

# Bowling Green State University - OH

HLC ID 1533

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OPEN PATHWAY: Mid-Cycle Review

Visit Date: 8/14/2017

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## Context and Nature of Review

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### Visit Date

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8/14/2017

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Mid-Cycle Review

*There are no forms assigned.*

## Institutional Context

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Bowling Green State University (BGSU), located in Bowling Green, OH, was founded in 1910 and has been accredited by the Higher Learning Commission since 1916. BGSU has one branch campus, Firelands College, in Huron, OH. BGSU was among the pioneering institutions for the HLC Open Pathway in 2013. This mid-cycle open pathway review for BGSU was conducted from 8/14/17 to 9/14/17.

Current enrollment includes 14,328 full-time undergraduates; 2,266 part-time undergraduates; 1,405 full-time graduates; 1,169 part-time graduates; 3 certificate seeking undergraduates; 251 post-baccalaureate certificate-seeking students. There are 729 full-time faculty and 1,582 part-time faculty serving the over 19,000 students at BGSU. Overall, the student-to-faculty ratio is 20:1. Support services are provided by 654 full-time and 32 part-time administrators and 630 full-time and 63 part-time staff. (2016 HLC Annual Update)

BGSU offers Associate's (28); Bachelor's (130), Doctorate's (16), Master's (81), and Specialist's (1) degrees, as well as Certificates (36). BGSU served 1,011 dual credit students taking 14,025 dual credits in academic year 2015-2016 from 17 middle schools and high schools. In 2015-2016, BGSU awarded 212 Associate's; 2,984 Bachelor's; 753 Master's; 9 Specialist's; and 82 Doctorate degrees.

There are no contractual arrangements, but BGSU does have a consortium arrangement with Lorain County Community College in Elyria, OH for degrees in respiratory care (Associate's) and nursing (RN, ASN, BSN, MSN), as well as degrees in environmental science (BS) and biology (BS). BGSU also has a consortium arrangement with the University of Toledo in Toledo, OH for degrees in public health (MPH) and nursing (RN, ASN, BSN, MSN).

BGSU is approved for distance education courses and programs, but is not approved for correspondence education. BGSU offers 6 Bachelor's, 14 Master's 1 Doctorate, and 9 certificate and endorsement programs that are 100% online. Blended programs are also offered: 1 Bachelor's; 5 Master's; as well as 4 certificates and endorsement programs. The Ph.D. in Technology Management is delivered in cooperation with four other nationally-accredited universities, which include Indiana State University (the degree granting institution), the University of Central Missouri, East Carolina University, and North Carolina A&T.

## **Interactions with Constituencies**

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An introductory phone conversation was held with the BGSU President and Self-Study Coordinator (8/1/17). A conversation with the self-study coordinator and two staff was also held (8/22/17) to discuss addendum requests.

## **Additional Documents**

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Seventeen addenda were provided in a timely manner.

# 1 - Mission

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

## 1.A - Core Component 1.A

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

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

## Rating

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Met

## Evidence

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BGSU is an institution that believes in collaboration and inclusion with both internal and external stakeholders. Their strategic plan, which includes their mission statement, was developed with input and participation from stakeholders from throughout the university community. The governing board approved the strategic plan and mission statement in a board meeting in 2009. The board is regularly updated on the progress of the strategic plan through highly detailed monthly email communications as well as in-person meetings. Summaries of accomplishments as well as items that still need attention are identified in the updates. The Strategic Plan was disseminated and adopted by academic units at the college-level. Most colleges and departments have written their own strategic plans which align well with the university's overall strategic plan.

The institution updated its mission statement to better reflect their commitment to providing a quality education to stakeholders and constituents outside the university walls. The mission statement also places an emphasis to providing a welcoming environment to diverse constituents and providing an education that will prepare students to live and work in a diverse global society.

The institution has a wide array of curricular and extracurricular programs that support its stated mission. Their general education program, BG Perspectives, was revised in 2015 to better identify and assess specific and measurable academic skills. Student support services are available for a diverse student body including veterans, students with parents, international students, and fraternities and sororities, to name a few.

The team reviewed documents (e.g. 2013 State of the University address and Monthly updates to the Board of Trustees 2013-2017 selected minutes regarding the Faculty Senate and Senate Executive Committee and the Fiscal Affairs Advisory Committee) and the Strategic Planning website that

indicates the institution's planning and budgeting priorities align with the strategic plan. As described more fully in Criterion 5, the university has a robust strategic planning process that guides financial planning and decision making. The financial planning and decision making process is guided by the Strategic Plan that identifies the strategic priorities for the university. An example of strategic priority influencing decision making is the *BGSU HLC Quality Initiative Report: A Learning Commons*. In this report, the university identifies a strategy to fulfill priorities, develops an action plan to implement it, and evaluate it. The report details a feedback loop that allows the university to continue to enhance its services through the evaluation process.

The assessment of student learning is linked to the budgeting process in academic affairs through the common reporting template required of the colleges and academic unit. For example, the Arts & Sciences strategic plan was prepared using this template. Colleges and academic units are also expected to incorporate the findings from the assessment of established student learning outcomes gathered annually from each academic unit through the Student Achievement Assessment Committee (SAAC, see discussion in 4B) process coordinated through the Office of Academic Assessment.

The team also examined the website of the Division of Student Affairs and noted documentation supporting that division's efforts at strategic planning and assessment. The team's review supports the assertion that the assessment efforts in academic and student affairs serve to effectively link its processes for student learning, evaluation of operations, planning, and budgeting.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Rating

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Met

### Evidence

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Bowling Green State University, a comprehensive public university, provides various opportunities for multiple stakeholder groups to access the mission and vision statements. In reviewing the materials presented (e.g. BGSU Vision, Mission & Core Values Statements; BGSU Strategic Plan; Strategic Goals & Accomplishments 2012-13; University Policies; and, President's State of the University Address) the team determined that the mission is clearly articulated and conveys pertinent information to internal and external constituents about BGSU the core values, academic programs, support services and goals of the University. The alignment between the academic programs, support services, goals and core values with BGSU's mission and vision is evident in these materials.

BGSU uses many different types of platforms to publicize the mission, values, goals, plans and accomplishments. These platforms include social media such as Twitter, Facebook and YouTube, news/press releases, electronic publications (Zoom News, BGSU Magazine), traditional print sources (news media, BGSU Magazine) the President's State of the University Address and BGSU Student Creed Day. In addition to disseminating information in multiple formats BGSU also provides information to internal and external constituents at many different times of the year.

The University has initiated a comprehensive assessment and evaluation of the public documents. This process has resulted in changes in documents that will be implemented in 2018 for documents available to students related to degree progress and retention. The team recognizes that an identical process will be used in evaluating other web pages and serve as the foundation for updating the pages that provide critical information about the mission and how the university serves different constituent groups. The diversity and availability of these documents provides information about the different constituent groups that are served and how these groups are served by BGSU. In these documents the primary educational function of BGSU is clearly articulated as is accessibility of program and the support for student success that is available.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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

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

### Rating

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Met

### Evidence

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BGSU addresses its role in a multicultural society in what they say and in what they do. Diversity is addressed in the mission statement and expanded upon in the strategic goals, specifically goal #5. The president recently created a position, Assistant to the President for Diversity and Inclusion which has been filled by a long time faculty member with relevant experience. The primary charge of the assistant will be to lead the development of a diversity strategic plan.

BGSU has several centers that serve diverse populations. Each of these centers has specific functions tailored to the population it serves. The centers are going to be moving to a central location to be more accessible to students, faculty, and staff. Although they will be more centrally located, they will remain separate and individualized to serve the unique needs of their constituents.

An example of the institution's attention to human diversity appropriate to its mission and constituencies is the general education curriculum that requires a total of six credits toward Cultural Diversity in the United States and International perspectives. Each student enrolled in a baccalaureate program must satisfactorily complete 3 credits, or one course, for each topic. Numerous courses are available to fulfill these requirements and they are clearly indicated on the course list.

The institution notes that while they have made some progress toward being on par with other institutions in the state of Ohio in enrolling a diverse student body, their goals extend beyond that measure. Specific goals and strategies will be set in the planned strategic diversity plan.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 1.D - Core Component 1.D

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

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

### Rating

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Met

### Evidence

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Bowling Green State University espouses and embraces the obligation to serve the citizens of Ohio and this contributes to the economic growth and prosperity of the state. The team noted that the university is home to a number of centers, institutes and clinics that enhance and support the economic development of the state and the health and well-being of the citizenry. Examples of include the Center for Regional Development, the Center for Community and Civic Engagement, the Hamilton Center for Entrepreneurial Leadership, the Optimal Aging Institute and the Speech and Hearing Clinic. These centers provide an opportunity to link courses with the real world while meeting the needs of the state as evidenced by the information in the annual reports and by the annual student pitch competition known as The Hatch hosted by the Hamilton Center for Entrepreneurial Leadership.

BGSU clearly articulates in its public documents that its primary mission is educating students. Within the current strategic plan there is a clear focus on the educational enterprise. The team noted that university works to ensure the quality of its academic programs in different ways that includes external accreditation of programs. BGSU also uses benchmarking against peer institutions and state and national data sets in assessing programs and impact. The university provides flexibility and opportunities for departmental input in at least one evaluative tool. Departments are able to propose potential peer institutions for use in the National Study of Instructional Costs and Productivity to the appropriate dean when this benchmark is applied.

BGSU also provides services to members of the external community to address needs within the state through different centers while a variety of research institutes provide services and advance the knowledge and practices in the appropriate field. The members of the BGSU community recognize the importance of external partnerships as part of its mission. The team notes that the activities of the Center for Community and Civic Engagement, the Optimal Aging Institute and the Speech and Hearing Clinic all serve the greater public good and that there is a goal that emphasizes increasing and enriching external partnerships as part of the current strategic plan.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Evidence**

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BGSU's mission statement, vision statement, and core values were developed in an inclusive manner in which great participation was encouraged and valued. Key individuals were given responsibility for the development of the plan and various methods were used to solicit input from internal and external constituents. The mission statement is understood and supported by all stakeholders and constituents.

