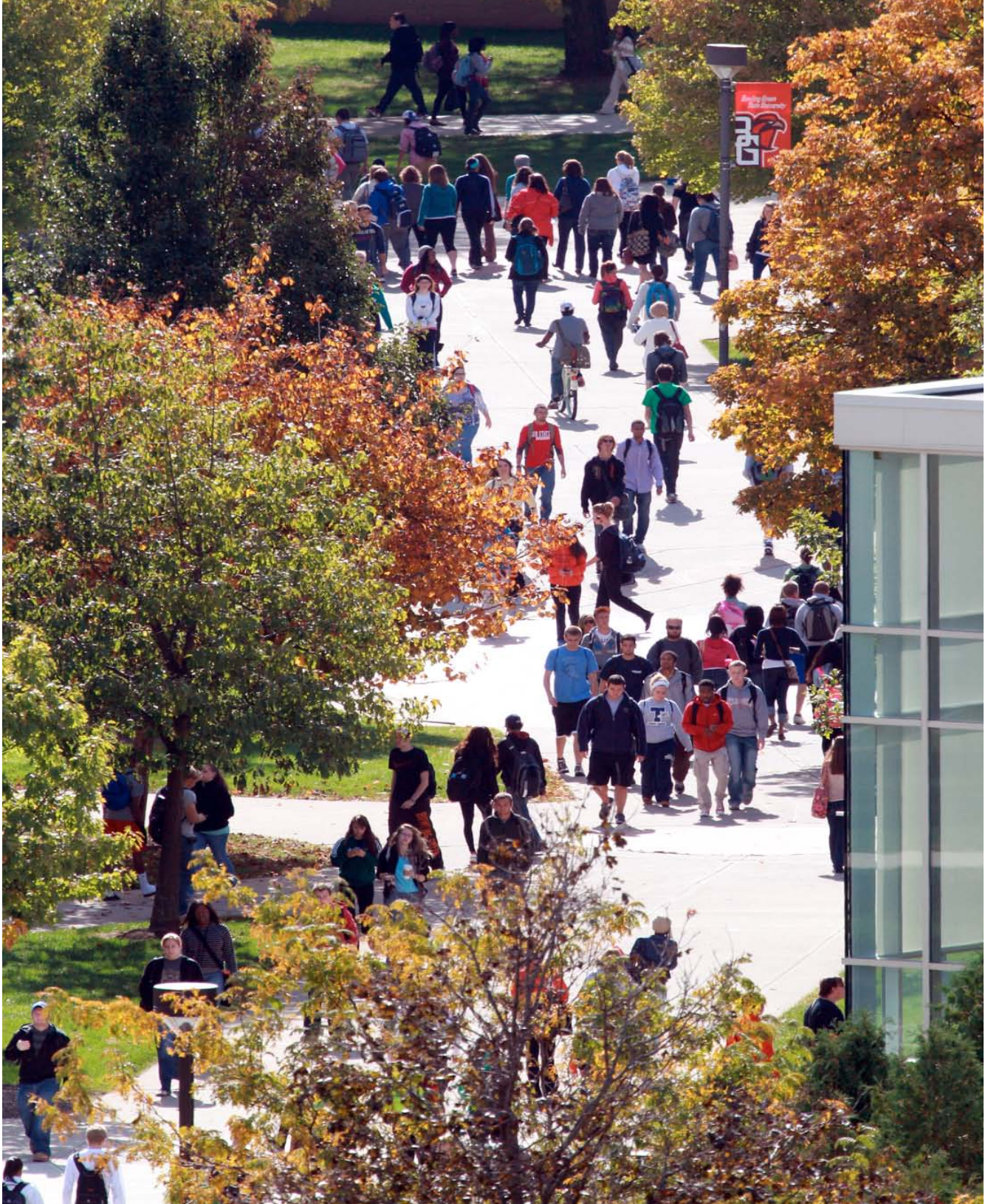


Bowling Green State University  
Assurance Argument for HLC Accreditation  
2013



# BGSU Assurance Argument

## Table of Contents

|  |    |
|--|----|
| 1 - Mission .....                                    | 4  |
| Argument .....                                       | 4  |
| Sources .....  | 4  |
| 1.A - Core Component 1.A .....                       | 5  |
| Argument .....                                       | 5  |
| Sources .....  | 7  |
| 1.B - Core Component 1.B .....                       | 11 |
| Argument .....                                       | 11 |
| Sources .....  | 12 |
| 1.C - Core Component 1.C .....                       | 14 |
| Argument .....                                       | 14 |
| Sources .....  | 16 |
| 1.D - Core Component 1.D .....                       | 17 |
| Argument .....                                       | 17 |
| Sources .....  | 18 |
| 1.S - Criterion 1 - Summary .....                    | 20 |
| Summary .....  | 20 |
| Sources .....  | 20 |
| 2 - Integrity: Ethical and Responsible Conduct ..... | 21 |
| Argument .....                                       | 21 |
| Sources .....  | 22 |
| 2.A - Core Component 2.A .....                       | 23 |
| Argument .....                                       | 23 |
| Sources .....  | 27 |
| 2.B - Core Component 2.B .....                       | 29 |
| Argument .....                                       | 29 |
| Sources .....  | 30 |
| 2.C - Core Component 2.C .....                       | 32 |
| Argument .....                                       | 32 |

|  |    |
|--|----|
| Sources .....  | 34 |
| 2.D - Core Component 2.D .....                                   | 36 |
| Argument .....   | 36 |
| Sources .....  | 36 |
| 2.E - Core Component 2.E .....                                   | 37 |
| Argument .....   | 37 |
| Sources .....  | 38 |
| 2.S - Criterion 2 - Summary .....                                | 39 |
| Summary .....  | 39 |
| Sources .....  | 39 |
| 3 - Teaching and Learning: Quality, Resources, and Support ..... | 40 |
| Argument .....   | 40 |
| Sources .....  | 40 |
| 3.A - Core Component 3.A .....                                   | 41 |
| Argument .....   | 41 |
| Sources .....  | 41 |
| 3.B - Core Component 3.B .....                                   | 43 |
| Argument .....   | 43 |
| Sources .....  | 46 |
| 3.C - Core Component 3.C .....                                   | 47 |
| Argument .....   | 47 |
| Sources .....  | 50 |
| 3.D - Core Component 3.D .....                                   | 52 |
| Argument .....   | 52 |
| Sources .....  | 55 |
| 3.E - Core Component 3.E .....                                   | 57 |
| Argument .....   | 57 |
| Sources .....  | 57 |
| 3.S - Criterion 3 - Summary .....                                | 59 |
| Summary .....  | 59 |
| Sources .....  | 59 |
| 4 - Teaching and Learning: Evaluation and Improvement .....      | 60 |
| Argument .....   | 60 |
| Sources .....  | 61 |

|  |     |
|--|-----|
| 4.A - Core Component 4.A .....                                 | 62  |
| Argument .....   | 62  |
| Sources .....  | 68  |
| 4.B - Core Component 4.B .....                                 | 70  |
| Argument .....   | 70  |
| Sources .....  | 85  |
| 4.C - Core Component 4.C .....                                 | 87  |
| Argument .....   | 87  |
| Sources .....  | 92  |
| 4.S - Criterion 4 - Summary .....                              | 94  |
| Summary .....  | 94  |
| Sources .....  | 94  |
| 5 - Resources, Planning, and Institutional Effectiveness ..... | 95  |
| Argument .....   | 95  |
| Sources .....  | 95  |
| 5.A - Core Component 5.A .....                                 | 96  |
| Argument .....   | 96  |
| Sources .....  | 99  |
| 5.B - Core Component 5.B .....                                 | 101 |
| Argument .....   | 101 |
| Sources .....  | 103 |
| 5.C - Core Component 5.C .....                                 | 105 |
| Argument .....   | 105 |
| Sources .....  | 109 |
| 5.D - Core Component 5.D .....                                 | 111 |
| Argument .....   | 111 |
| Sources .....  | 113 |
| 5.S - Criterion 5 - Summary .....                              | 115 |
| Summary .....  | 115 |
| Sources .....  | 115 |

# 1 - Mission

---

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

## Argument

---

Bowling Green State University's mission is to provide educational experiences inside and outside the classroom that enhance the lives of students, faculty, and staff as developed by an open community-oriented process. It has been reflected in our Vision and Core Values. We have articulated our mission and vision publicly using a variety of media and methodologies. Expansions of these statements give breadth and depth to our commitment to the public good, maintaining a diverse educational environment and guiding our operations.

## Sources

---

- VisionMissionCoreValues

## 1.A - Core Component 1.A

---

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

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

### Argument

---

**1.A.1.** BGSU's current mission statement emerged from the strategic planning process, known as Charting Our Future. The planning process was initiated by the President and Cabinet in spring 2008 and began by convening a broad-based, representative Strategic Planning Team, which reviewed a great deal of information and built upon previous planning efforts (Strategic Positioning 2007, Realizing the Premier Learning Community 2008, and Student Affairs 2008). A Community Engagement phase built upon that foundation with Charting Our Future Week after the community was informed by the Nine Days of Data. These events involved over 600 faculty, staff members and students who participated in eight collaborative dialog sessions and/or via a blog. A new mission statement, strategies, and goals, a revised vision statement, and the University's core values and University Learning Outcomes were assembled by the Strategic Planning Team, discussed by the Cabinet in summer 2008, and enriched through a series of campus dialogs in fall 2008. As a result of this university community input, a more finalized concept and statements were created by the Strategic Planning Team and more importantly, a series of broad-based strategies were adopted and succinctly represented in a two-page publication. The Faculty Senate discussed the overall plan in April 2009 and endorsed it on May 5, 2009. The Board of Trustees (BOT) approved the final version on June 26, 2009.

