgetary decision making. Budget cuts, when necessary, are the responsibility of the Vice President/division head. Budget decisions are communicated to campus stakeholders. Fiscal oversight is provided by external auditors and the State of Ohio with no concerns raised.

BGSU received a solid rating of financial health from the State of Ohio (Senate Bill 6). An analysis of the audited financial statements indicated that, in FY21, tuition revenue increased, but overall

operating revenue decreased (as compared to both FY20 and FY19). This was offset by a lower expense loss than had been reported before, resulting in a stronger position for the institution in FY21. Being a tuition-driven institution, enrollment projections support the fiscal health of the institution with projections of small growth or stability.

Data provided on budget allocations support the importance placed on academics and student support. BGSU increased spending on student support and academics by 3% in FY22, with approximately 65% of expense directed toward academics (broadly speaking). Campus Master plan 2.0 will provide structure to building and grounds plans for the future with a focus on the science corridor and STEM programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The strategic plan, *Forward*, guides resource allocations and decisions, as evidenced by the creation of degrees in the healthcare field (i.e., Doctorate of Physical Therapy), a focus on outcomes through partnership with EAB, significant renovations of student-facing spaces and services, and the funding of the Diversity and Belonging Division. Budget priorities flow from the strategic plan and/or divisional prioritization and planning processes. As an example, in academic affairs, colleges prepare three-year hiring plans which are evaluated against the Program Vitality Analysis and strategic plan objectives, initiatives, and metrics.

Many initiatives underway at BGSU highlight the role that data play in shaping decisions, including an upgrade to the audit/advising software, a focus on early alert systems to improve retention and persistence, and the scaling-back of the university's original 2018 strategic plan (*Focus on the Future*) following the COVID-19 pandemic. Student learning outcomes and programmatic assessment are conducted and acted upon.

The original strategic planning process engaged internal stakeholders (faculty, staff, students), as well as external stakeholders (alumni board, Foundation board). When the strategic plan was streamlined in Fall 2020, comment periods for faculty and staff were included. Metrics have been created and communicated, driving decision making across and within divisions. Significant philanthropic support jump-started several key strategic plan initiatives, including the focus on Life-Design as the central focus of the student experience.

The institution undertook several parallel planning efforts in order to respond to shifting demographics, the immediate and trailing impact of the COVID-19 pandemic and unpredictable state

support. The institution enlisted national experts, EAB, to better understand difficult enrollment trends, as well as methods for better serving the students already enrolled at BGSU. The institution operates from a series of aligned plans which include the institution's strategic plan, three-year budget projections, five-year enrollment management plan, five-year programmatic assessment, and an annual Program Vitality Analysis.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

BG has a strong strategic plan, built from campus and stakeholder engagement, that is appropriate for a moderately selective, regional comprehensive university. There is widespread recognition of the role that BGSU plays in the state and region, which is codified in the institution's branding "A Public University for the Public Good."

The strategic plan emphasizes four objectives: two strategic (student success and focused research, creative activities and partnerships) and two foundational (focus on people and inclusivity/belonging). The initiatives developed to support these objectives are communicated widely with clearly articulated accountability metrics. This strategic plan guides the actions of the institution, beginning with the Board of Trustees, and to every faculty and staff member.

The institution engages in forward-looking budgeting processes, informed by enrollment projections, faculty hiring need projections and an analysis of academic program success (enrollment, retention). These projections help the institution effectively plan for demographic shifts and potential changes to state investment, and to take early action to maintain enrollment.