While some of BGSU's diversity-related initiatives are relatively new, i.e.; Assistant to the President for Diversity and Inclusion position, diversity strategic plan to be written this year with implementation in the fall of 2018, centralization of diverse centers, etc., they have been and continue to provide appropriate services to their diverse faculty, staff, and students. In addition, through curricular and co-curricular programming, the campus community has opportunities to learn skills to prepare them live and work in a diverse society.

The institution clearly articulates in its public documents that its primary mission is educating students. They also strive to understand and address the needs of the communities they serve. They actively engage with external constituents, provide services and host a variety of events and programs at the institution.

## **2 - Integrity: Ethical and Responsible Conduct**

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

### **2.A - Core Component 2.A**

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

#### **Rating**

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Met

#### **Evidence**

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The Board of Trustees has a Statement of Expectations for all members of the Board. Further, each board member files financial disclosure documents each year with the state. The Director of Business Operations is responsible to identify conflicts of interest for board members. Thus, there are clear guidelines that set the boundaries for board members conduct and area of responsibility.

The organization chart shows that the university has an Internal Auditing and Advisory Office that reports directly to the Audit Committee of the Board of Trustees; there is a dotted line relationship to the CFO. This insures that the Auditor has the autonomy to carry out his responsibilities as directed by the Board of Trustees. The Team verified in Board of Trustees 2015 and 2016 minutes that the Board of Trustees Audit Committee provides oversight to the complaint and grievance process and reports to the Board of Trustees. The Audit Committee hears reports at each meeting on complaint and grievance processes [a different policy or process each meeting], current audit findings, and corrective action updates.

The Team reviewed the Office of the General Counsel website; the General Counsel is the repository for all university policies and hosts the Policy Register. Thus, there is a single site where one can find the official version of a university policy.

The Team reviewed the Ethics Point website a place to report fraud, violation of federal and state laws and regulations and other inappropriate activity or behavior. The university has contracted with Ethics Point as an external host for these services. The website permits either a web based report or provides a phone number to call. Further, it identifies internal offices [Academic Affairs, Dean of Students, Human Resources] where complaints and grievances can be heard.

The Board of Trustees adopted the Code of Ethics and Conduct policy in 2005. The Code applies to all university employees and identifies a Code of Ethics and Conduct for all members of the university community. It intended to stand in addition to university policies on specific matters [e.g., student conduct, research, fraud].

The university provided a report on "See It Be It Report It", the addresses bias incidents reports 2017. The report also included action steps taken including key communication from the President and other university leaders to the campus community and announcement of a campus task force to address sexual violence. Through this evidence the Team observed that the university responds to patterns of complaints, communicating the problem, institutional response plan, and expectations of community members.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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

### Rating

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Met With Concerns

### Evidence

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The Assurance Argument details an extensive number of policies and processes at BGSU that are intended to set and maintain the standards for ethical and appropriate conduct in the classroom and on the campus for students, faculty and staff. The Office of the General Counsel maintains the university's Policy Register.

According to the 2015 and 2016 Board of Trustees minutes, the Audit Committee routinely reports to the Board of Trustees that they have received reports on the policies and the number of incidents that are reported and their final disposition. The Office of the Internal Auditor also reports on the status of corrective actions that are being taken in response to audits; the summary is shared with the Audit Committee at each of its meetings. The Team did not review Board of Trustees Audit Committee reports.

There is not an easy or readily accessible way for students to access undergraduate and graduate learning outcomes for courses and academic programs. When reviewing the Admissions landing page and many of the associated web pages the Team was unable to consistently find the learning outcomes or gainful employment data for academic programs. The Undergraduate Catalog and related course descriptions did not appear to contain learning outcome information at either the course or program level. The Graduate Catalog appeared similarly situated as were related academic program websites. The Team concluded that learning outcomes and gainful employment information for academic programs is not consistently available to current or prospective students.

While the Team was able to access the Campus Crime statistics, the annual report was not easily accessible from the Admissions landing page.

In reviewing statements of affiliation and accreditation for disciplinary accreditation bodies on the university website, we found for some academic program information was incomplete or inaccurate. Further, when the university accreditation listing was cross referenced with the accrediting bodies accredited institutions list we found some accreditation statuses were not accurately reported. For example,

- CAATE –the program has been on probation since 2/2016 and has voluntarily withdrawn from accreditation for the undergraduate program, effective June 30, 2019. Prior to 8/24/17 when the website was revised, there was no statement on the academic program website regarding the “Probation” status of the program or the voluntary accreditation withdrawal for the undergraduate program; a period of 18 months. There also is no statement how the loss of accreditation will impact licensure or employment for current or prospective students.

- COSMA – the undergraduate program is accredited with notes; the graduate program is accredited with observations. There is no statement on the program or university website. There also is no statement how the accreditation status impacts licensure or employment for current or prospective students.
- ACEJMC – the program is in provisional status and the next step is withdrawal of accreditation. There is no statement on the program or university website. There also is no statement how accreditation status impacts licensure or employment for current or prospective students.

Some academic programs describe their accreditation[s] and then explain the relationship between accreditation and licensure. However, all the links about licensure are at the academic program level. Where appropriate, academic programs should describe both accreditation and licensure. Further, the university should provide institutional information about the relationship between accreditation and licensure.

There is not an easy way to verify the current status of programs holding specialized accreditation.

The institution should publicize in a single, easy-to-find page on its website a description of the accreditation status of all accredited programs, including the dates of accreditation and a link to the accrediting bodies' websites. The institution should clearly disclose whether accreditation is required for licensure or certification and the impact on students if such accreditation is not held.

## **Interim Monitoring (if applicable)**

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Due: 8/15/18

The team recommends that BGSU prepare an interim report that addresses concerns regarding *Core Component 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

The interim report should document that the campus security report and gainful employment information is easily and consistently available to prospective students.

The interim report should document that learning outcomes for undergraduate and graduate academic programs are readily available to students. BGSU's core curriculum and undergraduate programs are farther along in establishing learning outcomes than graduate programs. Documentation of substantial progress in sharing learning outcomes in academic program websites and university catalogs, particularly for graduate programs, is consistent with BGSU's strategic goals for assessment.

BGSU should also provide documentation of an updated accreditation website, updated related academic program websites and updated university catalogs that identify:

- 1) the status of program and specialized accreditations accurately;
- 2) that all programs requiring state licensure conform to appropriate accreditation requirements; and,
- 3) that easy access to accreditation status information for current and prospective students and their families is implemented.

## 2.C - Core Component 2.C

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

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

### Rating

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Met

### Evidence

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In 2009 the Board of Trustees approved the university's Strategic Plan. The Board of Trustees minutes document that regular updates on the Strategic Plan are provided to the Trustees.

The Board of Trustees By-Laws establish the board's responsibilities for the university. The agendas of the board meetings reflect topics [Personnel, Academic Programs, Facilities, Budget and Finance, Audit, state legislative reports, information sessions and training, and constituent reports] where the Board has responsibility for university policies and actions. The Board minutes support that they review and approve the actions taken by the university.

The Board of Trustees is accountable to responding to gubernatorial and legislative requests for information and action.

The Board minutes reflect a time in each meeting where the internal constituencies report to the Board. Further, two students are non-voting members of the Board of Trustees.

Eleven Trustees are appointed by the governor; nine are voting members of the board and two are student members. The Board may also elect National Trustees. The Board members and the President file an annual financial disclosure to the Ohio Ethics Commission. The Director of Business Operations identifies any conflict of interests that arise for Board members.

The Board of Trustees has a Statement of Expectations that clearly guides trustees' behavior to insure that they provide appropriate oversight without micromanaging the university. It further details the appropriate conduct of trustees' relationships with the President and other university officers.

The Board minutes suggest the Board reviews, considers and acts on a broad spectrum of university decision-making; however, the Board actions are largely reviews of summative reports rather than item-by-item decisions.



**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.D - Core Component 2.D**

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

### **Rating**

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Met

### **Evidence**

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The Team reviewed the University's Academic Charter, a governance document that specifically addresses academic freedom for faculty and students. Further, the Team reviewed the Faculty Senate By-Laws which include academic freedom of faculty as one of its core responsibilities.

BGSU FA Collective Bargaining Agreement includes Section 9 which addresses Academic Freedom, faculty rights and responsibilities and references disciplinary processes for those who fail to fulfill their responsibilities.

Academic Honesty is addressed specifically in the Academic Charter as well in other policies as essential to the university. The Academic Honesty section of the Academic Charter was revised in 2016 and approved by the Board of Trustees.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.E - Core Component 2.E**

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

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

### **Rating**

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Met

### **Evidence**

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The Team reviewed the Research website and the areas responsible to the Vice President for Research and Economic Development. The University has policies and processes in place to guide compliance with expectations for integrity in research. Under the Office of Research Compliance there are the required review boards [IRB, IACUC, and IBC] to examine proposed research by students and faculty.

There is training available to students on integrity and ethics in research through the library. Further, the Vice President for Research offers training for students and faculty who will conduct research with human subjects and animals.

Academic Honesty is addressed specifically in the Academic Charter as well in other policies as essential to the university. The Academic Honesty section of the Academic Charter was revised in 2016 and approved by the Board of Trustees.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.S - Criterion 2 - Summary

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

### Evidence

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The Team found evidence through review of the Academic Charter, Board of Trustees Statement of Expectations, By-Laws of the governance groups, the collective bargaining agreement of the faculty, and the extensive policies and procedures reviewed in the Policy Register that the university expects Board members, university leadership, faculty, staff and students to act with integrity. In review of the Strategic Plan, the Campus Master Planning, and financial planning it was demonstrated the university intends to implement its Strategic Plan in the best interests of the university and its students.

As the Team did their work, we found it very difficult to find the information we needed on bgsu.edu. Because of our collective difficulty navigating the university's website, we concluded that external publics, particularly prospective students and their families, would have similar and greater difficulty. Thus, the university does not present itself clearly and completely. The team's inability to access information created an impression that the university may be reluctant to share information and led the team to conclude that the university may not have the data.

The Board of Trustees meets regularly and reviews the university's operations under the leadership of the President and her team. Their minutes reflect a significant commitment of time in providing oversight of university direction and decision-making. Nonetheless, there is evidence that the primary responsibility for leading and managing the university is left to the President and her team.