**1.A.2.** The University Strategic Plan was disseminated and adopted by academic units at the college-level (Arts & Sciences, College of Business Administration, College of Education and Human Development, College of Health and Human Services, College of Musical Arts, College of Technology, Firelands College) as well as smaller academic units such as schools (e.g., SEES) and departments (e.g., Recreation & Wellness, English, Accounting&MIS). Academic units at all levels added clarifications to the adopted strategies that were more appropriate to their units to better guide their local activities in support of the overall University Plan. Student Affairs developed a divisional mission statement aligned with the University and continued its planning process on that basis. Student Affairs uses an assessment system to evaluate the effectiveness of its programs and services across its organizational structure. All other divisions of the University adopted the University Plan and adapted it for their use in day-to-day operations such as University Libraries, Intercollegiate Athletics, University Advancement, and Marketing & Communications.

In Academic Affairs, consistency with the University's mission occurs primarily through the University learning outcomes and those of the general education program, the BG Perspective. In Student Affairs, programs are offered to better serve our students and to provide a rich learning environment, both at the undergraduate and graduate levels. Departments/programs in Student Affairs supporting students include the Campus Activities, Center for Leadership, Counseling Center, Disability Services, Multicultural Affairs, New Student Orientation, Recreation and Wellness, Residence Life, Student Health Services, Student Legal Services, Student Media, and TRIO programs. In keeping with our mission, we also provide support of our parents through a Parent and Family Association, Family Programs, Family Weekend and a Parent Handbook.

An important part of the University's mission is diversity (see 1.C.) and maintaining a diverse student body is primarily the responsibility of the division of Enrollment Management. In order to function more effectively, a number of offices and services were realigned into the present configuration, which includes Admissions, Advising Services, Career Center, Graduate Operations & Student Services, International Student Services, the Learning Commons, New Student Orientation, Nontraditional & Transfer Students Services, NWOET, Online Programs, Registration&Records, Student Employment Services, Student Financial Aid, Student Money Management, SuccessNET, and University Outreach.

**1.A.3.** During the last ten years, the strategic planning process has been modified several times, always with the goal of achieving a stronger tie to the University's mission. Prior to adopting the current mission, the University's planning and budgeting process focused on divisional requests. Academic units underwent external program review and developed a seven-year plan (see AcademicProgramReviews2002-2003, AcademicProgramReviews2003-2004, AcademicProgramReviews2004-2005, AcademicProgramReviews2005-2006). Those plans were reviewed by external teams of three disciplinary experts and then by a University Program Review Council. Commitments of resources by the Provost and Dean in response to those units' requests were made via a response document and a timeline of departmental metrics/activities were then agreed upon. Having a University-wide review committee allowed sharing across departments and collegial units, but the size and scope of the reviews limited the committee's capacity to complete the process on a university-wide basis. When non-academic programs were added to the review process, the University had to settle on a seven-year planning cycle. The process was streamlined, but as funding from the state diminished at a more rapid pace, it became apparent that the process had to change. Program review was replaced by a compact process where negotiated agreements focused on the Mission and Vision. Templates were provided as the process was initiated. (e.g., CASCompact2008, CEECompact2008, Compact for UL2007, EDHDcompact2007final, Music Compact 2008). External program review was to be adapted to fit that new model. Although the compacts addressed the University Mission statement, the direct linkage between resource requests and specific goals was not as strong as it could have been with common metrics. The present strategic planning process was developed to more directly link allocation and internal reallocation of resources to the University's mission.

These planning changes also had to reflect shifts in the higher education community within the State of Ohio. In 2007, the Chancellor of the Board of Regents was changed to a Cabinet-level political appointment. While facing a statewide budget shortfall, BGSU and the other state

universities had to identify Centers of Excellence. A University Work Group was formed with broad membership to respond to the new requirements. A collection of resources was made available to that group. Shortly thereafter, the University System of Ohio (USO) was announced as a new organizational structure for public higher education in Ohio and has continued until current day.

The development of the Unit Level Strategic Planning process followed a similar path as development of the mission statement. A cross section of the University community was assembled through a series of meetings, discussions, and retreats to develop the process by which units would address the new University Mission. A process and comment period was approved that specified how a unit would identify each activity and how that activity/project would result in net gains towards University goals via the six strategies linked to the University mission (A&S Strategic Plan 2012-17, A&S BudgetPresentation2012,EDHD Strategic Plan2012-2017\_final, EDHD Budget-Final 2012) . As the Ohio Board of Regents transitioned to the USO, a series of goals and metrics had to be addressed by each public institution of higher education in Ohio. BGSU's Mission aligned with the USO Mission. The Unit Level Strategic Planning process allowed for units to identify how their projects/activities would support both state-wide criteria and the BGSU Mission as well. Due to the nature of the shift in process, the Unit Level Strategic Plans were first instituted solely at the college/division level and above. This process is now filtering down to the department level.

It should be noted that throughout these changes, the budget allocation process continued to follow the Academic Charter. Regardless of the process used, the final review was performed by a combination of two committees, the Faculty Senate Budget Committee (FSBC) and the University Budget Committee (UBC). The FSBC was a committee of faculty members elected to be representative of the colleges. During much of this time, eligibility was limited to tenured/tenure-track Faculty Senators. Membership has now expanded to include Chairs/Directors and non-tenure track faculty. The UBC includes Vice Presidents of the various academic and non-academic divisions. The Joint Committee on Budget reviewed annual changes that were outcomes of the program review or compact process. As the Unit Level Strategic Planning process has developed, BGSU has moved into a collective bargaining environment. While a first contract is being negotiated, an agreement for a continuation of the traditional budgeting process was reached: the FSBC has been changed to the Fiscal Affairs Advisory Committee (FAAC). The UBC and FAAC meet to consider general budget implications as well as presentation of the budget priorities of each division (UBCFAACEnrollManage2012, UBCFAACStudentAffairsPresentation), enrollment projections (UBCFAACEnrollmentProjection), colleges (CBA\_Budget\_Presentation\_March16\_2012, A&S BudgetPresentation2012), overall state finances (UBCFAACStateGeneralFund), general expenditures of the University (UBCFAACStateGeneralFund, UBCFAACExpendDetailBGSU) , and other pertinent data. Although allocation of actual budget is not subject to bargaining, the tradition of shared governance is being maintained by this joint committee.

## Sources

---

- CASMission



- CBAMission
- CMAMission
- COTMission
- EDHDMission
- FirelandsMission
- CHHSMission
- Learning Outcomes
- RealizingPremierLearningCommunity
- SEESGovernance
- Strategic Positioning Group2007
- Strategic Planning Team 2008
- StratReadiness2008
- StudentAffairsStrategicPlan2008
- ChartingOurFuture
- StratPlanProcess
- NineDaysofData
- StrategicPlanningEngagement
- StrategicPlanningBlog
- StrategicPlanActions
- UniversityStrategies
- StrategicPlan2008
- FSMinutesStratPlan
- FSStratPlanAdoption
- June262009BoardofTrusteesActions
- RecWellnessMission
- EnglishMission
- AccountingMission
- DivisionStudentAffairs
- DivisionStudentAffairs (page number 4)
- SAAssessmentReportTemplate1
- SA\_Divisional Goals
- SAOrgChart
- AthleticsMissionValues
- MarketingandCommunications
- UniversityAdvancementMission
- UniversityLibrariesMission
- Strategic Goals and Tactics 2012-13
- Pres Panel 12 04 19
- AcademicProgramsAdmissions
- DegreesConferred
- GraduateDegreePrograms
- BGPerspective
- Graduate Degree Programs
- Graduate - American Culture Studies
- Leadership Studies
- Higher Education Administration PhD Program

- BGSU Center for Photochemical Sciences
- Site Map - Division of Student Affairs
- Education Worth Celebratingpdf
- Senior Vice President for Academic Affairs and Provost
- OfficeofCampusActivites
- CenterforLeadership
- Counseling Center
- Disability Services
- MulticulturalAffairs
- NewStudentOrientationandFirstYear
- RecreationandWellness
- OfficeofResidenceLife
- StudentHealthService
- STUDENT LEGAL SERVICES
- Student Media
- TRIO Programs
- Parents and Families - Parent and Family Programs
- ParentandFamilyPrograms
- 2012FamilyWeekend
- Falcon Parent and Family Association
- ParentHandbook
- Education Worth Celebratingpdf (page number 41)
- AdvisingServices
- CareerCenter
- LearningCommons
- NontraditionalandTransferStudentServices
- NWOET
- COBL
- StudentEmploymentServices
- StudentMoneyManagement
- SuccessNet
- StudentFinancialAid
- Admissions
- GraduateCollege
- InternationalStudentServices
- UO
- OfficeofRegistrationandRecords
- AcadmicPrgReviewGuidelins2002
- AcademicProgramReview2002-2003
- AcademicProgramReviews2003-2004
- AcademicProgramReviews2004-2005
- AcademicProgramReviews2005-2006
- CompactInstructions
- CASCompact
- CEECompact
- UniversityLibrariesCompact

- EDHDCompact2007
- MusicCompact2008
- BGSUCriteriatoAlignPrograms
- ProcessTableMap
- UniversityWorkGroupAppointmentLetter
- UniversitySystemofOhio
- CompactTemplate
- CompactPresentation
- AcademicBusinessPlan
- AcademicPrioritiesTimeline
- TimelinetoUSO
- StrategicPlanningPositioning2008
- ASStrategicPlan2012-17
- ASBudgetPresentation2012
- EDHDStrategicPlan2012-2017
- EDHDBudget-Final2012
- PlanningResources2005Level1
- StrategicPlanningPositioningWorkgroup
- USOMetrics
- ULSPTemplate
- AcademicStrategicPlanningWorkbookforChairsDirectors
- AcademicCharter
- AcademicCharter (page number 43)
- FAAC
- UBCFAACAgenda02092012
- UBCFAACschedule2012
- UBCFAACEnrollmentProjection
- UBCFAACEnrolManage2012
- UBCFAACExpendDetailBGSU
- UBCFAACStateGeneralFund
- UBCFAACStudentAffairsPresentation
- CBABudgetPresentationMarch16\_2012
- FAAC UBC Presentation UL 2012FINAL
- Cartwright2008\_08\_22f
- Cartwright2009\_01\_30
- Cartwright2009\_10\_15
- Cartwright2010\_01\_15
- Cartwright2010\_9\_24
- Mazey2011\_01\_12
- UniversityLearningOutcomes

## 1.B - Core Component 1.B

---

The mission is articulated publicly.