Maintaining relevancy of academic programs and research/creative activity is a strategic priority of the institution and is bolstered by strong partnerships with local and regional industry. Market research must support new academic programs (i.e., Doctorate of Physical Therapy). Program review and an annual assessment of retention and enrollment (through the Program Vitality Assessment) will make data-informed decisions more transparent.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- FINAL_Federal_Compliance_Report+Evidence_09072022

Rationale

Federal Compliance Rationale Template

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The BGSU credit hour requires 750 minutes of "formalized instruction" and "typically" requires twice that amount of time for out-of-class assignments (i.e., 1500 minutes), including instruction that may not follow BGSU's 15 week semester calendar. (Ohio's Department of Higher Education mandates that public university semesters range from 15-17 weeks.) BGSU's Office of Institutional Effectiveness (OIE) calculates the minutes of class instruction based on the time grid, start and end dates of the semester, holidays, and breaks. Asynchronous online courses follow the patterns in the online time-on-task procedure to ensure compliance with requirements as noted above. Academic unit leaders (e.g., chairs) follow the Registrar's time grid matrix to ensure courses meet credit hour instructional time. The academic calendar is approved by the Faculty Senate following a proposal developed by the Provost and the Office of Registration and Records. Academic program minimum credit hours are as follows: associate degree, 62; baccalaureate, 122; master's, 30 in addition to bachelor's degree; and doctorate, master's plus 60 or bachelor's plus 90. Tuition and fees are approved by BGSU's Board of Trustees. Tuition and fee increases are limited by the Ohio Revised Code. The "Falcon Tuition Guarantee" provides all main campus, undergraduate, first time students with "the certainty that tuition, room and board, out-of-state surcharge, special purpose fees, and course and class fees will not increase over the four academic years at BGSU." Each of BGSU's four "campuses" has its own unique tuition and fee rates associated with the program where each student

is enrolled. A general fee at the main and Firelands campuses provides that students may attend campus and athletic activities free or at a reduced admission fee.

Eleven course syllabi were reviewed. The courses included undergraduate and graduate level courses, online asynchronous courses, a studio course, laboratory courses, seminars, field study/practicum/internship. There was significant variability in the formatting of these syllabi, suggesting that BGSU does not use a single syllabus template. The content of the reviewed syllabi generally included information students would expect to find in syllabi (e.g., evaluation methods, grading scales, faculty contact/office hours, student conduct, etc.)

2. INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

BGSU has multiple policies and procedures to receive, address and track student complaints, including general complaints, grade resolution, academic issues, student conduct, and discrimination/harassment/sexual misconduct. Grade appeals policies and procedures are published in the undergraduate and graduate catalogs. Grade appeals must be started by the end of the fifth week for a grade received in the prior semester. Most grade appeals reportedly are resolved at the academic unit level. BGSU uses EthicsPoint, Inc. for reporting of violations of law, regulations, or inappropriate behavior via a complaint hotline. The reporting hotline does not support reporting of academic matters, student conduct issues, or employee grievances. Disclosures and investigatory records are kept confidential to the extent possible in compliance with the Ohio Public Records Act. In its Federal Compliance Filing Form, BGSU lists twenty links that provide students with information regarding complaint policies, procedures, and forms.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Partnership institutions sign an institutional transfer equivalency articulation agreement that articulates pathways and transfer of credit between the partner institutions. Admissions, eCampus and student financial aid receive each agreement and agreement details are posted on the University's articulation website. The OIE currently oversees and approves all articulation agreements which reside within individual academic units. A key BGSU Web site (<https://www.bgsu.edu/registration-records/records-services/transfer-credit-evaluation.html>) provides an overview of transfer credit evaluation and directs viewers to a range of other resources, including TES and Transferology, to assist students in determining if their courses will transfer to BGSU. Another link (<https://www.bgsu.edu/content/dam/BGSU/provost/academic-operations/documents/1-26-2017-Discipline-Program-Specific-Agreements.pdf>) provides information regarding program/discipline specific articulation agreements with fourteen other post-secondary institutions. The State of Ohio has developed numerous programs and initiatives to help students, returning adults, veterans, and service members at public universities, colleges, and career-technical institutions seamlessly transfer