The Team reviewed numerous documents that identified the university's commitment to academic freedom.

The university has an extensive Research operation under the direction of the Vice President of Research and Economic Development. Through the services and programs offered there is substantial training and oversight on good practices in research. Through the Library, Learning Commons, and other print/electronic sources students are educated about their responsibilities for academic integrity.

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

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

### **3.A - Core Component 3.A**

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

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

### **Rating**

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Met

### **Evidence**

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In keeping with its Carnegie classification as a public doctoral granting university with high research activity Bowling Green State University offers courses at different levels for undergraduate and graduate students. Courses are numbered in such a way that faculty and students can anticipate the level of the course. A review of some of the undergraduate and graduate program descriptions in the catalog and on the BGSU website provides evidence that the programs are current, that the course work is appropriate for the degree and that the level of student performance meets the expectations commonly associated with undergraduate and graduate training. The team noted after its review that some of the accredited programs at BGSU lack full accreditation and at least one is at risk for having its accreditation revoked.

BGSU has clearly articulated and publicized learning outcomes for its core curriculum. These learning outcomes undergo internal review by the Student Achievement Assessment Committee and external review every six years. BGSU has differentiated learning outcomes for its undergraduate and graduate programs; however, information about these outcomes is not consistently and completely available in the university's descriptions of its degree programs. In addition, the team's review of syllabi suggest that additional effort may be needed to continue refining and articulating graduate degree program learning outcomes that are appropriate to the degree level, measurable, and observable.

BGSU ensures consistency for courses delivered at different campuses, online and in partnership with other institutions by requiring the same level of review of these courses as traditional courses as the main campus. Courses that are offered in this manner are also reviewed by a specific campus

committee (Online and Summer Academic Programs) to further validate and verify continuity with other courses. The team notes that there are differences in syllabi provided between courses taught on campus and as dual enrollment; specifically the learning outcomes for the History 2060 campus course appear to require higher order application of learning and knowledge. As articulated in the syllabi for the campus and dual enrollment courses, students enrolled in the campus based course are expected to critique, explain, and analyze various issues and phenomena and to produce academic work that uses primary and secondary sources to support historical arguments. Students enrolled in the same course through dual enrollment course are expected to understand and analyze materials and it is not clear to the team if these students are required to use primary and secondary sources to support historical arguments.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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

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

### Rating

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Met

### Evidence

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Revised in 2015, the general education program at Bowling Green State University, known as the Bowling Green Perspective (BG Perspective), requires undergraduate students to complete no fewer than ten courses and 36 credit hours distributed across five different domains – Humanities and the Arts, Social and Behavioral Sciences, Natural Sciences, Quantitative Literacy, English Composition and Oral Communication. As noted in the description of the BG Perspective students must also complete courses within the different domains that are intended to develop specific skills and increase general knowledge within the liberal arts and to enhance student's understandings of international/global perspectives. There are specific accommodations for students enrolled in Associate Degree granting programs. These students are not required to complete the cultural diversity and international perspectives requirements. Students who matriculate from the Firelands campus and earn a baccalaureate degree at BGSU are required to meet the expectations of the core curriculum and there is an expectation that these students will be able to do so within 60 credit hours. Students enrolled at BGSU prior to Fall 2015 are required to fulfill the previous general education requirements which includes completing 10 courses distributed in the five domains of the BG Perspective.

The university has identified specific knowledge, skills, values and abilities that have been woven throughout a general education curriculum and each of the domains has a robust set of learning outcomes that are linked to the overall learning objectives of the core curriculum. The team notes that the BG Perspective supports learning and success across academic disciplines and develops students

versed in discipline specific content and skills but also an understanding of the importance of the student's place in the world as well as the ability to think broadly and interact with members of diverse populations. These expectations, ones the BGSU believes are important for college-educated persons, are clearly identified in electronic and print publications that are available to students and other stakeholders that include the undergraduate catalog and on a dedicated webpage.

The core curriculum at Bowling Green State University was designed to support the development of the undergraduate student in a way that allows students to be able to adapt to changing environments which supports the goals of the different undergraduate programs. The team has reviewed selected majors/programs in the undergraduate catalog and some department/program specific websites and believes that the majority of programs of study have each articulated learning goals and objectives included in the departmental mission and vision statement and/or directly on the departmental webpage. These learning goals and objectives require students to become proficient in mastering modes of inquiry/creative work and collecting, analyzing and communicating information and a self-study by BGSU noted that 78% of the degree programs have at least one learning outcome that is consistent with "collecting and analyzing information," 95% with "communicating information," 90% with "mastering modes of inquiry or creative work," and 94% with "developing skills that facilitate adapting to changing environments". Each program has a unique assessment plan articulating learning outcomes that is used to gather information about the success of the program and how to improve the program. The Student Achievement Assessment Committee has been tasked with monitoring this process and student progress is benchmarked against the American Association of College and Universities VALUE rubrics. Annual reports from each program are supplied to the Ohio Department of Higher Education and the Chancellor's Council on Graduate Study.

Students at BGSU are provided with multiple and frequent opportunities to explore diversity of peoples and cultures. The university practices admissions policies that ensure equal access to individuals that supports diversity in multiple forms. International enrollment has increased by 20% since Fall 2015 leading to a more global and diverse student body and the success of these international students is fostered by intensive language training offered by the BGSU English department through the in English for Speakers of Other Languages program. Cultural diversity and globalization are specifically addressed in the BG Perspective which supports increasing the understanding of these two areas by all undergraduate students. Undergraduate students have multiple opportunities that enhance their understanding of diversity and global cultures that includes service learning, certification in inclusive leadership, study abroad, living in residential learning communities supporting diversity, participation in discipline specific special programs for underrepresented students. Specific undergraduate and graduate programs allow students to major or minor in programs with specific foci on diversity of peoples and cultures. The team recognizes that BGSU has identified diversity in programs that extends beyond culture, race and ethnicity and includes differing abilities such as autism. The Graduate College has funding through the Presidential Graduate Scholarship for Diversity Enhancement, supporting between 22 and 35 graduate students with diverse backgrounds and hosts the Paul D. Coverdell Peace Corps Fellows Program that enrolls former Peace Corps volunteers in support of campus, community and global diversity initiatives. Finally, BGSU recognizes the importance of supporting disadvantaged children in their area. The university has programs to increase the access to higher education through Upward Bound and Educational Talent Search programs.

Faculty at BGSU are active scholars and many encourage students to pursue research and creative activities. The Provost's webpage lists different recognitions and awards for BGSU faculty that include distinguished professorships, president's awards and university awards. The team recognizes BGSU's efforts to support student research and creative activities through the activities of the Center for Undergraduate Research and Scholarship. This office provides funding opportunities for students



to engage in scholarly and creative work under the direction of faculty members. Mentoring for faculty interested in working with undergraduate students to present and publish the results of student scholarly and creative work at external symposia or at the Undergraduate Research Symposium is also provided by the University's Center for Undergraduate Research and Scholarship. This office also sponsors an award that annually recognizes an outstanding undergraduate faculty mentor. Results of the 2016 National Survey of Student Engagement showed that 26% of seniors reported engaging in research with BGSU faculty while 41% reported completing some type of culminating senior experience. Students, especially those that are STEM majors, are made aware of and encouraged to apply to specific programs (Building Ohio's Sustainable Energy Future, Science and Math Education in ACTION, Center for Undergraduate Research and Scholarship, AIMS, and the McNair Scholars Program) that often allow students to work with a faculty mentor and complete a research project. The BGSU Office of Sponsored Programs and Research is available to assist students and faculty in securing and managing external funding for research and creative activities.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

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

### Rating

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Met

### Evidence

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In the fall 2016 semester BGSU reported employing over 1100 faculty members (799 full-time and 381 part-time). The team recognizes that there appears to be strong retention of faculty as over 50% of the faculty had been at the university for 10 or more years and there is a 94% retention. This high retention and length of service leads to a group of faculty with robust institutional familiarity and a deep understanding of university policies and culture. To ensure strong and effective teaching the full-time faculty are required to spend between 40% and 50% of their workload teaching students as outlined in the approved promotion/tenure/merit policy for each Department and School

The university has recently completed a comprehensive review of the recruitment and hiring infrastructure, data, personnel, business processes and workflow in 2015-16 for all individuals hired to teach in BGSU programs and based on the results of the review initiated revisions in some of these areas. Prior to 2016, minimum qualifications for new instructors were defined in Article 14 of the Collective Bargaining Agreement and departments could expand upon the minimum criteria, and seek approval at the College and University levels following a process described in the Faculty Hiring Manual. The university also implemented an online system (HireTouch) for all faculty hires in 2015 that will be fully implemented in spring 2017. The implementation of HireTouch led to additional changes in college offices, the Provost's Office and the department of Human Resources. The revision of the hiring process for full time faculty included centralizing credential review of candidates and approval of the Provost prior to inviting candidates to campus. This new review process is supported by a new position (Associate Director of IE) in the Provost's Office. This person is also responsible

for determining and assigning the CIP code for all new hires and biannual audit of faculty files. Full-time faculty hires that have not completed their terminal degree at the time of hire are given one-year contracts that stipulate continued employment is contingent upon degree completion within a set amount of time. Unlike the previous process, this credential review also includes an evaluation as to whether the candidate meets the HLC definition of highly qualified. While only full-time faculty are hired using this online system, hiring faculty to teach dual-enrollment and/or part-time follows the same procedures and credentials are verified before contracts are issued. To standardize the process of hiring adjunct faculty a common rubric was developed, piloted in spring 2017 and will be implemented in fall 2017. Faculty teaching courses in the Graduate College must have a doctoral or appropriate terminal degree and have credentials aligned with the course as outlined by the Higher Learning Commission. In addition to the changes in hiring processes, BGSU is reviewing faculty credentials to ensure that faculty credentials are aligned with the courses taught. A new auditing process has been implemented to ensure that the paper and electronic files for faculty are congruent.