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

### Argument

---

BGSU provides clarity to its mission by publicly providing and reinforcing its goals to both internal and external constituencies. Given the nature of networked world, the University strives to maintain an accurate up-to-date view of the institution through the web starting with the primary landing page. The design of the website focuses on conveying our mission, values, vision, and goals to our students, their families, faculty and staff, future students, and general public. BGSU also provides such communications through social media as well by maintaining a presence on Facebook, Twitter, rss feeds, YouTube, blogs and podcasts, and Wikis. These efforts are effective for reaching our current students and prospective students. In addition to digital content, BGSU also provides a series of other materials that reflect our mission and goals. Zoomnews is a twice weekly online news update while News Releases to the print media occur on a more frequent basis when appropriate with both provided via an online News Room. We also use weekly videos via the BGSU Bulletin. BGSU Magazine is available as a digital edition as well as in print. The Colleges each have an alumni newsletter that highlights the accomplishments of its faculty and students.

Articulation of the university's mission is also done in the speeches that our presidents have made to different public audiences:

President Cartwright – 08/22/2008- Charting our Future (page 10)

President Cartwright – 01/30/2009- Strategic Planning-Charting our Future (page 4)

President Cartwright – 10/15/2009- Strategic Plan (page 3)

President Cartwright – 01/15/2010- “mission and values”(page 4)

President Cartwright – 09/24/2010- “the Strategic Plan”(page 2)

President Mazey- 01/12/2011-“undertake this mission?”- (page 2)

## President Mazey- 01/24/2012- Importance of Higher Education

Effective communication of the University Mission also involves an educational component. Student Media is an independent body that supports students in developing their publications/modes of communication. Student Media includes the BGNews (student newspaper in print and web), Obsidian (monthly campus publication with a culturally centered focus covering minority communities and related issues), and the KEY (general interest campus magazine chronicling events, people of interest to the campus community). The University also has a strong electronic media community in our student television station and radio efforts (Falcon Radio – WFAL, BGRSO, WBGU 88.1 FM), and the public television station, WBGU-TV . In addition to a strong PBS tradition, our facilities provide support for WBGU Television Learning Services , Video on Demand (DVSS), Video Production Services (Video Production), and Distance Learning Support . Student media and WBGU provide ample evidence that our educational mission is at the forefront of everything we do and is constantly communicated internally and externally.

## Sources

---

- BowlingGreenStateUniversityHomePage
- BowlingGreenStateUniversityHomePage (page number 6)
- BowlingGreenStateUniversityHomePage (page number 8)
- BowlingGreenStateUniversityHomePage (page number 9)
- BowlingGreenStateUniversityHomePage (page number 10)
- BowlingGreenStateUniversityHomePage (page number 11)
- CMSTraining
- MarketingandCommunications
- Portal RedesignBGSU
- Web Identity GuidelinesBGSU
- BGSUFacebook
- TwitterBGSU
- RSSFeeds
- BGSUBlogsPodcasts
- BGSUWiki
- BGSUYouTube
- ParentsYouTube
- Analytics www bgsu edu
- ZOOMNew
- NewsRelease2012
- MagazineArchives
- Cartwright2008\_08\_22f
- Cartwright2009\_01\_30
- Cartwright2009\_10\_15
- Cartwright2010\_01\_15
- Cartwright2010\_9\_24
- Cartwright2008\_08\_22f (page number 10)

- Cartwright2009\_01\_30 (page number 4)
- Cartwright2009\_10\_15 (page number 3)
- Cartwright2010\_01\_15 (page number 4)
- Cartwright2010\_9\_24 (page number 2)
- Mazey2012\_1\_24
- Mazey-2012-09-19
- Mazey2011\_01\_12
- Mazey2011\_01\_12 (page number 2)
- StudentMedia
- BGNews
- BGNewsWeb
- Obsidian
- KeyMagazine
- OnlineMediaRoom
- BGSUBulletin
- BG24News
- FalconRadioWFAL
- BGRSO
- WBGU88.1FM
- WBGUTV
- WBGU\_TLS
- DVSS
- DistanceLearningSupport

## 1.C - Core Component 1.C

---

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

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

### Argument

---

**1.C.1.** BGSU's role is expressed directly in the mission statement- "...we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world." This is reinforced in the President's goals for 2012-2013 "Build a diverse community and culture of inclusion," which is evidenced by the work of the President's Advisory Council on Diversity and Inclusion, formed and championed by the president in 2011 as an expansion of an earlier inclusion effort. The President has emphasized the importance of enhancing diversity in hiring practices throughout campus, and regularly monitors institutional progress at the cabinet level.

In Fall 2003, BGSU had a total unduplicated student headcount of 18,646. Of those students, 5% were Black, Non-Hispanic; 0.3% were American Indian or Alaskan Native; 0.8% were Asian or Pacific Islander; 2.6% were Hispanic. These were compared to state-wide main campus values of 9.3% Black, Non-Hispanic; 0.4% American Indian or Alaskan Native; 2.6% Asian or Pacific Islander; 1.7% Hispanic and to state-wide all campus values of 10.8% Black, Non-Hispanic; 0.4% American Indian or Alaskan Native; 2.0% Asian or Pacific Islander; 1.8% Hispanic. The state-wide survey for Fall 2011 validates that BGSU made great strides in broadening the student base to achieve a profile that is closer to the state averages than in 2003. The incoming first-time full-time freshman class has been averaging more than 20% students of color for the last three years.

In recent years there has been an increased effort in growing the international student population. In fall 2010, 619 international students attended BGSU which increased to 699 in fall 2012. There are a variety of student organizations supporting international students. BGSU provides a series of outreach programs for international students and for the community as a whole.

The Office of Equity and Diversity reports directly to the President and monitors compliance with federal and state equal opportunity and non-discrimination laws and regulations, and promotes and supports broad-based recruitment of a diverse work force. This office also conducts training programs and presentations on affirmative action, sexual and racial harassment, Title IX & VII and a wide range of diversity programs and workshops that go beyond mere compliance. Staffing in this department was increased from 1.0 FTE to 3.0 during 2012-2013.

BGSU is dedicated to promoting diversity and inclusion via the curriculum and co-curricular learning. Included within our general degree requirements is a course in Cultural Diversity in the United States and a course in International Perspective. Students choose from 48 courses in Cultural Diversity and 68 selections in International Perspectives. In addition to courses at BGSU, there are 19 semester/year-long programs in Europe, South America, and Asia. Also offered are 12 short-term programs and numerous experiences of several weeks duration. The Office of Service Learning sponsors opportunities for volunteers, including the Martin Luther King, Jr. Day of Service, where BGSU students and staff complete service projects in Bowling Green and surrounding communities.

BGSU is known for pioneering work in residential learning communities. One of the most prominent is the Global Village, which consists of 30+ International and American students, from all majors and all class standings. Villagers are also associated with a variety of student organizations focused on international issues and are required to take RESC 2000G, an arranged event/service-based class to foster participation in a number of university and community events.

**1.C.2.** Maintaining an emphasis on inclusion and diversity is also influenced by a vibrant cultural environment enhanced by BGSU's Center of Excellence in the Arts, which provides a broad range of outlets to express oneself creatively as well as enjoyment of arts and performance from many cultures. The center fosters "inspiring radical innovation in the creative economy; international leadership, building national identity and international respect; creative collaboration; strengthening social cohesion and advancement and improving educational attainment".

The Office of Multicultural Affairs provides academic, personal, social, and cultural support to students to promote a campus environment for students that understands and embraces multiculturalism, and sponsors many educational and cross-cultural events annually. One popular example is the National Coalition Building Institute training that promotes respect, appreciation and equal treatment of all people. The department also provides support to BGSU's Lesbian, Gay, Bisexual, Transgender population through the LGBT Resource Center, where staff provides programming and a welcoming environment for students and staff. BGSU has been recognized as one of the top 100 campuses for Lesbian, Gay, Bisexual, and Transgender students in the nation by the Advocate College Guide for LGBT Students, and offers Safe Zone training to improve the environment for LGBT people. The Office of the Dean of Students sponsors the ReportIt program, which allows for the anonymous reporting of hate/bias-related incidents via a website.