academic credit. One link (<https://higher.ed.ohio.gov/>) provides students with information about transfer of credit among all of Ohio's public post-secondary institutions.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Applicants for admission to BGSU are required to provide a government identification number (e.g., social security number) on their application and FAFSA. Following enrollment, students receive a unique BGSU ID number, along with a username and password which are then used to access MyBGSU, Canvas courses, BGSU email, and computer labs. BGSU's IT Service issues and oversees BGSU email accounts. BGSU has an identity theft policy in compliance with the FTC's Red Flag rules that seeks to detect, prevent, and mitigate identity theft relative to any University accounts. Email account holders may not give anyone else access to their account. Email account holders are expected to change passwords "on a regular basis." The University's IT Policy stipulates BGSU's compliance with all applicable laws aimed at protecting confidentiality, integrity, and availability of IT resources. In addition, BGSU monitors, keeps and audits detailed records of technology usage. In 2017, IT Services added a two-step authentication protection to the MyBGSU portal to increase account security. This two-step authentication covers MyBGSU, email, and VPN. In the future it may also apply to Canvas. For proctored examinations, students must provide their ID numbers and a valid photo identification. BGSU requires all students to pay a technology fee to support academic and personal use of campus technology, including software, hardware, and infrastructure. All fees, including the technology fees, are listed at https://www.bgsu.edu/bursar/Tuition_and_Fees_2022-2023.html.

5. PROTECTION OF STUDENT PRIVACY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

BGSU reports that it is committed to protecting the privacy, confidentiality, and integrity of student information across multiple campus offices in compliance with FERPA regulations and its own policy on data use or release. These data include existing or archived physical or digital student records, personnel data, research data, BGSU financial data, department or administrative records, alumni/donor information, library circulation information, and medical information. These data include facts, files, records, reports, or any other information meant for internal use and/or subject to confidentiality agreements. BGSU lists 19 links to sites that provide information related to the protection of student privacy, including the University's policy on data use and protection, FERPA, Sensitive Data policy, employee statement of confidentiality, and student records policy. Employees who work with sensitive student data "may" be required to sign a statement of confidentiality. All faculty must acknowledge in writing that they have received and reviewed student privacy policies.

Staff working directly with student records have extensive onboarding to learn how to adhere to policies regarding student privacy. Residence life employees must sign a statement of confidentiality confirming they understand their role in protecting student identity. Finally, third party contractors are required to abide by BGSU policies and procedures.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

BGSU maintains numerous Web links that provide student outcome data and that can be accessed by students and the general public. These data include the following: freshman retention and graduation dashboard, transfer student retention and graduation dashboard, doctoral program completion rates and time to degree, master's program completion rates and time to degree, degrees and majors awarded dashboard, undergraduate average time to degree, employment rates of BGSU graduates, University learning outcomes, NSSE, and 2015-2020 graduate survey data. In addition, academic unit-based outcome data are available by accessing a range of Web links listed in the Compliance Filing Form.

7. STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

BGSU is approved by the Ohio Department of Higher Education to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). The Ohio Department of Higher Education (ODHE) has a role in all university accreditations under the guidelines for Program Review. The ODHE guidelines require communication regarding accreditation and accreditation status changes of programs within institutions of higher education and their respective accrediting agencies. The link listed below provides a listing of specialized accreditations of multiple academic programs in six of BGSU's colleges and the Firelands campus:

<https://www.bgsu.edu/content/dam/BGSU/provost/institutional-effectiveness/Program-Review/Specialized-Program-Accreditation-MASTER.pdf>

The University is in good standing with all of its specialized accreditors. The Web site displaying all accreditors, including the Higher Learning Commission, is accessible to students and the general public.

8. RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

BGSU exercises oversight of third-party contractors involved with recruiting and admissions and provides training to recruiters, admission counselors, marketing or advertising staff, financial aid advisors or others involved in direct communications with prospective students. The College of Business uses Academic Partnerships (AP) as a third-party recruiter. The contract with AP stipulates that there are no bonuses, commissions or other incentives paid to enrollment specialists to increase enrollments. The Office of International Programs and Partnerships uses a template to formalize any partnerships. International student recruiters must agree to several stipulations regarding adherence to state and federal laws, to represent BGSU with integrity, accuracy, honesty, and ethical behavior; to provide accurate information to prospective students regarding academic programs; and uphold the high reputation of BGSU and the U.S. The College of Health and Human Services uses Evidence in Motion as a third party contractor for its new doctoral physical therapy (DPT) program. EIM reviews applications to ensure they are complete; contacts applicants for any missing information; and markets and brands the DPT program. The BGSU faculty make all admission decisions for the DPT program. The Office of Enrollment Management follows BGSU's Code of Conduct and NACAC's Statement of Principles of Good Practice and the Statement of Student Rights for the Professional Association. As stipulated in the Admissions Onboarding Manual, admissions personnel are not provided a commission, bonus, or incentive payment for securing enrollments or federal financial aid. The Ohio Ethics Commission does not allow public employees to solicit or accept anything of value and cannot receive additional compensation for performance of official duties. All admissions personnel follow the NACAC Code of Ethics for Professional Practices. Similar standards apply to personnel (and their families) working in the Student Financial Aid and Scholarships Office. BGSU provides links to four resources that govern legal and ethical practices related to recruitment and admissions. These include the University's Code of Ethics and Conduct Policy; Freshman Application Instructions; NACAC Guide to Ethical Practice in College Admissions; and the Ohio Ethics Commission.

NOTE: BGSU Student Financial Aid and Scholarships training materials will be available to HLC peer reviewer during the site visit.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

-

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered

any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other):

No

Rationale (If the team responded “Yes,” explain the reasons for concern in detail. Otherwise, leave this section blank.):

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Conclusion

Bowling Green State University has adequately met all HLC criteria for continued accreditation.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Met

No Interim Monitoring Recommended.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Bowling Green State University (BGSU)

Name and Address of Branch Campus: BGSU Firelands, One University Drive, Huron, Ohio 44839

Date and Duration of Visit: Oct. 16-17, 2022

Reviewer: Curt Coonrod; Jennifer Bott

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Bowling Green State University Firelands (BGSU Firelands) sits on 110 acres located in Huron, Ohio. BGSU Firelands opened in September 1968 to a class of 600 students. Today, BGSU Firelands enrolls 1,946 students in bachelor, associate, and certificate programs, as well as dual credit programs (College Credit Plus). The institution has a separate operating budget from the main BGSU campus, which for the Fiscal Year 2022 was \$13.1 million dollars. The operating budget consists of revenue from State Share of Instruction (34.4%) and student fees/tuition (63.8%).

In the past two years, BGSU Firelands sought and received approval to offer and award two bachelor degree programs: the Bachelor's in Technical and Applied Studies and the Bachelor's of Science in Respiratory Care. Accordingly, they are currently working to revise their mission statement to be inclusive of these new programs, particularly given the new level of degree offerings.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

BGSU Firelands is led by a campus dean who is well connected to the main campus, and reports to the BGSU Provost and Senior Vice President for Academic and Student Affairs on the main campus. This structure appears to be effective and provides for appropriate oversight of BGSU Firelands.

The governance of the branch campus includes a College Council (represented by elected and appointed members from the faculty, department chairs, administrative and classified staff, adjunct faculty, the Dean and Associate Dean, and a student government representative), the Faculty Organization (composed of full-time faculty members and those administrators with faculty

appointments), and a Leadership Council (consists of no less than 10 community members appointed by the Board of Trustees (Board) and 5 members of the college administration). This body provides community feedback and advice to the Dean and the strategic planning process. As specified in the Academic Charter, representatives from Firelands sit on several main campus committees, though distance and timing of meetings can make it challenging for consistent participation by Firelands faculty/staff.