Evaluating faculty at BGSU is mandated by the collective bargaining agreement between the university and the BGSU Faculty Association and the nature and timing of the faculty evaluations vary according to faculty rank and status. This process is monitored through the promotion and tenure (P/T), merit, and annual review processes which currently follow the guidelines and minimum criteria set out in the 2016 BGSU Faculty Association Collective Bargaining Agreement (CBA). Tenure track faculty are initially hired on three-year contracts. Annual reviews of untenured faculty are conducted by the tenured faculty members of a department or school that conform to the criteria for teaching, research and service identified in the governing documents. In addition to this body the Chair/Director and Dean provide letters that evaluate the faculty member. A third-year review is conducted and formal votes are taken to determine if tenure track faculty are appointed for a second three year period; after the second contract decisions are made regarding promotion and tenure using the approved criteria for teaching, research and service. The candidate's portfolio is reviewed at many levels and ultimately the Provost makes a recommendation to the Board of Trustees, the body that votes on final approval. Faculty applying for promotion from Associate Professor to Professor follow a similar process with criteria defined in the CBA. Review of non-tenure track faculty occurs on an annual basis and follows procedures and criteria articulated in the Collective Bargaining Agreement. Teaching evaluations (student and peer) are used as part of the process along with recommendations from the Chair/Director to the Provost. The team noted that merit salary raises are described in the CBA and use the same process as the annual evaluation with each department/program preparing a merit document that has been approved by the College. This report is used in conjunction with benchmarks to determine salary adjustments.

BGSU provides faculty with opportunities for faculty to enhance teaching, to remain current in their field and for professional development as a means of enhancing teaching and to support personal growth. The team notes that most departments have mentoring programs for newly hired faculty; programs, like the Faculty Improvement Leave, are mandated by the CBA; and campus-wide programs like the Center for Faculty Excellence support the growth and development of the faculty. The faculty have access to workshops, campus events, book clubs and learning communities. In 2016-17 a New Faculty Orientation and New Faculty Learning Community were piloted and these programs will be continued in the 2017-18 year. Through membership in the National Center for Faculty Development and Diversity, BGSU's Center for Faculty Excellence provides resources to support faculty from underrepresented groups and faculty in the middle of their careers. Faculty wanting to teach hybrid or online courses can seek support from the Online and Summer Programs Committee while the Office of Sponsored Programs and Research provides help in securing and managing external funding for research activities.

To ensure that students have access to faculty members outside the classroom, faculty list office hours

on their syllabi while faculty members teaching online courses post times that they will be available for discussion and/or help sessions. The team recognizes that more than a quarter of the students have completed faculty mentored research and almost two thirds of the students have participated in service learning projects. Faculty and students can seek assistance from the Center for Undergraduate Research and Scholarship and the Center for Community and Civic Engagement to support these activities.

Student support services are provided by administrative staff that are active members of relevant professional organizations. These staff members employ best practices and standards of the profession that are refreshed through internal and external development opportunities. Unit heads bear the responsibility for completing summative and formative evaluation and assessment of staff members in their specific area.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

### Rating

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Met

### Evidence

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Based on the team's review of various sources of data related to student demographics, interests and needs (New Freshman Survey, Graduating Senior Questionnaire, etc.) and a Student Success Collaborative report (July 17, 2017), BGSU provides student support services that are suitable to the needs of its student populations. Information provided by the institution in its evidence file and a review of multiple websites confirm that BGSU offers a range of support services that address the academic, developmental, health, and career needs of its students. These include services for the general student population as well as those for specific populations (Veterans, first generation, undecided, academically at risk, etc.).

BGSU provides for learning support and preparatory instruction to address the academic needs of its students. A comprehensive new student orientation (mandatory for entering first-year students and required for most other new student populations such as transfer students, international students, and graduate students), assists students in their transition to college and/or the institution ([www.bgsu.edu/new-student.html](http://www.bgsu.edu/new-student.html)). The team reviewed the university's policies and processes for math and writing placement and found them to be clearly described and appropriate for placing undergraduate students into courses.

BGSU has academic advising suited to its programs and the needs of its students. Each student is assigned an advisor, and intensive advising is offered through the Deciding Student Program for pre-major students. Although the results from graduating senior surveys suggest some student dissatisfaction with advising, BGSU's decision to join the Student Success Collaborative (SSC) shows a commitment to data-informed advising practices. The team's review of SSC planning and advising reports suggest BGSU is making progress to improve advising (Report and Usage Statistics: Student Success Collaborative).

BGSU provides the infrastructure and resources necessary to support effective teaching and learning. The institution's library offers an extensive collection of physical and online resources and also houses the Learning Commons. Since the last comprehensive review, BGSU has renovated approximately 80 classrooms, incorporating learning technology and innovative design to support small group work and flipped learning.

BGSU provides guidance in the effective use of research and information resources primarily through credit-bearing courses, non-credit classroom lectures, tutorials, and online research guides, and face-to-face library instruction (UL Instruction Program Assessment 2014-2015). A recent assessment conducted by the library found that students receiving library instruction earned higher course grades than similar students who did not.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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

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

### Rating

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Met

### Evidence

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BGSU offers a variety of co-curricular experiential learning opportunities, access to hundreds of student clubs and organizations, a common reading experience, and a unique internship program, the Falcon Internship Guarantee. These programs and services are consistent with the university's mission to promote the educational engagement of its students. The team's review of NSSE results and the most recent graduating senior survey data (2013/14) shows that a majority of students report participating in one or more high-impact co-curricular activities (NSSE Presentation to President's Cabinet, January 9, 2017). An assessment report from one of these activities (Center for Leadership) shows that students meet or exceed the learning outcomes associated with participation in the program (Signature Program Report 2-16-2017, Center for Leadership & Sidney A. Ribeau President's Leadership Academy).

As noted, BGSU provides students multiple opportunities to learn in an enriched educational environment. The team reviewed end-of year reports for the Center for Community and Civic Engagement and the Northwest Ohio Center for Excellence in Stem Education as examples of contributions to research, community engagement, service learning, and economic development. Over 2,000 BGSU undergraduate and graduate students participated in community-based learning experiences in academic year 2015-2016, working on a variety of projects that support the public good (Center for Community and Civic Engagement End-of-Year Report).

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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

### **Evidence**

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The review team finds that BGSU meets Criterion 3. A review of the institution's undergraduate and graduate catalogs, course syllabi, and accredited programs provides evidence that programs are current and appropriate to the discipline and degree level. BGSU revised its general education program in 2015, and the learning outcomes support learning across the disciplines while establishing foundational knowledge, skills, and dispositions that reflect the institution's mission and values. The university's adoption of the AAC&U Value Rubrics provides a consistent and nationally recognized framework for evaluating learning outcomes in the program. BGSU has begun collecting assessment data using its learning management system, and the review team encourages the institution to continue the practice of sharing data results with faculty to support meaningful improvements to individual courses and the general education program.

BGSU has increased international enrollment since fall 2015, and its commitment to exploring the diversity of peoples and cultures is evident through admissions policies that ensure equal access, inclusion of cultural diversity and globalization in the general education curriculum, and multiple programs, learning opportunities, and services related to diversity.

The institution has policies in place to ensure that all faculty meet HLC definitions of highly qualified faculty. The institution demonstrates a commitment to continuous improvement through recent changes in recruitment and hiring policies, efforts to standardize hiring processes for adjunct faculty, and adoption of a new auditing process to ensure accurate documentation of faculty qualifications.

BGSU offers appropriate student support services relevant to the students it enrolls. Student support services personnel hold the qualifications designated by their professional organizations, and they have access to ongoing professional development. New students are supported in their transition and integration into the university through mandatory orientation. Math and writing placement exams ensure that undergraduate students enroll in courses appropriate to their knowledge and abilities.

Resources to support advising, teaching, and learning are appropriate to the institution's mission and learning goals for students. Examples include participation in the Student Success Collaborative, significant library resources, development of the Learning Commons, and technology-enhanced classrooms. Students regularly participate in the university's many co-curricular and experiential learning outcomes, and many of these activities support BGSU's mission to contribute to the public good.

The team finds that BGSU meets Criterion 3 and offers two recommendations for the university to consider in advance of its next comprehensive review. First, BGSU has differentiated learning outcomes for its undergraduate and graduate programs; however, information about these outcomes is not consistently and completely available in the university's descriptions of its degree programs. The team's review of syllabi and catalogs suggests that additional effort may be needed to continue refining and articulating graduate degree program learning outcomes that are appropriate to the degree level, measurable, and observable. As BGSU has previously identified improving graduate program assessment as a strategic goal (2011-12, Core Component 4.B.1), we recommend that evidence of



substantial progress in this area be provided in the next comprehensive review.

Second, while BGSU's library provides guidance in the effective use of research and information resources through a variety of in-person and online resources and interactions, it is not clear how the university ensures that all of its students receive such guidance. The team recommends that BGSU review its requirements for ensuring all students receive guidance in this area, provide evidence that all students receive such guidance, and provide evidence of the effectiveness of its processes for the next comprehensive review.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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

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

### Rating

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Met

### Evidence

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BGSU maintains a practice of regular program reviews. The institution's program review process occurs on a regular 6-year cycle, includes external review, and extends to academic and co-curricular programs. A particular strength of BGSU's program review is the substantial involvement of programs in identifying the issues and questions that guide the self-study (English Department/General Studies Writing Self-Study, 2016). The team confirmed that BGSU is in the process of revising its program review practices based on recommendations from the 2013 comprehensive review. Beginning in academic year 2017, programs will develop action plans to address issues and opportunities emerging from the program review self-study.

BGSU evaluates all credit it transcripts through comprehensive and robust practices that include the use of a transcript library (Transferology), state-wide articulation ([www.bgsu.edu/provost/academic-operations/transfer-equivalency-guides.html](http://www.bgsu.edu/provost/academic-operations/transfer-equivalency-guides.html)), and evaluation by faculty in the relevant disciplines (Policy on Acceptable Collegiate Sources for Credit Transfer). The institution has policies and procedures for awarding credit for prior learning that are based on American Council of Education recommendations, CLEP tests, and credit by examination. Faculty are involved in making determinations of credit for prior learning ([www.bgsu.edu/nontraditional-and-military-students/prior-learning-assessment.html](http://www.bgsu.edu/nontraditional-and-military-students/prior-learning-assessment.html)).