BGSU's Women's Center was founded in 1998 to provide resources, programming and support to and about women, promote equality for women within and external to the University community, and to provide a forum for personal growth and professional development.

The Office of Nontraditional and Transfer Student Services supports student Veterans, a point-of-service, one-stop department that coordinates administrative services for veterans and addresses their specific eligibility and transition needs. BGSU has been named a "Military Friendly School" by G.I. Jobs each year from 2010-2013, moving up in the ranks from 24<sup>th</sup> to 20<sup>th</sup>.



The Disability Services office oversees the Americans with Disabilities Act for BGSU and provides related accommodations for faculty, staff, and students. Services to eligible students include support and reasonable accommodations to access resources, gain assistance with the administrative enrollment processes, in addition to accommodations for test taking and learning methodologies. The office also handles complaints and serves as the national test center site.

## Sources

---

- VisionMissionCoreValues
- BGPerspective
- BGPCourse
- InternationalShortTermPrograms
- InternationalStudentServices
- Ohio2003CountbyState
- OhioCampusEnrollDiversity2003
- DiversityReportFall2011
- GlobalVillage
- GlobalVillageCourses
- CentersofExcellence
- ArtCOEBGSUMag
- COE-ARTS-SocietalImpact
- Equity&DiversityOffice
- Office of Multicultural AffairsResources
- MulticulturalAffairs
- ArtsPressRelease
- COEFlyerArts
- InternationalStudentServicesOrganizations
- President'sAdvisoryCouncilonDiversityandInclusion
- Be\_part\_of\_conversation\_on\_culture\_of\_inclusion
- LetterIncident
- InternationalDinner
- NewPartnerships
- NonTraditionalandTransferStudentServices
- Disability Services
- WelcomeWomen'sCenterBGSU
- LGBTResourceCenterDivisionofStudentAffairsBGSU

## 1.D - Core Component 1.D

---

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

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

### Argument

---

**1.D.1.** In 2007, the Chancellor of the Ohio Board of Regents (OBOR) was elevated to a governor-appointed cabinet position. It was also decided that greater coordination between the public institutions was needed and the University System of Ohio (USO) was announced. The USO formulated a mission statement and a series of metrics by which it would be evaluated. It also announced that each institution would identify Centers of Excellence. OBOR approval of centers submitted by each university followed the criteria used for Ohio Third Frontier funding. Later, non-Third Frontier groups were added and a Cultural and Social Transformation category after that.

BGSU's approach to Centers of Excellence was different than OBOR's and was not tied directly to external funding capacity. Rather, the University chose to recognize centers where outreach to public was also a key component. The first center approved by the BGSU Board of Trustees was the Center of Excellence in the Arts, which recognized the unique collaboration between the School of Art, Department of Theatre & Film, and the College of Musical Arts. This was followed by the Center of Excellence in Health and Wellness Across the Lifespan, Center of Excellence for 21st Century Educator Preparation, and Center of Excellence in Developing Effective Business Organizations. The fifth and final center was the Center of Excellence in Sustainability and the Environment, which had aspects both of energy research and environmental sustainability. At present, the USO has accepted three BGSU centers (Sustainability and the Environment, Health and Wellness Across the Lifespan, and Developing Effective Business Organizations). Although state funding for the centers has yet to be approved, BGSU continues to use its centers as points of synergy, cooperation, and collaboration in the region.

**1.D.2.** As a state university, BGSU must constantly evaluate how best to provide a quality educational experience within the constraints of state support and the student population. In order to maintain the quality of its programs, close attention is paid to external accreditation processes, external program review, and assessment of student learning in both general education and in specific degree programs, all within a balanced budget. The University benchmarks

against different groups of peer institutions to attempt to determine if resources are being used effectively without being solely budget-driven.

For example, the University faces a difficult decision regarding faculty strength. Faculty salaries rank low in the state and have for some time. IPEDS data show that student-faculty ratios are the lowest or one of the lowest for Ohio state institutions. BGSU also spends a higher percentage of its budget for instruction and has drifted into much lower revenue per FTE student. While putting into place a plan to grow enrollment over the next seven years, faculty numbers from previous enrollment highs could not be maintained. At the same time, extensive changes to the state retirement system for faculty and staff have been passed by the legislature, which will likely lead to a significant number of retirements within the next two years. In response, the administration announced plans to reduce the number of current faculty positions. As enrollment grows, appropriate faculty will be added to targeted programs. While reducing the current faculty roster, more than twenty tenure-track faculty searches are being continued so as to fill critical and strategic needs. It is hoped that there will be enough retirement/resignations to achieve the necessary reduction but failing that, some recently-hired non-tenure track faculty with one-year contracts may not be renewed. This process is an example of the difficult decisions that must be made to maintain educational quality with reasonable efficiency.

**1.D.3.** Engagement with the external community is included in both the mission statement and the strategic plan. Beyond the work in the Centers of Excellence, engagement is a priority of a number of research institutes and centers, including the Reading Center, Speech and Hearing Clinic, Center for Regional Development, and Office of Service Learning.

BGSU also responds to the needs of The City of Bowling Green and surrounding communities. A recent example would be the Visioning Project where University and community leaders developed plans to address areas of mutual concern. BGSU and Wood County Hospital recently broke ground for the Falcon Health Center, a joint effort to replace Student Health Services and enhance the broader community.

Additionally, many departments/schools and each of the Colleges have Advocate Boards, which serve to link the needs of the external community with the educational mission of the University.

---

## Sources

---

- USOMetrics
- CentersofExcellence
- OhioThirdFrontier
- ArtsPressRelease
- CenterofExcellenceintheArts
- HealthandWellnessAcrosstheLifespan
- CenterofExcellencefor21stCenturyEducatorPreparation
- DevelopingEffectiveBusinessOrganizationsDEBO

- CenterofExcellenceinSustainabilityandtheEnvironment
- SpeechandHearingClinicCommunicationSciencesandDisorders
- MarthaGeslingWeberReadingCenter
- CenterforRegionalDevelopment
- OfficeofServiceLearning
- CollegeAdvocatesCollegeofArtsandSciences

## 1.S - Criterion 1 - Summary

---

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

### Summary

---

Bowling Green State University developed our Mission statement, Vision statement, and a description of our Core Values via a community-based process in 2008. Since adoption, these guiding principles have been diffused into units throughout the University on both the main campus and Firelands College. They have been espoused on our web site, invoked in speeches by our Presidents, and incorporated into our strategic planning process in a very direct manner. We have made great strides in connecting our University with our local, regional, and state constituencies and in improving our learning environment by being more inclusive. Our Board of Trustees approved our Mission/Vision/Goals Statements and has provided appropriate guidance in making progress to achieve our goals. Our academic programs, student support services, and enrollment profile are consistent with our mission.

### Sources

---

- VisionMissionCoreValues
- ChartingOurFuture

## 2 - Integrity: Ethical and Responsible Conduct

---

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

### Argument

---

Bowling Green State University is a large, complex, diverse organization that understands and fulfills its public responsibilities with ethics and integrity. The Board of Trustees gets its powers from Ohio law and is entrusted with the oversight of BGSU's academic, financial, legal, and ethical functions. Our trustees receive ethics education from the state and through an orientation on campus. The Board adopted a Statement of Expectations, which applies to the Board itself, and a Code of Ethics and Conduct, which applies to all members of the University community. These codes reflect the values of a learning organization, respecting both the rights of individuals and the obligations of BGSU overall. The Board is responsive to the needs of students, faculty, staff, community members, and citizens, while delegating the daily management of the University to the administration. The Board maintains several committees that work well with University leaders.

The primary personnel function the Board has is to hire and evaluate the President. The President, in turn, utilizes a Cabinet, which implements policy within and across multiple divisions, through such documents as the Academic Charter, Faculty Handbook, Administrative Staff Handbook, Classified Staff Handbook, Student Handbook, and a handbook of Commonly Shared Employment Policies. Each of the University's divisions (e.g., Academic Affairs, Finance and Administration, Student Affairs, and Human Resources) maintains a website with links to policies and procedures that maintain ethical practice at BGSU. Our Division of Finance and Administration maintains departments of business operations, risk management, and internal audit, all of which undergo regular ethics education. Shared governance is highly valued and is practiced in Faculty Senate, Administrative Staff Council, Classified Staff Council, Undergraduate Student Government, and Graduate Student Senate. Academic decisions involving student assessment, tenure and promotion, and development and maintenance of new academic programs are shared among faculty and administrators.

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

## Sources

---

*There are no sources.*

## 2.A - Core Component 2.A

---

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

### Argument

---

Bowling Green State University is governed by a Board of Trustees (BOT). Both BOT and University administration act in compliance with Chapter 3345 of the Ohio Revised Code, which outlines the general powers of Ohio's public universities and includes authorizations and restrictions on the following activities: expenditure of tuition, fees, and other funds; provision of housing and dining facilities; building and maintenance of auxiliary and education facilities; establishment of competitive bidding procedures; purchase, grant, or transfer of land; creation and function of an investment committee; allocation of rights and interests in inventions and patents; suspension and dismissal of students; administration of faculty improvement programs; declaration of financial exigency; and the hiring and evaluation of the President. In addition, the BOT adopted in 2008 a Statement of Expectations for the Board that outlines ethical obligations the Trustees have to the University, the Board itself, fellow trustees, the President, and internal and external constituents.