BGSU Firelands has a separate operating budget from the main campus. The budget must align with the projected income based on State Share of Instruction, Board approved tuition and fees, and other income. The Firelands multi-campus report detailed the budget approval process which ensures that careful analysis and oversight is given to the projected revenue and expenses for the branch campus. The Firelands Dean submits the budget to the main campus Provost and CFO for review. The BGSU President approves the budget and submits it to the Board for final approval.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The facilities at Firelands are appropriate for the size of campus and meet the needs of students in instruction, student engagement, library, and recreation services. Several spaces have been updated or refurbished to better prepare students with the latest technology and equipment necessary for success in the profession (e.g., respiratory care simulation labs, x-ray technologies). Classrooms and laboratory spaces are designed to serve smaller class sizes (usually less than 40) and many offer active learning furniture and technology.

Parking is abundant and proximal to campus buildings. Faculty members have access to shared support services and technology support, as well as instructional design support and library resources. The Welcome Center (Admissions, Financial Aid) has been recently renovated and presents an inviting entrance to prospective and current students. Recently, hot food service was eliminated from campus as a cost-saving measure, replaced by a vending area with an assortment of sandwiches and snacks, as well as microwaves to heat purchased meals. Students provided mixed reviews about the change. Firelands is encouraged to evaluate this accommodation in the near future to ensure that the food service needs of the faculty, staff, and students is met.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

BGSU Firelands has an adequate workforce to meet the needs of the branch campus. Currently, the campus is served by 122 faculty (45 full-time and 77 part-time), and 43 staff (41 full-time and 2 part-time). The student-faculty ratio is 18:1. The current staffing, though lower than in previous years (a reflection of retirements and enrollment declines impacted by the COVID-19 pandemic) is adequate given current enrollment.

Hiring of faculty and staff at BGSU Firelands is consistent with the main campus in regard to process and verification of credentials. Faculty hires begin with the department chairs, and are confirmed by the BGSU Office of Institutional Effectiveness. Criteria and guidelines for college-level evaluation, and promotion and tenure account for the typically higher teaching loads of Firelands faculty.

Faculty qualifications are vetted by the same process as on the main campus. Department chairs collaborate with their main campus counterparts to ensure that the curriculum and learning outcomes are consistent. Faculty affiliates at Firelands are matched with faculty on main campus that share teaching and research interests to build e across the campuses.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Student support services are delivered through a combined approach at the BGSU Firelands campus and the main campus. Direct student support services offered at Firelands include academic and career advising, IT, financial aid (processes are performed at the main campus), and diversity and belonging. Students were appreciative of the one-on-one support they received and shared that it was a motivating reason for the decision to attend Firelands. Campus-based leaders at Firelands work collaboratively and are committed to keeping students' needs at the center of decision-making. While faculty and staff may feel disconnected from the main campus, students see the processes and campuses as integrated and aligned.

Currently, Firelands students may receive mental health counseling via virtual/telehealth, offered by main campus counselors. However, these services often require multiple contact points to arrange, long waits for access to services, and students traveling to the main campus for face-to-face counseling. Faculty and students remarked that, when in crisis, telehealth and/or separation from live support meant student needs are not being met.

Similarly, faculty, staff, and students indicated that discussions to move the branch campus graduation ceremony to the main campus undermines and discredits the identity and affinity of the Firelands campus community, and unnecessarily burdens graduates and their families to attend graduation (time and cost of travel). Symbolically, it was seen as a demonstration of the lack of engagement by BGSU executive leadership and Board with the Firelands campus and local community.

Faculty, staff, and students at BGSU Firelands are engaged in campus life and are proud to be associated with the Firelands campus. The relationship between the Firelands and BGSU main campus is neutral to positive, with perceived limited engagement from BGSU executive leadership. Firelands staff and faculty expressed frustration that at times, they learn of decisions after a process-change has been enacted, or after personally discovering that a system service is not working. They also expressed concern about being perceived by the main campus as competitors rather than as collaborators.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Academic oversight at BGSU Firelands is consistent with the policies that govern the main campus. The branch campus has representation on campus governance committees that provide appropriate input and oversight to all academic policies. New programs and curricular changes begin on the Firelands campus (through the College Council) and are ultimately approved through the University's governance structure for academic programs.