BGSU has policies in place that assure the quality of the credit it accepts in transfer. The team reviewed the policies for collegiate and non-collegiate sources for credit transfer, which are easily accessible from the BGSU website ([www.bgsu.edu/catalog/academic-policies.html](http://www.bgsu.edu/catalog/academic-policies.html)). These policies clearly describe the processes for evaluation and are appropriately rigorous in keeping with the degrees offered at the institution.

BGSU maintains and exercises authority over course prerequisites, rigor, expectations for student learning, access to learning resources, and faculty qualifications. The team's review of the website (<https://www.bgsu.edu/registration-records/registration/checking-course-prerequisites.html>) found that BGSU's registration system checks for prerequisites that have been entered into the system. BGSU's policy for credentialing dual enrollment instructors complies with State of Ohio credentialing standards and HLC requirements for faculty qualifications. An innovative dual enrollment mentor program outlines a strong process for ensuring equivalencies in learning outcomes and levels of achievement (Guidelines for CCC+ BGSU Faculty Mentors).

BGSU maintains specialized accreditation from 25 professional organizations. The team's review of the list provided by BGSU of accredited programs shows a comprehensive array of accredited programs appropriate to BGSU's educational purposes. BGSU's efforts to seek accreditation for six additional programs suggests a commitment to meeting the professional quality standards in the various fields in which the university offers degrees.

BGSU evaluates the success of its graduates primarily through the use of surveys administered at commencement and six months after graduation. BGSU has revised and improved its placement surveys and administration procedures beginning in 2012 and continuing through as recently as academic year 2016-17. In addition to placement data, satisfaction questions were added in 2015-16. Data are shared with academic leadership in aggregate, college, and program-level reports. BGSU intends to begin using placement data as a performance metric in the future.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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

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

### Rating

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Met

### Evidence

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BGSU has clearly stated goals for student learning and effective processes for assessment. The institution has established University Learning Outcomes (adopted in 2008) that are aligned to program and general education learning outcomes. BGSU is making progress on assessing these learning outcomes by embedding related AAC&U VALUE rubrics in its learning management system (2014). Using the learning management system for assessment data collection and management provides a robust process for involving faculty in assessing these outcomes, while also providing a rich dataset for analysis and meaning making for improvements. In addition, the use of nationally validated and reliable assessments such as the CLA+, NSSE, and AAC&U Value Rubrics provides multiple direct and indirect measures of student learning.

BGSU assesses achievement of learning outcomes in its curricular and co-curricular programs. BGSU recently revised its assessment reporting system in 2016, which is managed by a centralized committee. The team reviewed annual assessment reports from various curricular and co-curricular programs (Bowling Green Perspective, 2015-2016; Leadership Academy, 2016-2017; SAAC Assessment Report Pilot, 2016; Center for Community and Civic Engagement Annual Report, 2015-2016; Northwest Ohio Center for Excellence in STEM Education Annual Report, 2017; and NSSE Report to the President's Cabinet, 2017), which confirmed that BGSU is actively engaged in assessing learning outcomes in its curricular and co-curricular programs.

BGSU uses the information gained from assessment to improve student learning. The team confirmed several examples of how the institution uses assessment results for improvement at the activity, course, program, and institutional levels. A good example is the work of the Quantitative Literacy Taskforce, convened to investigate and make recommendations for improving quantitative literacy outcomes (2016-2017). Another good example is found in the notes of a November 2016

general education assessment workshop. Several faculty described using assessment results to make course changes, and the discussion notes show faculty engaged in meaningful efforts to improve both assessment practice and student learning.

BGSU's assessment processes and methodologies to assess student learning reflect good practice. As previously noted, BGSU has aligned institutional, general education, and program learning outcomes and uses a variety of methods for assessing learning in these areas. The team reviewed reports and meeting notes that show substantial participation of faculty in assessment efforts. In addition, BGSU is one of only five institutions nationwide to receive the 2017 Excellence in Assessment designation for best practices in learning outcomes assessment.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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

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

### Rating

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Met

### Evidence

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In 2011 BGSU began a calculated process for improving the retention rates of their students. That year the university hired Farnum and Associates to create a plan with the goal of increasing the retention rate of first-time, full-time freshmen to 80%. As of 2015 their retention rate had risen from 71.8% to 75.56% just 4% shy of their goal. In the fall of 2012 a cohort of students showed completion rates of 37.71% for 4 years, while a fall 2010 cohort had a completion rate of 53.17% for 6 years. These rates are very close to BGSU's completion rate goals of 40% and 60%; although, it is not entirely clear when these goals were set. However, the cohort data has shown a steady increase in completion rates since 2007.

Annual rates for retention and completion can be found on the institution's Office of Institutional Research webpage. Retention and completion data are also stated to be available to BGSU administrators through the IR Data Depot. This is a password protected site that the review team did not have access to. BGSU provided an example of the interactive dashboard used for internal decision making in an addendum request.

In 2011 BGSU conducted a successful multi-perspective SWOT analysis (via Farnum and Associates) and the review of 15 pre-identified at-risk populations. This resulted in the development of retention strategies for five specific student populations (undeclared, underprepared, poor academic performance in first year, those with financial issues, and general strategies to improve overall student experience). Twenty-seven different strategies were ultimately targeted to improve retention.

Farnum and Associates made bi-annual campus visits to discuss best practices and progression. In

2012 a new retention strategy was developed, which has positively contributed to the continued improvement in retention rates. Farnum and Associates have made additional visits and discussions in 2013 and 2016. Faculty and staff have successfully worked together to review retention data and to develop strategies for reaching their 80% retention goal. Deans were asked to develop specific retention plans for their respective College. Several resources are also utilized throughout the campus to assist in increasing retention rates. Such resources include timely reminders of deadlines, academic support and financial aid opportunities. The Student Success Collaborative provided by the Education Advisory Board is also used to monitor student success. It is apparent that the continued improvement in retention rates are a direct result of BGSU's effective action plans and resources.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.S - Criterion 4 - Summary

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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.

### Evidence

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BGSU has created an effective plan for annually collecting retention and completion data. It is also clear that the institution has made successful strides for using these data to implement plans and carry out the improvement of their retention rate. However, the review team would suggest that future reports should more clearly outline the specific strategic plan strategies that will be used to improve 4 and 6 year graduation rates.

Program reviews occur on a regular basis and are appropriately aligned with the institution's strategic plan. Transfer credits are successfully evaluated using several sources, while dual enrollment policies and guidelines are clearly stated. Useful employment data are collected post-graduation and analyses of these results are fittingly utilized to make future programmatic enhancements.

Through concentrated efforts BGSU collects and analyzes learning outcomes and program assessment data, which results in extremely valuable information. These results are appropriately shared with faculty, staff, and students, and are then used to make positive programmatic changes. Despite this effective review system BGSU strives for continued improvement and has identified several future resources for advancing program assessment and implementation of their results.

BGSU's dual enrollment program is rapidly growing that requires BGSU to document its dual enrollment practices have sufficient oversight. The university has developed appropriate policies and procedures for ensuring equivalent learning outcomes and levels of achievement; however, the team's review of dual enrollment and campus-based syllabi suggest these policies are not currently being consistently implemented. Specifically, the History 2060 learning outcomes for the campus course appear to require higher order learning and levels of achievement than are required for the dual enrollment course. Prior to the next comprehensive review, the team recommends that BGSU (a) review course syllabi for all dual enrollment and campus courses to ensure that learning outcomes and levels of achievement are equivalent, and (b) collect and maintain documentation that provides evidence of the effectiveness of its dual enrollment policies and procedures, particularly those related to requirements outlined in the Guidelines for CCC+ BGSU Faculty Mentors.



## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

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

### Rating

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Met

### Evidence

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During the past ten years Bowling Green State University's (BGSU) operational funding from the state of Ohio has decreased. Funding peaked in FY2010 at \$95.2 million. Funding has decreased since then and stands at \$75.1 million as of FY2017 (\$70,675,511 and \$4,378,628 for the Bowling Green and Firelands campuses, respectively per the FY17 E&G budget). Consequently, BGSU has reduced expenditures institution-wide to maintain a balanced budget with reductions in academic areas being held to a minimum in order to preserve the academic core. Evidence reviewed by the team indicates the University has worked to appropriately align its fiscal and human resources and physical and technological infrastructure in support of its core mission.

The team reviewed a memo from President Maze to the Faculty and Staff dated October 4, 2013 detailing the financial challenges facing BGSU and the University's planned response. Chief among these was the establishment of an Efficiency Task Force and the engagement with Accenture to conduct an opportunity assessment with two primary goals:

1. Evaluate the current state of the University's Operating Structure.
2. Identify and recommend measurable, attainable, and realistic opportunities to streamline operations in the short term and the long term.

The most recent Accenture update to the Board of Trustees by BGSU's Chief Financial Officer is dated September 18, 2015. At that time, Accenture's mandate was superseded by the creation of the Ohio Task Force on Affordability and Efficiency in Higher Education. The Task Force issues recommendations for improving efficiency and academic practices to improve the quality and reduce the cost of higher education for students in Ohio. Public institutions in Ohio, including BGSU, are required to undergo efficiency reviews and report efforts underway and new initiatives in their plans submitted to the Ohio Department of Higher Education by late 2016. The team reviewed BGSU efficiency plans submitted to the Ohio Department of Higher Education as maintained on its Affordability and Efficiency Website (<https://www.ohiohighered.org/affordability-efficiency/public-university-plans>).

The engagement of Accenture and the subsequent reporting to the Ohio Department of Higher Education document BGSU's efforts to understand and manage its resources in support of its educational programs and its plans for maintaining and strengthening their quality in the future.

The team examined the University's financial statement for the year ended June 30, 2016 as submitted to the Ohio Auditor of State. The report was issued October 7, 2016 by Plante & Moran, PLLC and included an unqualified opinion with no material weaknesses or other matters noted. The Management's Discussion and Analysis contained therein indicated BGSU's financial position was strong with total assets of \$790.4 million, net deferred outflows of \$23.3 million, and total liabilities of \$481 million. This resulted in a net position at June 30, 2016 of \$332.6 million representing a \$23 million or 7.42% increase from June 30, 2015. The team also reviewed the Ohio Auditor of State's website (<https://ohioauditor.gov>) for other reports on BGSU (performance or otherwise) and noted no reports other than annual financial statement audits dating back to 1995.