As public officials in Ohio, voting members of BGSU's BOT are required to file financial disclosure statements (FDS) annually with the Ohio Ethics Commission (OEC). The FDS reports sources of income, investments, real estate holdings, and other financial interests and reminds public officials of those financial interests that might impair their judgment on behalf of the public. The OEC then works in collaboration with BGSU's Director of Business Operations to identify board matters in which a member has a conflict of interest. In such cases, the identified member is required to abstain from all discussion and voting on that matter. BOT participates in ethics training offered either by the OEC or BGSU's Office of General Counsel. Similar ethics training is conducted periodically for President's Cabinet, the Office of General Counsel, the BOT office, Deans Council, and the Division of Finance and Administration. In 2005, the BOT approved a Code of Ethics and Conduct for the purpose of "conducting its academic and business affairs with the highest degree of integrity and honesty and in a manner that is, and appears to be, in full accord with principles of academic excellence, canons of ethical and professional conduct, and all controlling law". The Code – applicable to students, faculty, staff, and Trustees – addresses ethics principles related to conduct in business arrangements, political activities, research, community engagement, record keeping, and use of University resources. It also encourages diversity and respect for individuals. The Code contains provisions prohibiting conflict of interest and conflict of commitment:

"We may not take any action, participate in any decision, or approve any action or decision on behalf of the University that will directly result in a benefit to ourselves, or any person or interest affiliated or connected with us. We shall avoid circumstances that reasonably imply we acted for personal gain rather than for the best interest of the University. We shall not knowingly engage



in any activity on or off campus that would prevent us from fulfilling those obligations we fairly owe to the University, whether those obligations arise from our status as a student, a faculty member, a staff member, or a Trustee.”

The Code is designed to supplement pre-existing policies of each constituent group: Administrative Staff Handbook , Classified Staff Handbook, Academic Charter (containing a Faculty Handbook), and Student Handbook, in addition to the handbook of Commonly Shared Employment Policies for BGSU Faculty, Administrative, and Classified Staff. This compilation, accessible through the web sites for the offices of the Provost, Human Resources, and General Counsel, as well as the sites for Administrative Staff Council and Classified Staff Council, contains policies that ensure fair and ethical practices, including policies on conflict of interest, consensual amorous relationships, drug-free workplace, safety, violence in the workplace, information technology, personal leave, disability/reasonable accommodations, and religious accommodation.

In addition, two collective bargaining units exist on campus – the International Union of Police Association and the BGSU Faculty Association (BGSU-FA) (affiliated with the American Association of University Professors). The first contract with the BGSU-FA is currently being negotiated and will contain an article on Professional Activities Outside the University, which will include provisions on conflict of interest and conflict of commitment. In advance of contract ratification, these policies are housed, in current form, in Part B-II of the Academic Charter.

It is from the Board’s general powers that the administration of BGSU’s financial, academic, personnel, and auxiliary functions takes shape. The Organizational Chart for the University, located on the Office of the President website, shows the Board, the President, and the President’s Cabinet which is comprised of the following administrators: Chief of Staff, Secretary to the Board of Trustees, Senior Vice President for Academic Affairs and Provost, Vice President for Finance and Administration, Vice President for University Advancement and President of the University Foundation, Vice President for Research and Economic Development, Vice President for Enrollment Management, Senior Associate Vice President for Student Affairs and Dean of Students, General Counsel, Chief Communications Officer, Director of Intercollegiate Athletics, Chief Human Resources Officer, and Director of the Office of Equity and Diversity.

Each division maintains its own policies and procedures to fulfill its primary functions and maintain fair and ethical practices. BGSU’s policies and procedures are written, approved, and implemented in a system of shared governance that respects the expertise, experience, and contributions of the BOT, Cabinet, administration, staff, faculty, and students. Each constituent group is led by its own council or senate: Faculty Senate, Administrative Staff Council, Classified Staff Council, Graduate Student Senate, and Undergraduate Student Government.

#### Academic Affairs

The Division of Academic Affairs has a policy website that links to such valuable resources as the Academic Charter, which contains policies and procedures on tenure and promotion,

academic honesty, conflict of interest, and rights and responsibilities related to teaching and research. The new collective bargaining agreement for faculty will contain many of these provisions in contract form, including academic freedom, affirmative action, nondiscrimination, professional activities outside the University (conflicts of interest and commitment), tenure and promotion, disciplinary action, and grievance and arbitration. Many common employee policies are presented in a single document. The Academic Affairs website also contains policy statements for stopping the tenure clock, FERPA, faculty recruitment manual, retirement/resignation notification process, principles for the performance-based merit system, faculty leave pay-out policies, administrator return to faculty policy, faculty contract definitions, amongst others.

Also on the Academic Affairs website are links to the Undergraduate Catalog and Graduate Catalog, which present standards, policies, and details for each of BGSU's academic programs. Finally, the office of the Vice President for Research and Economic Development, a subdivision of Academic Affairs, publishes and enforces several policies designed to encourage professional, ethical, and legal practices in research. These include policies of the Office of Sponsored Programs and Research (conflict of interest policy, research misconduct policy, supplemental pay policy, patent policy, copyright policy, commercialization of BGSU products), the Office of Research Compliance (Responsible Conduct of Research, Human Subjects Review Board, Institutional Animal Care and Use Committee, and Institutional Biosafety Committee).

#### Student Affairs

BGSU provides extensive materials and guidance for students, staff, faculty, and parents on both FERPA and HIPAA . These materials are located on the Student Affairs web site and include forms (e.g., for the allowance of parents to see their student's grades), definitions, examples, contact information, FAQs, and links to outside journal articles. Of special interest is FERPA's health and safety emergency exception to nondisclosure of student information. On this site, BGSU recognizes that both FERPA and Ohio law take a "good faith" approach in weighing the actions of university employees to protect students. In addition, BGSU's web portal, MyBGSU, contains information for faculty on FERPA rights, with helpful tips on how to handle grades and other protected educational records.

#### Intercollegiate Athletics

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

#### Finance and Administration

The Division of Finance and Administration administers many policies and practices that maintain the ethics and integrity of their operations and the University as a whole. The Business Operations department oversees operations in the Bowen-Thompson Student Union, dining services, postal services, purchasing department, risk management, treasury office, BGSU

Bookstore, and warehousing. The purchasing office organizes and administers procurement for the University in accordance with the responsibility and authority delegated by the President and BOT. Pursuant to BGSU's Purchasing Policy, the office provides buying services to University offices, departments, and programs; administers purchasing agreements for materials, equipment, supplies, and designated services; executes leases and contracts for equipment, material, services, repairs, and property; and conducts research to maintain the most effective purchasing practices and procedures.

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

The Internal Auditing and Advisory Services office assists in assuring internal and external parties that financial resources are being properly managed and accounted for in a manner compliant with applicable processes and laws. Annually, the University undergoes an audit of its financial statements, conducted by Ernst & Young, LLP which is presented to the BOT each December and then filed with the Auditor of State. Final audits, including that from 2012, are available to the public at the State Auditor's site.

As part of the audit, Ernst & Young performs tests to ensure compliance with OMB Circular A-133, which encompasses Student Financial Aid. The most recent unqualified auditor report for the year ending June 30, 2012, noted no significant deficiencies or material weaknesses. On June 5, 2012, a report from the Ohio Board of Regents, summarized its audit of financial aid records from FY 2011 and reported that of the 100 records reviewed no errors were found. In Fall 2012, BGSU was selected for an on-site Program Review by the Department of Education to assess its administration of the Title IV, HEA programs in which it participates, covering the 2011-2012 award year. As of February 1, 2013, a final report on the review has not been received but no major findings are expected based on the closing conference held by the DOE auditors.

Both the Internal Auditing and the Finance and Administration sites have a link to BGSU's Compliance and Tip Hotline. BGSU has selected EthicsPoint, an independent provider of hotline services, to provide the University community a simple and anonymous way to report fraud, waste, and abuse. Reports may be made via telephone or online. When a person goes to the online reporting site, he or she finds links to make a report, as well as links to multiple resources with policies and procedures: Academic Affairs policies, Athletics compliance policies, financial policies, BGSU's Code of Ethics and Conduct, information security, purchasing policies, Sponsored Programs and Research policies, and the Student Handbook.

Equity and Diversity; Human Resources

Equity and diversity, as deeply held values, belong to all members of the BGSU community. In 2011, the Director of the Office of Equity and Diversity (OED) was elevated to a Cabinet-level position to strengthen the presence and practice of equity and diversity at the University.

OED monitors University compliance with federal and state equal opportunity and nondiscrimination laws and regulations. This includes monitoring institutional employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints. Our equity and diversity policies cover civil rights, anti-harassment, anti-violence, equal educational opportunity, and equal educational opportunity, and are prominently housed on the OED web site. OED also conducts training programs and presentations on affirmative action, sexual and racial harassment, and a wide range of diversity programs and workshops in order to assure the most wholesome and productive learning and work environment for students, faculty, and staff. Education sessions for the policies and procedures are conducted through OED and the Divisions of Academic Affairs, Human Resources, and Student Affairs at orientations for new faculty, staff, and students. In addition, online tutorials and assessments are administered regularly to University employees to assure knowledge and practice in civil rights and anti-discrimination law.