Academic programs at BGSU Firelands are organized through three departments: Applied Sciences, Humanities, and Natural and Social Sciences. Each department is led by an elected chairperson from the respective faculty and approved by the Dean. The chairperson is responsible for faculty assignment, mentoring, and evaluations as well as designing the course schedule and assignment of part-time faculty.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Programmatic assessment follows the same procedures as main campus programs, with cyclic program review and (upcoming) Program Vitality Assessment. A recent review of the Computer Networking Technology, Electromechanical Technology, and Interactive Media Technology was voluntarily initiated with ABET to better understand strengths and opportunities to better develop these programs. Recommendations for the programs were provided and serve as a blueprint for curricular development and industry connection moving forward. One specific example of the efficacy of continuous improvement practices is an update to the equipment in the Electromechanical Laboratory and creation of an industry advisory board to better align curricula with industry valued outcomes.

The HLC Review team compared retention and graduation rates for BGSU Firelands, and Firelands Pathway Program students. Retention data for the last five years show a decline from 70.94% to 62.3% for students in the Pathway program, and a decline from 59.72% to 45.18% for non-Pathway students. The respective 6-year graduation rates are currently 36.17% (Pathway) and 32.85% (non-Pathway). Some of the decline most likely could be attributed to the COVID-19 pandemic; however, a critical review of these data is in order.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

BGSU Firelands programs will participate in the newly developed Program Vitality Analysis (PVA) process beginning in Fall, 2022. The PVA will provide the administration with critical information on program health, enrollment trends, and retention rates that will indicate any issues that should be addressed to improve student and program success. Additionally, BGSU Firelands has used data to exam College Credit Plus (dual credit) enrollment. Through this data analysis, BGSU Firelands gained a better understanding of this population and ways to recruit more students.

A significant initiative regarding future planning for BGSU Firelands is the appointment of a joint faculty/administration committee to study and provide recommendations on the campus’ future. Five areas will be explored through this process: enrollment challenges and demographic shifts; academic programs and delivery methods; comparable services across both campuses; organizational and reporting structure; and long-term viability. A final report is scheduled to be submitted in December 2022.

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Bowling Green State University, Ohio
TYPE OF REVIEW:	Open Pathway - Comprehensive Evaluation Visit
DESCRIPTION OF REVIEW:	
DATES OF REVIEW:	10/17/2022 10/18/2022
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Control: Public

Recommended Change: No change

Degrees Awarded: Associates, Bachelors, Doctoral, Masters, Specialist

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2022 - 2023

Recommended Change: 2032 - 2033

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's, Bachelor's, Master's, Specialist, Doctoral

The institution is not approved at the following program level(s): None

Recommended Change: No change

Additional Locations:

Prior HLC approval required.

Institutional Status and Requirements Worksheet

Recommended Change: No change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation:

Accreditation Events

Accreditation Pathway: Open Pathway

Recommended Change: Eligible to choose

Upcoming Events:

(No Upcoming Events)

Monitoring

Upcoming Events:

(No Upcoming Events)

Institutional Data

Educational Programs

**Recommended
Change: No
change**

Undergraduate

Associate Degrees

30



Institutional Status and Requirements Worksheet

Baccalaureate Degrees	141
Graduate	
Master's Degrees	88
Specialist Degrees	1
Doctoral Degrees	19
Certificates	55

Extended Operations

Active Branch Campuses

UNITED STATES, 1 University Drive, Huron, Ohio, 44839

Recommended Change: No change

Active Additional Locations

UNITED STATES, 1005 Abbe Rd N, Elyria, Ohio, 44035
 UNITED STATES, 1147 Saco St, Maumee, Ohio, 43537
 UNITED STATES, 2130 Hayes Ave., Sandusky, Ohio, 44870
 UNITED STATES, 150 E. Market St., Sandusky, Ohio, 44870

Recommended Change: No change

Contractual Arrangements

51.2308 Physical Therapy/Therapist - Doctor - Doctorate of Physical Therapy - Evidence in Motion

Recommended Change: No change