The team also examined BGSU's institutional updates to the Higher Learning Commission for 2015-2016 and 2012-2013. The institution reported Composite Financial Indicator Scores (CFI) as follows:

- 2010 2.70
- 2011 5.30
- 2012 2.90
- 2013 3.00
- 2014 3.50
- 2015 1.97

While the decline in 2015 is notable, these results confirm the Institution's financial position is strong and indicative of its ability to marshal its fiscal resources in support of its mission.

BGSU offered its strategic plan as the driving factor in its resource allocation processes. Team members reviewed the strategic plan and observed evidence throughout our review that confirmed BGSU's resource allocation efforts support the plan. The president's 2016 state of the university address focused extensively on the plan and the University's success in implementing it and its goals for going forward. Team members studied the Strategic Goals and Accomplishments 2015-2016 report and noted strong linkage between BGSU's stated goals and its efforts to accomplish them.

The team also examined the Office of Human Resources website, the Office of Capital Planning and Design website, and the Chief Information Officer's website to gather evidence of the University's efforts to insure sufficient human, physical, and technological resources to support its operations and programs. The campus's master plan is congruent with BGSU's strategic plan and the list of major capital improvements (\$400 million in the past eight years with an additional \$200 million to be completed by 2020) is impressive and indicative of a commitment to insure adequate facilities in

support of the institution's academic mission.

The team also examined the Information Technology Services Strategic Plan 2017-18 and its list of current projects. Both clearly demonstrate commitment to and support for BGSU's strategic plan and academic mission. Additionally, team members reviewed the CIO Advisory Board's 2016-2017 list of members as evidence of inclusion of faculty, staff, and students in the decisions involving the campus' technological infrastructure.

Team members also reviewed the campus' Comprehensive Emergency Management Plan as additional evidence that BGSU actively plans to preserve and protect its fiscal, human, physical, and technological resources in support of its strategic plan and academic mission.

The team notes that the evidence presented in support of BGSU's efforts with respect to developing its human resources (primarily, its staff) reference programs, policies, and procedures without offering data and analysis of outcomes.

The evidence submitted and additional information examined supports the assertion that BGSU had the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

The evidence submitted and examined indicates BGSU's strategic plan informs and guides its resource allocation efforts. Team members examined the FY 2017 Educational and General Budget. On the Bowling Green campus, Budgeted Revenues and Expenditures increased from \$281,079,070 in FY16 to \$288,376,367 in FY17, an increase of \$7,297,297 or 2.6%. On the Firelands campus, Budgeted Revenues and Expenditures increased from \$12,861,802 in FY16 to \$13,423,607 in FY17, an increase of \$561,805 or 4.4%. Student Fees account for 67.6% of revenues and State Support accounts for 24.5% of revenues on the Bowling Green campus; Student Fees account for 65.1% of revenues and State Support accounts for 32.6% on the Firelands campus. Salaries, Wages, and Benefits account for 59.3% and 69.2% of expenses for each campus respectively. Fee Waivers and Scholarships account for 14.3% of expenses on the Bowling Green campus.

During the annual budgeting process, all divisions of the University present their strategic priorities to the President and Cabinet. The President presents the final budget recommendations for approval by the Board of Trustees. The team reviewed the minutes of the June 23, 2016 Meeting of the Board of Trustees and noted approval of the Fiscal Year 2017 Budgets for the Bowling Green and Firelands Campuses. Additionally, BGSU's Efficiency Review and Implementation Plan in response to the Ohio Task Force on Affordability and Efficiency's (the Task Force) mandate was reviewed and approved by the BOT at this meeting.

The legislation establishing the Task Force also required that all Ohio institutions review enrollment in courses and programs to increase efficiency and effectiveness. In response, BGSU's Provost developed an action plan in the spring of 2016 to regularly review and address low-enrollment programs. Two reports, Course Evaluation Based on Enrollment & Performance and Low-Enrolled Programs were developed and submitted to the Ohio Department of Higher Education. Team members reviewed these reports. Additionally, a significant restructuring and centralization of the University's scholarship programs, strategic packaging of campus-based aid programs, and investment of foundation funds to create need-based gap scholarships for academically qualified students were introduced for the 2016-2017 academic year. As discussed at 4.C, a significant investment of resources since the last accreditation review has focused on improving retention, persistence, and graduation rates of undergraduate students.

As discussed in 3.D.2 and 3.D.3, the University revamped its model and services for undergraduate advising. The University has invested in the Educational Advisory Board's Student Success Collaborative and has centralized student information, hired additional academic advisors, and developed an efficient model of academic advisement. These efforts indicate BGSU allocates its resources in support of its educational purposes.

The team noted no evidence to indicate BGSU engages in elective resource allocation to other areas or the disbursement of revenue to a subordinate entity. The evidence presented and reviewed indicates BGSU's resource allocation process is sound and appropriate to support its educational purposes, strategic plan, and mission.

Evidence presented by BGSU and reviewed by team members indicates that all unit level strategic plans, including academic affairs, are aligned with the institution's mission and strategic goals. Team members reviewed the President's and Strategic Planning website and noted evidence in support of an on-going, robust, and pervasive strategic planning effort and a well-documented process to insure congruence across campus units. Additionally, team members examined the Strategic Goals & Accomplishments documents for 2012-13 and 2014-15 and noted extensive documentation, especially in the academic areas, of efforts and achievements in support of each of the institution's seven strategic goals. These results indicate the goals incorporated into the institution's mission statements or elaborations of mission statements are realistic in light of its organization, resources, and opportunities.

Evidence provided by BGSU indicates the institution works diligently to insure its staff in all areas are appropriately qualified and trained. The institution's Office of Human Resources website indicates an array of professional development opportunities for faculty and staff members, including the BGSU Leadership Academy (BGLA). Members of the 2017 BGLA include:

- DMS Program Clinical Coordinator
- Senior Applications Developer
- Space Planner
- Director, Alumni Relations & Giving
- Director, Student/Academic Services
- Assistant Director, Cross Cultural Education Programs
- Director, Marketing & Promotions
- Associate Professor of Popular Culture
- Assistant Director, Career Center
- Custodian
- Administrative Secretary, Athletics
- Academic Advisor and Scholarship Program Advisor
- Assistant Professor/Chair of Graphic Design
- Senior Library Associate
- Coordinator of Recruitment Events

Likewise, the Center for Faculty Excellence offers extensive training to faculty members and a broad range of services directly aligned with the University's strategic goal to support student success. The CFE assists faculty and instructional personnel in:

- Articulate clear and challenging expectations for students
- Develop and use pedagogical strategies that engage students in learning and academic success
- Create supportive environments for students both inside and outside the classroom

- Develop, use, and analyze assessment methods and strategies that help increase student academic performance

In the spring of 2017, the Associate Director of Institutional Effectiveness conducted a Faculty Qualifications Audit. 467 faculty files were randomly selected for review. The team reviewed the findings and recommendations of the report. The recommendations included the following:

- Centralize official transcripts of all part-time faculty with the Provost's Office.
- Centralize storage of transcripts to promote greater tracking, monitoring, and follow-up on obtaining official transcripts.
- Explore electronic storage option for faculty qualifications and faculty files.
- Assign CIP codes to faculty based upon their area of scholarly expertise in order to better reconcile course and faculty-related data.
- Re-evaluate hiring and documentation workflow in the Provost's Office.

The Chief Financial Officer and Director of University Budgets and Resource Planning are responsible for managing the budgeting process and ensuring that the University overall and individual departments, units and divisions operate within the available resources of the University. Copies of the current budget and those of the last ten years are included on the Finance and Administration website and were reviewed by team members. As noted above, the FY17 budget was approved by the Board of Trustees at their meeting of June 23, 2016.

The Fiscal Affairs Advisory Committee (FAAC) provides input to the Provost regarding strategic priorities of Academic Affairs. As noted on the Faculty Senate's website, the Committee is responsible for developing a three-year university operating budget plan and a five-year capital budget plan and for updating these plans annually. The FAAC works with the University Budget Committee to develop the annual operating and capital budgets for forwarding to the President. Team members reviewed the 2016-17 list of committee members and an addendum of the FAAC Spring 2013 report to the Faculty Senate.

Finance and administration provides a variety of reports to campus departments and offices to monitor monthly financial transactions and performance. Additionally, a quarterly financial report with a prescribed format and content is submitted to the Ohio Department of Higher Education. The team members reviewed the requirements of the report on the Department's website and confirmed BGSU's submission as of the quarter ended March 31, 2017

The evidence presented and the review by the team members indicates BGSU has a well-developed process in place for budgeting and for monitoring its expenses.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

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

### Rating

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Met

### Evidence

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BGSU's Board of Trustees is knowledgeable about the institution. Team members reviewed the Bylaws of the Board of Trustees as updated in May 2013 which include the following sections:

1. Preamble
2. Members
3. Meetings
4. Officers
5. Committees
  - o Financial Affairs/Facilities - Including Debt Administration & Investments
  - o Academic and Student Affairs
  - o Executive
  - o Audit
  - o Compensation
  - o Governance
  - o Others as needed
6. Administration of the University
7. Amendment and Repeal of Bylaws

The bylaws establish a comprehensive framework that allows the board to effectively discharge its oversight responsibilities over BGSU.

In support of its argument, the university made available for team member review the minutes of the Board of Trustees meetings from 2013 - 2016. Team members reviewed the minutes of the meetings of June 23, 2016 and December 9, 2016. Additionally, team members retrieved the minutes of the meeting of May 5, 2017 from the university's website and reviewed them. These minutes confirm the board is engaged and its committees are active in fulfilling their oversight responsibilities.

The board's legal and fiduciary responsibilities are defined under Ohio statutes and are summarized as "do all things necessary for the proper maintenance and successful and continuous operation of the University including the employment, compensation, and removal of the President, faculty and staff". The board's bylaws incorporate and affirm these responsibilities and the meeting minutes evidence their active discharge.