## Sources

---

- CodeofConduct
- CodeofConduct (page number 2)
- AdmininistrativeStaffHandbook
- ClassifiedStaffHandbook
- FacultyHandbook
- StudentHandbook
- AcademicCharter
- BGSUFacultyAssociation
- CommonlySharedEmploymentPractices
- AdmininistrativeStaffCouncil
- ClassifiedStaffCouncil
- CommonlySharedEmploymentPractices (page number 37)
- CommonlySharedEmploymentPractices (page number 38)
- CommonlySharedEmploymentPractices (page number 42)
- CommonlySharedEmploymentPractices (page number 65)
- CommonlySharedEmploymentPractices (page number 76)
- CommonlySharedEmploymentPractices (page number 52)
- CommonlySharedEmploymentPractices (page number 60)
- CommonlySharedEmploymentPractices (page number 41)
- CommonlySharedEmploymentPractices (page number 63)
- BOTMinutes12022011
- BOTMinutes12022011 (page number 12)
- AcademicCharter (page number 109)
- OrgChart
- BoardofTrustees

- OfficeofthePresident
- Cabinet
- FacultySenate
- GraduateStudentSenate
- UndergraduateStudentGovernment
- Senior Vice President for Academic Affairs and Provost
- AcademicCharter (page number 98)
- Senior Vice President for Academic Affairs and Provost (page number 27)
- AcademicCharter (page number 181)
- AcademicCharter (page number 143)
- AcademicCharter (page number 176)
- AcademicCharter (page number 206)
- BGSU\_2012-2013 Undergraduate CatalogV1
- GraduateCatalog20112012
- SPAR
- StopTenureClock
- FacultyRecruitmentManual
- ResignRetireNotice
- PerformanceBasedMerit
- LeavePayoutPolicy
- ReturntoFaculty
- VPRED
- OfficeResearchCompliance
- OfficeResearchCompliance (page number 7)
- AnimalCareandUse
- BiosafetyCommittee
- HSRB
- Office of the Controller
- FERPA
- HIPAA
- FacultyContractDef
- DivisionStudentAffairs
- AthleticsCompliancePolicies
- OverviewFinanceandAdminpdf
- BusinessOperations
- PurchasingPolicy
- Purchasing
- RiskManagement
- TreasuryOffice
- Ohio Auditor of State
- OfficeEquityDiversity
- ORC3441
- ORCChapter3345
- EthicsPoint

## 2.B - Core Component 2.B

---

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

### Argument

---

BGSU has an extensive set of resources available to students, parents and families, alumni, staff, faculty, and other friends and visitors with website links to academics, admissions, the arts, athletics, the libraries, email, student/staff directory, a search engine, an A-Z index, and a link to MyBGSU, our web portal. The “About BGSU ” link offers a campus profile, facts and figures, and links to information about student life, academic life, administration, history and tradition, and life in Bowling Green. There is also a link to BGSU’s Accreditation with brief information on our accreditation with the Higher Learning Commission and a list of accreditations within programs throughout the campus.

BGSU’s website also contains links designed for our student and employee groups, including current students, prospective students and their families, and alumni. The Parents & Family link takes visitors to information on parent/family programming, bill paying, student insurance, student money management, FERPA, and student safety/security. The site also contains the Parent and Family Handbook. Future Students takes visitors to material on undergraduate and graduate programs, campus visits, tuition and fees, and financial aid.

The University home page links to important admissions, class schedules, financial aid, and bursar sites. The site is also dynamic, with a banner that highlights student, staff, and faculty accomplishments, as well as headlines in university news. We are also active in Facebook, Twitter, a BGSU YouTube channel, wiki, and blog sites. Each of these social media sites can be reached from our home page and connects BGSU, its people, and its programs to students, families, and alumni around the world.

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

The heart of the University is its students, faculty, and academic programs. The Division of Academic Affairs, led by the Senior Vice President for Academic Affairs and Provost, is made up of several administrative units that serve the academic mission of BGSU and each of its eight colleges. The Division of Enrollment Management supports colleges in meeting their enrollment/graduation targets and provides students with active academic support services,

including admissions, advising, career services, international student services, nontraditional and transfer student services, tutorial services, online programs, registration and records, student financial aid, and student money management services. The Office of Admissions site has special links for incoming freshmen, transfers, nontraditional students, graduate students, and post-secondary enrollment programs for high school students. In each of these links, visitors will find information on “BGSU at a Glance”, tuition and fees, campus life, and academic programs.

The Office of the Bursar site contains several resources for bill payment, loans, and tuition and fees. A link is provided to Tuition & Fees Brochure, which communicates in-state and out-of-state tuition and fees for BGSU. The brochure also contains information on BGSU’s special rates for distance learning and graduate cohort programs in education and in business administration. It lists applicable fees, including the general fees and special fees (which are charged for particular services or enrollment in certain courses). The general fee supports the Bowen-Thompson Student Union, intramural sports, other student services, and student admission to many campus activities and events, athletics, and the recreation center. The brochure lists residence hall and parking rates. Accompanying the Tuition & Fee Brochure is the online Tuition & Fee Estimator, a tool to aid prospective and current students. Similar sites exist with a Financial Aid Estimator and help in finding scholarships (Scholarship Search). The Division of Enrollment Management and the Office of Admissions work very closely with the Office of Marketing and Communications to ensure clarity and consistency in web sites, publications, and other marketing materials.

Students, parents, and community members have many avenues of access for academic programs and degree requirements. They can go through the University’s home page (e.g., under Current Students and then “Departments, Schools, and Programs”), main sites for each of our eight colleges, or through our New Student Orientation and First Year Programs. The site for our new student orientation, or SOAR (Student Orientation, Advising, & Registration), provides access to all information on all majors, curriculum guides, course descriptions, course fees, and course checklists. On the SOAR site, under “Undergraduate Majors” is an alphabetical listing of all academic majors and programs. Under each major/program is a link to a curriculum guide for the programs in that school/department and to the portion of Undergraduate Catalog that outlines program requirements. Once in the Undergraduate Catalog, students and other visitors can click on a course requirements link to find a course checklist for the major. The Undergraduate Catalog also houses applicable academic policies (e.g., academic forgiveness, academic honesty, grading policies, transfer policies, and registration policies).

Graduate program information is accessible through both the Graduate College web site or through individual department/school sites. On the Graduate College site, there are links to Graduate Degree Programs, graduate assistantships, financial aid, and graduate student orientation (a week-long program for incoming graduate students, including special sessions for each academic program). Like the Undergraduate Catalog, the Graduate Catalog contains all applicable standards and policies for the Graduate College, graduate programs, faculty, staff, and students.

## **Sources**

---

- [UniversityHomePage](#)
- [AboutBGSU](#)
- [AccreditationProfile](#)
- [ParentsandFamily](#)
- [ParentHandbook](#)
- [BoardofTrustees](#)
- [Cabinet](#)
- [Senior Vice President for Academic Affairs and Provost](#)
- [EnrollManagement](#)
- [FutureStudents](#)
- [Admissions](#)
- [AcademicProgramsAdmissions](#)
- [MarketingandCommunications](#)
- [BGSU\\_2012-2013 Undergraduate CatalogV1](#)
- [BGSU At a Glance](#)
- [Office of the Bursar](#)
- [TuitionFeesEstm2012](#)
- [TuitionFeesBrochure2012](#)
- [CampusLife](#)
- [Estimator Student Financial Aid](#)
- [SFAScholarshipSearch](#)
- [Scholarships](#)
- [SOAR](#)
- [GraduateCollege](#)
- [Graduate Degree Programs](#)
- [BGSU\\_2012-2013 Graduate Catalog](#)
- [GraduateAssistantships](#)
- [FinAidGradCollege](#)
- [Graduate Student Orientation](#)



## 2.C - Core Component 2.C

---

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

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

### Argument

---

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

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

"Detailed rules and regulations for the organization, administration and operation of the University may be promulgated, amended, and repealed by the Board of Trustees on its own initiative or upon the recommendation of the University Administration, the Faculty, or the Faculty Senate, or any member of the University community or University constituency group who has the best interests of the University in mind, but in all cases the Board of Trustees does retain the final authority and responsibility."

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

BGSU Firelands Advisory Council, Graduate Student Senate, and Undergraduate Student Government).

**2.C.2.** As shown in BOT Minutes (2012, 2011), the business considered by the Board is responsive to the needs of students, faculty, staff, community members, and citizens of the state. Items considered by the Board may be introduced by a Board member, recommended by the President, or submitted to the Board Secretary at least three weeks prior to the meeting at which the item is proposed for consideration. Most of the action items that are placed before the Board are recommended by the President, who works with the Cabinet to assure that each item has been sufficiently considered and properly vetted in both substance and procedure. For example, a new degree program would, according to our Academic Charter, be proposed by faculty and administrators at the department/school level, be presented to affected faculty, and then proceed to the college dean, the Provost and the Vice President for Finance and Administration, appropriate curriculum councils (Undergraduate Council and/or Graduate Council), the Faculty Senate Committee on Academic Affairs, and the Senate as a whole for deliberation and approval. Once approved by the Senate, the proposal goes to the Provost and the President for final approval before being placed on the agenda for the BOT.

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

The Statement of Expectations, adopted by the Board in 2008, opens with the following:

“As Trustees of the Bowling Green State University, Board members have one overriding and all-encompassing responsibility: to serve the best interests of the University so that the University, in turn, can serve the best interests of the state of Ohio and society at-large. The Board's principal duty, as fiduciaries, requires loyalty to the University as a whole – not to any particular parts or personal agendas – and an objective, long-term view.”