BGSU asserts its Academic Charter provides the basis for the institution's engagement of its internal constituencies through its endorsement of shared governance. The charter was most recently revised in September of 2016. Part A of the charter deals with Governance and includes the following sections:

1. Basic Principles
2. The University Community
3. The President
4. The Faculty Senate
5. University Committees
6. The Senior Vice President for Academic Affairs and Provost
7. The Vice President for Student Affairs
8. The Graduate College
9. The Undergraduate Colleges
10. The Honors College
11. Schools
12. The Academic Departments
13. Programs, Institutes, And Centers
14. Amendments, Interpretations, and Violations of the Charter
15. Academic Reconfiguration

Part B of the charter extensively addresses matters pertaining to Faculty. Team members reviewed the charter and determined it (1) provides evidence of the university's affirmation of commitment to shared governance and (2) establishes an effective framework of policies and procedures for incorporating it into BGSU's operations.

BGSU offered evidence of its engagement of the following constituent groups:

1. President's Cabinet
2. Faculty Senate
3. Administrative Staff Council
4. Classified Staff Council
5. Undergraduate Student Government
6. Graduate Student Senate
7. University Council

Evidence offered and reviewed by team members support the assertion that BGSU actively engages its internal constituencies and that these groups are integrally involved in the governance and affairs of the institution.

The framework established by BGSU's academic charter and the active participation of the constituent groups cited above confirm the institution's administration, faculty, staff, and students are engaged in its governance and affairs and actively participate in setting academic requirements, policy, and processes through a robust and well-developed structure for contribution and collaboration.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Rating

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Met

### Evidence

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The institution notes its annual planning and budgeting process is "intentionally designed to align with the University's strategic plan, as discussed in 1A". As noted and discussed in 5A, The Chief Financial Officer and Director of University Budgets and Resource Planning are responsible for managing the budgeting process and ensuring that the University overall and individual departments, units and divisions operate within the available resources of the University. This planning and budgeting process initiates at the departmental level and extends upward to the college and divisional levels. As evidence, BGSU cited the College of Arts and Sciences 2017-2022 Strategic Plan. The plan was reviewed by team members and included the following elements:

- University Vision
- University Mission
- College of Arts & Sciences Vision
- College of Arts & Sciences Mission
- College Strategic Alignment to Institution Goals One thru Seven
- Arts & Sciences SWOT Analysis
- Personnel Budget Requests

The Arts & Sciences strategic plan supports the assertion that BGSU has developed appropriate structures and processes to allocate its resources across the institution in alignment with its mission, priorities, and goals.

The institution also cited its participation in the National Study of Instructional Costs and Productivity (NSICP) as evidence of its academic unit's efforts at external benchmarking with peers. While team members noted this citation, access to the study is proprietary and members were unable to review the information contained therein.

The university's overall budgeting effort at the campus level and additional strategic planning work in specific areas (for example, campus master plan and information technology services 2017-18 strategic plan) were noted and examined in 5A and provide additional evidence that BGSU aligns its resource allocation efforts with its mission, priorities, and goals.

The assessment of student learning is linked to the budgeting process in academic affairs through the common reporting template required of the colleges and academic unit. The Arts & Sciences strategic plan discussed above was prepared using this template. Colleges and academic units are also expected to incorporate the findings from the assessment of established student learning outcomes gathered annually from each academic unit through the Student Achievement Assessment Committee (SAAC, see discussion in 4B) process coordinated through the Office of Academic Assessment. As part of their review team members reviewed the Office's website and several specific reports referenced therein.

As noted on the website "The Office of Academic Assessment (OAA) was created to establish an infrastructure for academic assessment, facilitate the assessment of university and programmatic learning outcomes, coordinate institutional and program assessment, and provide ongoing support services for academic assessment at BGSU. The OAA provides information and resources for assessment, maintains the technological infrastructure (i.e., Canvas) to support academic assessment, offers faculty and programs support (via workshops and consultations) on topics related to academic assessment, and assists in the collect and distribution of institutional and programmatic assessment data. The OAA also provides information and creates documents related to academic assessment that are used at the institutional level for various activities related to accreditation.

The team also examined the website of the Division of Student Affairs and noted documentation supporting that division's efforts at strategic planning and assessment. The team's review supports the assertion that the assessment efforts in academic and student affairs serve to effectively link its processes for student learning, evaluation of operations, planning, and budgeting.

As evidence the University considers the perspectives of its internal constituencies in its planning BGSU cited the University Council. Team members reviewed the president's website and noted the following information concerning the Council:

- University Council include members of the President's Cabinet and a representative from the following groups: deans, Undergraduate Student Government, Graduate Student Senate, Classified Staff Council, Administrative Staff Council, Faculty Senate, and the Faculty Association. The goal of University Council is to communicate on a regular basis about strategic planning, enrollment, budgeting and other topics of interest to the University community.

As discussed in 5B, the Council is incorporated into BGSU's academic charter and the evidence provided and reviewed indicates the Council is integral to the University's governance structure.

The evidence offered by BGSU that it considers the perspectives of external constituent groups was notably weak and is addressed more fully in the Criterion Five Summary.

As discussed in 5A and 5D BGSU demonstrates planning based on a sound understanding of its current capacity. In particular, efforts cited and reviewed by the University's Finance and Administration division and the Office of Institutional Effectiveness document ongoing efforts to monitor processes and results and formulate responses that sustain and improve both. Additionally, the Office of the Vice Provost for Strategic Enrollment Planning (VPSEP) assists with institution-

wide planning through the preparation of projections on enrollment and retention. Team members reviewed the VPSEP's website and examined several reports contained therein.

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

- Mission Statement
- President's Council
- Committee Lists
- Public Policy
- Shared Services
- Infographics
- Calendar
- Members

Information previously cited supports BGSU's assertion that it has inculcated strategic planning at the institutional and unit level. Strategic plans cited in 5A, the Arts & Sciences strategic plan, and the work of the campus offices cited above confirm the institution's planning anticipates emerging factors such as technology, demographic shifts, and globalization. As additional evidence, BGSU cited and team members reviewed the 2015-2018 Strategic Plan for the College of Health and Human Services. This plan, as does the one for Arts & Sciences, incorporates the common template developed by Academic Affairs and includes an analysis of the college's Strengths, Weaknesses, Opportunities, and Threats (SWOT).

The documentation cited and reviewed and additional information identified by team members supports the assertion that BGSU engages in systematic and integrated planning.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Rating

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Met

### Evidence

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BGSU complies with standard regulatory reporting requirements intended to monitor performance including IPEDS, student success rates including retention, progress, persistence, and graduation, and academic metrics through instruments such as NSSE and CLA+. Additionally, as cited in 5A, the institution prepares annual financial statements and undergoes an annual external audit that provides evidence of its financial performance.

In recent years, the State of Ohio has emphasized operational efficiency, performance monitoring, and improvement efforts. In support of its argument BGSU cited its 2016 report on Affordability and Efficiency to the Ohio Department of Higher Education. This report was reviewed by team members and discussed in 5A. Subsequent efforts arising from this report cited by BGSU and reviewed by team members include a plan approved by the BGSU board in September 2015 to lower the cost of an undergraduate degree and a campus energy and sustainability master plan study dated November 2016. Additionally, team members reviewed BGSU's completion plan update of June 6, 2016 as approved by the board of trustees in their meeting of June 23, 2016. These reports support BGSU's assertion that it develops and documents evidence of performance and improvement in its operations.

As evidence of learning from its operational experience and applying that learning to its operation BGSU cited several efforts began in recent years. In 2010 the institution revised its advising system by developing a centralized model for academic advising, the implementation of technology to provide for efficient data retrieval and reporting, participation in the Educational Advisory Board's Student Success Collaborative and ongoing coordination on advising between administrators, faculty, and advisors. Team members reviewed the BGSU academic advising website and its links to supporting documentation as evidence of this ongoing, sustained effort.

Another effort cited was a 2013 restructuring of institutional support offices within the Office of the Provost. A key element of this was the establishment of the Office of Institutional Effectiveness. This office's mission as noted on its website is:

- *Provide leadership and services to support faculty development, the intentional and integrated assurance of student learning, compliance with programmatic and national accreditation standards, and the functional and systematic evaluation of programmatic and institutional performance by developing, collecting, and disseminating information used to provide evidence to demonstrate the extent to which BGSU is fulfilling its mission and vision.*

Offices included in this area include:

- Institutional Effectiveness
- Academic Assessment
- Institutional Research
- Center for Faculty Excellence

Team members reviewed the institutional effectiveness website and noted extensive evidence of BGSU's efforts to document and improve its effectiveness and capabilities overall and in specific component units.

The efforts cited above and others noted previously in 5A support the assertion that BGSU works systematically to improve its performance.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.S - Criterion 5 - Summary

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

### Evidence

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The evidence cited by the institution and reviewed by team members as well as additional evidence gathered by the team supports the assertion that BGSU's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. BGSU plans for its future.

The institution's resources are sufficient to support its educational programs and its plans for maintaining and strengthening their quality going forward; its governance and administrative structures promote effective leadership and enable it to fulfill its mission; it engages in systematic and integrated planning; and it works systematically to improve its performance.

The evidence presented and additional information gathered by the team is persuasive. The team expects that BGSU will continue and strengthen its efforts to fulfill its mission while improving its educational offerings and responding to future challenges and opportunities. As importantly, the team expects BGSU will continue, enhance, and strengthen its documentation of these efforts in the interim years leading up to its accreditation review in 2022-23. With respect to Criterion Five, the team offers the following specific suggestions.

The team commends BGSU's efforts to revamp its model and services for undergraduate academic advising, invest in the EAB's Student Success Collaborative, centralize student information, hire additional academic advisors, and develop an efficient model of academic advisement. However, the outcomes of these changes can only be effectively measured over time. The team expects that BGSU will continue to develop and monitor these efforts, gather data, perform analysis, and modify them as appropriate in the intervening years leading up to its next accreditation visit in 2022-23.

With respect to the assertion that its staff in all areas are appropriately qualified and trained, the evidence presented by BGSU primarily references programs, policies, and procedures without providing data and analysis of outcomes. While the evidence suggests that the institution's staff in all areas are appropriately-qualified and trained, the institution's argument did not offer documentary evidence. The team expects BGSU will strengthen its efforts to document the appropriate qualifications and training of its staff in all areas ahead of its next accreditation visit.

In its argument that BGSU has a well-developed process in place for budgeting and monitoring expenses, the University's leadership indicated plans to move to performance-based budgeting in the near term and initial work has begun to establish the necessary data warehouse and performance metrics to accomplish this. The team expects that BGSU will thoroughly document this effort and the resulting outcomes in preparation for its next accreditation visit in 2022-23.

Finally, as evidence of the involvement of external constituencies in the University's affairs BGSU cited a partnership between the Ohio Attorney General's Office and the University in the development of the Bureau of Criminal Investigation crime lab on the BGSU campus in 2014 and a similar

collaboration in the Creation of the Center for the Future of Forensic Science. While these efforts are noteworthy they do not sufficiently demonstrate wide-spread involvement by external constituencies in BGSU's planning efforts. Likewise, BGSU noted external advocacy boards support the work of several of its colleges; however, no documentation was offered to support this assertion. The team expects that BGSU will strengthen its documentation of the involvement of external constituencies in its planning efforts in the interim years ahead of its 2022-23 accreditation visit.

## Review Dashboard

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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.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met With Concerns
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	Met With Concerns
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.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
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	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met



## Review Summary

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### Interim Report(s) Required

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#### Due Date

8/15/2018

#### Report Focus

The team recommends that BGSU prepare an interim report that addresses concerns regarding *Core Component 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

The interim report should document that the campus security report and gainful employment information is easily and consistently available to prospective students.

The interim report should document that learning outcomes for undergraduate and graduate academic programs are readily available to students. BGSU's core curriculum and undergraduate programs are farther along in establishing learning outcomes than graduate programs. Documentation of substantial progress in sharing learning outcomes in academic program websites and university catalogs, particularly for graduate programs, is consistent with BGSU's strategic goals for assessment.

BGSU should also provide documentation of an updated accreditation website, updated related academic program websites and updated university catalogs that identify:

- 1) the status of program and specialized accreditations accurately;
  - 2) that all programs requiring state licensure conform to appropriate accreditation requirements; and,
  - 3) that easy access to accreditation status information for current and prospective students and their families is implemented.
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### Conclusion

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Based on the content and evidence submitted in BGSU's Year 4 Quality Assurance Argument and fulfilled addendum requests, the team finds that BGSU met all HLC Criteria. Criterion 2 was met with concerns related to Core Component 2.B. and the team recommends an interim monitoring report due August 15, 2018. The interim monitoring report should document transparency and ease of access related to learning outcomes for undergraduate and graduate academic programs, accuracy in presenting accreditations statuses, the campus security report and gainful employment information.

### Overall Recommendations

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#### Criteria For Accreditation

Met With Concerns

**Sanctions Recommendation**

No Sanction

**Pathways Recommendation**

Not Applicable to This Review

# Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	Bowling Green State University, OH
<b>TYPE OF REVIEW:</b>	Open Pathway Assurance Review
<b>DESCRIPTION OF REVIEW:</b>	Year 4 Assurance Review
<b>DATES OF REVIEW:</b>	8/14/2017 -
<input type="checkbox"/>	No Change in Institutional Status and Requirements

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: No Change**

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

**Recommended Change: No Change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2022 - 2023

**Recommended Change: No Change**

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### Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

**Recommended Change: No Change**

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Additional Location:

Prior HLC approval required.

**Recommended Change: No Change**

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## Institutional Status and Requirements Worksheet

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### 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**

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### Accreditation Events

Accreditation Pathway

Open Pathway

**Recommended Change: No Change**

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### Upcoming Events

Comprehensive Evaluation: 2022 - 2023

**Recommended Change: No Change**

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Quality Initiative Report: 08/31/2022

**Recommended Change: No Change**

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Quality Initiative Proposal: 08/31/2020  
Customized

**Recommended Change: No Change**

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### Monitoring

#### Upcoming Events

None

**Recommended Change: Interim Report due 8/15/18. An interim report on the transparency of certain information to the public, including campus security, learning outcomes, gainful employment, and programmatic/specialized accreditation and licensure.**

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### Institutional Data

#### Educational Programs

##### Undergraduate

Certificate

40

**Recommended  
Change:**

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# Institutional Status and Requirements Worksheet

Associate Degrees	28	_____
Baccalaureate Degrees	137	_____
<b>Graduate</b>		
Master's Degrees	87	_____
Specialist Degrees	1	_____
Doctoral Degrees	16	_____

## Extended Operations

### Branch Campuses

BGSU Firelands College, 1 University Drive, Huron, OH, 44839

**Recommended Change: No Change**

### Additional Locations

None

**Recommended Change: No Change**

### Distance Delivery

- 05.0207 - Women's Studies, Certificate, Certificate in Womens Studies
- 13.0301 - Curriculum and Instruction, Master, M.Ed. in Curriculum and Teaching
- 13.0401 - Educational Leadership and Administration, General, Certificate, District-Level Leadership Certificate
- 13.0401 - Educational Leadership and Administration, General, Master, Master of Education in Educational Administration and Supervision
- 13.0401 - Educational Leadership and Administration, General, Specialist, Specialist in Education Administration
- 13.0501 - Educational/Instructional Technology, Master, Master of Education in Classroom Technology
- 13.0501 - Educational/Instructional Technology, Master, Master of Education in Learning Design
- 13.1001 - Special Education and Teaching, General, Master, Master of Education in Special Education - Assistive Technology Specialization
- 13.1013 - Education/Teaching of Individuals with Autism, Certificate, Certificate in Autism Spectrum Disorders
- 13.1013 - Education/Teaching of Individuals with Autism, Master, Master of Education in Special Education, Autism Spectrum Disorders Specialization
- 13.1099 - Special Education and Teaching, Other, Certificate, Assistive Technology Certificate
- 13.1203 - Junior High/Intermediate/Middle School Education and Teaching, Certificate, Ohio Middle Childhood Endorsement
- 13.1210 - Early Childhood Education and Teaching, Certificate, Ohio Early Childhood Endorsement
- 13.1299 - Teacher Education and Professional Development, Specific Levels and Methods, Other, Certificate, K-12 Online Learning Certificate
- 13.1303 - Business Teacher Education, Master, Master of Education in Workforce Education and Development
- 13.1315 - Reading Teacher Education, Certificate, Ohio Reading Endorsement

## Institutional Status and Requirements Worksheet

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13.1315 - Reading Teacher Education, Master, Master of Education in Reading  
 13.1319 - Technical Teacher Education, Bachelor, Bachelor of Science - Learning Design #U0026#  
 Technology  
 13.1321 - Computer Teacher Education, Certificate, Ohio Computer Technology Teacher Endorsement  
 13.1322 - Biology Teacher Education, Master, Master of Arts in Teaching-Biology  
 15.0702 - Quality Control Technology/Technician, Bachelor, Bachelor of Science in Technology - Quality  
 Systems  
 15.0702 - Quality Control Technology/Technician, Certificate, Quality Systems certificate  
 15.1501 - Engineering/Industrial Management, Master, Master of Technology Management - Engineering  
 Technology  
 15.1501 - Engineering/Industrial Management, Master, Master of Technology Management - Quality  
 Systems  
 15.9999 - Engineering Technologies and Engineering-Related Fields, Other, Doctor, consortial program in  
 Technology Management  
 19.0501 - Foods, Nutrition, and Wellness Studies, General, Certificate, Food and Nutrition certificate  
 19.0501 - Foods, Nutrition, and Wellness Studies, General, Master, Master of Family and Consumer  
 Sciences - Food and Nutrition Specialization  
 23.0101 - English Language and Literature, General, Master, Master of Arts in English  
 23.1303 - Professional, Technical, Business, and Scientific Writing, Certificate, Certificate - 23.1101  
 Technical and Business Writing (International Scientific and Technical Communication certificate)  
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate of Arts  
 24.0101 - Liberal Arts and Sciences/Liberal Studies, Bachelor, Bachelor of Liberal Studies  
 43.0104 - Criminal Justice/Safety Studies, Master, Master of Science in Criminal Justice  
 43.0202 - Fire Services Administration, Bachelor, BS in Fire Administration  
 51.3801 - Registered Nursing/Registered Nurse, Bachelor, Bachelor - 51.1601 Nursing/Registered Nurse  
 (RN, ASN, BSN, MSN)  
 52.0201 - Business Administration and Management, General, Master, Executive Master of Business  
 Administration  
 52.0201 - Business Administration and Management, General, Master, Executive Master of Business  
 Administration  
 52.1003 - Organizational Behavior Studies, Master, Executive Master of Organization Development

**Recommended Change: No Change**

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### Correspondence Education

None

**Recommended Change: No Change**

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### Contractual Arrangements

None

**Recommended Change: No Change**

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### Consortial Arrangements

03.0201 - Natural Resources Management and Policy - Bachelor - Bachelor - 03.0201 Natural Resources  
 Management and Policy (Bachelor of Science in Environmental Science) - Lorain County Community  
 College  
 26.0101 - Biology/Biological Sciences, General - Bachelor - Bachelor - 26.0101 Biology/Biological Sciences,  
 General (Bachelor of Science in Biology) - Lorain County Community College  
 51.0908 - Respiratory Care Therapy/Therapist - Associate - Associate - 51.0908 Respiratory Care



## Institutional Status and Requirements Worksheet

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Therapy/Therapist (Respiratory Care Technology) - Lorain County Community College

51.2201 - Public Health, General - Master - Master - 51.2201 Public Health, General (Master of Public Health) - University of Toledo

51.3801 - Registered Nursing/Registered Nurse - Associate - Associate - 51.3801 Registered Nursing/Registered Nurse (Associate - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN)) - Lorain County Community College

51.3801 - Registered Nursing/Registered Nurse - Bachelor - Bachelor - 51.3801 Registered Nursing/Registered Nurse (Bachelor - 51.1601 Nursing/Registered Nurse (RN, ASN, BSN, MSN)) - University of Toledo

**Recommended Change: No Change**

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