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

While a major part of the orientation is a one-time event shortly after new trustees are appointed, continuing education for Board members occurs throughout the year. At each meeting, there is an Education Session for the Board where we highlight the work of students and faculty. Each

Board committee engages in discussions of educational/informational topics designed to better inform the Board for its decision-making.

The Trustees are subject to Ohio Ethics Law, which strives to uphold integrity and propriety in decision making and policymaking by public bodies and with expending public funds. One of the ethics law's primary aims is the avoidance of conflict of interest. To that end, each Trustee who acts as a voting member of the Board, as well as the BGSU President, is required to file an annual financial disclosure statement with the Ohio Ethics Commission (OEC) to report income, investments, real estate holdings, and other financial interests. The annual filing reminds public officials of the financial interests that might impair judgment as public officials, informs the public of these interests, and assists in instilling the public's confidence in the actions of these University officials. Annually we report to the OEC those businesses, associations or other entities (derived from our Trustees' financial disclosure statements) with which BGSU has conducted business. In addition, the OEC conducts ethics training for Board members and we ensure that our Board members attend regularly. Finally, in 2005, the Board approved a new Code of Ethics and Conduct, applicable to the Board and to all BGSU employees.

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

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

## Sources

---

- ORC3441

- BOTBylaws
- BOTMinutes2012
- BOTMinutes2011

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

---

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

### **Argument**

---

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

### **Sources**

---

*There are no sources.*

## 2.E - Core Component 2.E

---

The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

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

### Argument

---

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

Administrative oversight over all research misconduct policies is maintained by the Vice President for Research & Economic Development (VPRED) who is responsible for their implementation. Reporting to the VPRED is the Office of Research Compliance, which supports and assists faculty members, staff, and students to ensure that their conduct of research and scholarly activities is in compliance with federal, state, local and University regulations and policies. This office serves as the administrative hub for the Human Subjects Review Board (HSRB), Institutional Animal Care and Use Committee (IACUC) and the Institutional Biosafety Committee (IBC).

The Office of Research Compliance also provides both online and face-to-face training in the "Responsible Conduct of Research" (RCR) to all student and post-doctoral personnel who are receiving support from federal funding agencies in addition to those graduate students who have accepted Research Assistant Appointments. Online RCR training is also required of all incoming graduate students in the departments of Biological Sciences, Chemistry, Environmental Sciences, Geography, Geology, Mathematics & Statistics, Physics & Astronomy, Psychology, and Sociology.

**2.E.2.** Much of our efforts to inform our students in the ethical use of information resources are conveyed via individual courses and at the University level, by our University Libraries. Student contact with the library is initially through the Library web site. The Library Guides provides students with a variety of guides in specific subjects, specific classes, by audiences and by format. The University Library also provides tutorials and tools. In Library Skills & Library Navigation is a link to Academic Integrity, a central site where a student can explore sub-topics in academic code, cheating, forgery, bribery/threats, fabrication, plagiarism, and facilitating inappropriate behaviors. Much of these materials are also for faculty use, including suggestions to help the faculty best use the materials in a class setting. Our library also offers courses for

academic credit that touch on these topics. LIB 1120 Living in the Information Age, LIB 2210/2220 Research in the Electronic Library, and LIB 2250 Information Seeking and Management in Contemporary Society. Several majors require these courses of their students. In order to ensure the University's commitment to a quality educational and work environment students, faculty, and staff are also required to abide by BGSU's ITS Network and Computer Policies.

**2.E.3.** The Bowling Green State University Student Handbook contains the Code of Academic Conduct which is designed to create "an environment of ethical and principled intellectual pursuit" through the enforcement of policies and procedures described in Section B-II.H of the Academic Charter entitled "Academic Honesty Policy." Administrative oversight over these policies is provided by the Office of the Provost which also maintains final appeal jurisdiction over all issue of academic honesty.

## Sources

---

- AcademicCharter
- AcademicCharter (page number 206)
- OfficeResearchCompliance
- VPRED
- HSRB
- AnimalCareandUse
- BiosafetyCommittee
- Senior Vice President for Academic Affairs and Provost
- AcademicCharter (page number 181)
- UniversityLibraries
- LibraryGuides
- ULTutorials and Tools
- UL Academic Integrity

## **2.S - Criterion 2 - Summary**

---

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

### **Summary**

---

BGSU has presented the simultaneous balance, interplay, autonomy, and collaboration of the diverse facets of our university while maintaining strong ethics and integrity. The Board of Trustees is our governing body and accepts its public powers from the State, but delegates the management and academic functions of the University to administration, faculty, and staff. Our overview of the ethical policies and processes adopted by the Board and practiced at BGSU and evidence that we completely and consistently provide to students, families, and community members with respect to academic programs and student-centered policies and practices is presented. We explain how the Board is constituted and how it functions ethically and fully with respect to the items it considers each year. BGSU is committed to freedom of expression and an environment dedicated to teaching, learning, and the pursuit of knowledge and truth. Lastly, we highlight BGSU's work with students, staff, and faculty in ethical teaching, research, and service.

### **Sources**

---

*There are no sources.*



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

---

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

### Argument

---

Bowling Green State University's mission is to provide "educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff". To that end, we built a rich, supportive educational environment around a wide variety of curricular and co-curricular experiences to ensure that our degree programs are appropriate to higher education. Beginning with the general education program and culminating in a disciplinary major, students acquire intellectual skills and values from a highly qualified faculty and staff that enrich their lives and the lives of others. In this way, BGSU assures that educational programs exercise the acquisition, application, and integration of essential knowledge and critical skills. Finally, we illustrate how we address and maintain our responsibility to provide high quality, sufficient, and credentialed faculty and staff needed to provide instructional and support services to support teaching and learning at BGSU.

### Sources

---

*There are no sources.*

## 3.A - Core Component 3.A

---

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

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

### Argument

---

**3.A.1.** Undergraduate and graduate courses are differentiated by course number: 0000-4000 for undergraduate and 5000-7000 for graduate. 4000 and 5000 courses can be cross-listed for graduate and undergraduate, but have separate requirements for each level.

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

**3.A.3.** Courses are taught on BGSU's Main Campus, at BGSU Firelands, and at several other locations, such as BGSU at Levis Commons, though our consortial arrangements with institutions like Lorain County Community College, and dual enrollment opportunities in local area high schools, follow the same process of assessment and review described above to assure their currency and conformity to University and individual programs' learning outcomes.

Online or non-traditionally offered courses or programs are overseen by the Center for Blended and Online Learning (COBL) and must first go through the regular curricular process, with a further review by COBL to ensure consistency with traditional offerings.

### Sources

---

- COBL
- COBLApprovalProcess
- DepartmentProgramAssessment

- ProgramAccreditation
- ProgramReview
- SAAC
- BGSU\_2012-2013 Undergraduate CatalogV1
- BGSU\_2012-2013 Undergraduate CatalogV1 (page number 5)
- GraduateCatalog20112012
- BGSUatLevisCommons
- UndergraduateCertificatePrograms

## 3.B - Core Component 3.B

---

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

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

### Argument

---

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

The general education program currently requires that students complete at least ten approved courses from the BG Perspective curriculum, distributed as follows: two from natural sciences; two from social and behavioral sciences; two from humanities and arts; one from cultural diversity in the United States; one additional course from the four domains already mentioned or one course from the expanded perspectives domain; one from quantitative literacy; and General Studies Writing 1120, the second of a two-course sequence in writing. Approximately 30 courses

in the social and behavioral sciences domain and 40 in humanities and the arts are also designated as meeting the international perspective requirement.

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

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

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

**3.B.3.** One way to address how every degree program engages students in acquiring the target skills is to determine how they incorporate the University learning outcomes. Learning outcomes are listed in the undergraduate catalog for 83 degree programs and five specializations in one degree (B.S. in Applied Health). A content analysis revealed that 78% of the degree programs have at least one learning outcome that is consistent with "collecting and analyzing information," 95% with "communicating information," 90% with "mastering modes of inquiry or creative work," and 94% with "developing skills that facilitate adapting to changing environments". Ideally, each degree program should be guided by its own set of learning outcomes, and all University target skills embedded in the degree program learning outcomes.

**3.B.4.** At its core, within the curriculum, and through a variety of co-curricular opportunities, the educational experience at BGSU recognizes the diversity among the people, cultures, and

nations of the world. First, the university's commitment to equal access creates an educational environment in which both the core value of respecting one another and the university learning outcome of interacting with diverse people and understanding their perspectives have emerged. The BG Perspective cultural diversity and international perspective requirements are designed to help all students work towards achieving that learning outcome.

Less universal than BG Perspective requirements, although in keeping with the theme, undergraduates can major in: Africana Studies, Asian Studies, Ethnic Studies, International Studies, Special Education (Mild/Moderate and Moderate/Intensive Intervention Specialist), Women's, Gender, and Sexuality Studies, World Music, and the language and culture of French, German, Russian, and Spanish speaking peoples. There are also opportunities to specialize or minor in Canadian Studies, Chinese, global communication, international business, Latino/a Studies, world language education, Italian, and peace and conflict studies. At a finer level of analysis, eight majors require at least one course whose focus is diversity or has a global perspective, often a course that is above and beyond the BG Perspective cultural diversity and international perspective requirements.

At the graduate level, students may earn a Master of Arts in Cross-cultural and International Education, a Master of Music in Ethnomusicology, Master of Arts in French, German, or Spanish, a PhD in American Culture Studies with a specialization in Ethnicity, Gender, and Social Identity, and graduate certificates in Autism Spectrum Disorders, Ethnic Studies, Women's Studies, Teaching English to Speakers of Other Languages, and Global Public Health (through the Northwest Ohio Consortium for Public Health). In addition, Project Search, a program that celebrates diversity and inclusion, recruits students for graduate study at BGSU. Project Search graduate students are eligible to receive a Presidential Graduate Scholarship for Diversity Enhancement, which includes tuition and a 20-hour per week graduate assistantship.

The co-curricular opportunities for undergraduates that promote acceptance of human diversity include: living in one of three residential learning communities (Global Village, La Maison Française, La Comunidad); studying abroad in programs sponsored through the university (approximately 12 short-term programs in 11 countries) or through the Ohio International Consortium; participating in the Academic Investment in Math and Science (AIMS), a program whose goal is to increase the number of women and students of color who graduate from BGSU with majors in STEM disciplines; receiving encouragement and support as a McNair Scholar to pursue graduate studies; undertaking a service learning project in communities with need through the Alternative Spring Break program; and participating in conferences and programming offered through the Office of Multicultural Affairs.

Finally, as an indication of how BGSU realizes its commitment to support diversity, the Fall 2010 enrollment shows 619 international students (graduate and undergraduate) from 79 different countries. For international students who need to develop their English language skills, BGSU has dedicated faculty in the English department whose program in English for Speakers of Other Languages provides intensive language training through The Language Company. Closer to home, BGSU is dedicated to increasing access to higher education for disadvantaged Toledo-area youth through the Educational Talent Search and Upward Bound programs.

**3.B.5.** Faculty, graduate students and undergraduates often partner in scholarship and creative work as indicated by the number of co-authored publications, presentations, and performances. Specific programs, such as SETGO, Science and Math Education in ACTION, AIMS, and the McNair Scholars Program, pair students with faculty to engage in research, especially in the STEM areas. In addition, students often enroll in independent study courses or do Senior Thesis/capstone projects where they engage in research and creative activities.

---

## Sources

---

- AcademicPolicies
- BGPerspective
- BGPLearningOutcomes
- EducationAbroad
- GlobalVillage
- LaComunidad
- LaMaisonFrancaise
- StrategicPlanStrategies
- UniversityLearningOutcomes
- AIMS
- Office of Multicultural Affairs
- SETGO
- BGSU\_2012-2013 Undergraduate CatalogV1
- ProjectSearch
- McNairScholarsProgram
- Science&MathEducationinACTION

## 3.C - Core Component 3.C

---

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

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

### Argument

---

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

During the period from fall 2006 to fall 2011, the student-faculty ratio has remained virtually constant (20.3:1 to 20.2:1). Beyond having a sufficient number of faculty, they must also devote an appropriate proportion of their time to instruction. Each Department or School has a promotion/tenure/merit document, which has been approved by the College and Provost, that specifies the allocation of effort between teaching, research, and service. Depending on their mission, all units specify at least 40% of a full-time faculty's time is spent teaching (e.g., School of Art ) and many are at 50% (e.g., Geography).

Continuity of faculty increases the familiarity with the student culture and capabilities resulting in a greater likelihood of effective student engagement. BGSU is fortunate in having a large number of faculty who have served the University for extended periods. The percent of faculty who have been at the University for 10 or more years has increased from 39.7% to 49.7% over the last five years.

**3.C.2.** Establishing qualifications for new instructors rests primarily with the departments, but must meet minimum criteria defined in the Academic Charter, and must be approved at the



College and University levels following the process described in the faculty recruitment manual. When a request for tenure track (TTF) or non-tenure track (NTTF) faculty is made, the College reviews and approves the position description, which includes the minimum credentials. The request then moves to the Provost level, which also includes a review by the Equity and Diversity office to ensure that the search is in compliance with federal and state equal opportunity and nondiscrimination laws and regulations. Following a competitive search and candidate interviews, a request for a contract is made to the College office, where credentials are again checked against the job description. A background check is conducted at this time, along with completion of the I-9 and payroll forms. When a contract is offered, the candidate must show proof of the highest degree with a current transcript. Should the candidate be in the final stages of completing the required degree (i.e., ABD), a one-year slide contract is issued with the stipulation that it will be terminated should the candidate not complete the degree. The hiring of part-time faculty follows a similar process, including a requirement to advertise the position.

Approximately 75% of full-time faculty (TTF & NTTF) at the University have the terminal degree in their field (Faculty List). As a general rule, the courses a faculty may teach are dictated by his/her qualifications, primarily the terminal degree. Faculty with less than the terminal degree in their field will generally teach lower level undergraduate courses (1000 or 2000-level courses) whereas those with the terminal degree will teach at any level, including graduate courses.

**3.C.3.** Subsequent to hiring, the University places great emphasis on assisting and monitoring the faculty's intellectual growth and development as an instructor and scholar, with the recognition that both the instructor and the University will benefit. This progress is monitored through the promotion and tenure (P/T), merit, and annual review processes, which currently follow the guidelines and minimum criteria set out in the Academic Charter. As a result of the ongoing collective bargaining, some or all of these processes are subject to change.

The nature and timing of the faculty evaluations vary according to faculty rank and contract status. Part-time faculty are hired on a one-semester or one-year contract. To be renewed, s/he must reapply for the position in an advertised, competitive search.

NTTF are reviewed annually according to the criteria in the Academic Charter (Section B-1.D3), and Department/School P/T documents, which are approved by the College and Provost. If the NTTF is on a multi-year contract, s/he is evaluated by a Department/School personnel committee using peer teaching evaluations and student course evaluations. The Chair/Director makes a recommendation as to whether to continue the faculty for another year based on the committee's recommendation along with his/her own observations. These evaluations and recommendations are then reviewed at the College level where a recommendation is then made to the Provost to continue or not continue the faculty.

For TTF, the Academic Charter (Section B-1.D.1) mandates an annual review for probationary faculty to ensure that the faculty member is making satisfactory progress toward attaining tenure and promotion. The annual review consists of an evaluation of the faculty member's performance in teaching, research, and service by the Department/School's tenured faculty with

or without a separate review by a Department/School personnel committee (varies by unit). The nature of this review and any criteria that exceed those in the Academic Charter are described in the Department/School's P/T Guidelines (e.g., Geography, School of Art, Accounting, Journalism, Music). Following the review, the tenured faculty vote to indicate whether the candidate's progress is satisfactory. This vote, along with a committee report (if part of that unit's process), is communicated to the College Dean through a letter by the Chair/Director that includes his/her own evaluation and recommendation. The Dean then writes his/her evaluation and communicates it with the candidate.

Most probationary faculty are hired on an initial three-year contract. In addition to annual reviews, they also undergo a rigorous review in their third year according to the Academic Charter (Section B-1.D.b(4)). Following minimum criteria defined in the Charter and specific criteria defined in the unit's P/T document, the candidate is evaluated by the unit's faculty, and in some units, a Personnel Committee. This is followed by a vote by the tenured faculty to reappoint or not reappoint the faculty to a second three-year contract. The results of the vote, along with any committee report and an evaluation and recommendation by the Chair/Director are then sent to the College Dean. Following review by the College, a recommendation is then made to the Provost, which is copied to the candidate.

At the end of the probationary period, the faculty is evaluated for tenure and promotion to Associate Professor. The process follows the guidelines and minimum criteria set forth in the Academic Charter, Sections B-1.D.1.a(2) and B-1.D.1.c, along with additional criteria described in the unit's promotion and tenure (P/T) document. The evaluation is based on a dossier consisting of a curriculum vitae, indicators of performance in the areas of teaching, research, and service, and external letters of evaluation. These documents are reviewed by the faculty, and in some units, a Personnel Committee. Eligible tenured faculty then vote for or against tenure and promotion to the rank of Associate Professor. P/T require a two-thirds affirmative vote by eligible faculty. The results of the vote, along with any committee report are then sent by the Chair/Director to the College Dean along with his/her own evaluation and recommendation. Following review by the College P/T Committee, the Dean then makes a recommendation to the Provost and communicates it to the candidate. After review by the Provost, a recommendation is then made to the Board of Trustees, who make the final decision.

Promotion to Professor follows a process similar to that for tenure and promotion to Associate Professor, except that the criteria are more rigorous, as defined in the Charter, Section B-1.D.1.a(3), and in the unit's P/T document.

In addition to the specific reviews described above, all full-time faculty (NTTF & TTF) are evaluated annually for salary change (merit) according to the Charter, Section B-1.D.1, using the criteria defined in the unit's Merit Document, which has been approved by the College. Depending on the unit's procedures, a document is submitted by each faculty outlining the year's accomplishments. This is reviewed by a committee or the Chair/Director and a recommendation is made to the College Dean for any salary change.

Finally, each faculty submits a report summarizing the years' activities along with a current curriculum vitae to their College (e.g., Arts & Sciences). These documents highlight the past

year's accomplishments, and in some cases, are used in the merit evaluation process. They also provide a means for the Dean to assess the performance of the faculty.

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

The most comprehensive development program is the Faculty Improvement Leave. Currently (improvement leaves are being negotiated as part of the collective bargaining agreement), faculty who meet the criteria set forth in the Charter are eligible to apply for a one semester (at 100% salary) or two semester (at 70% salary) leave for the purposes of improving his/her professional capabilities or increasing his/her expertise. Other faculty development/support programs include the Center for Teaching and Learning (CTL), which fosters excellence in teaching through innovation, collaboration, and creative solutions, the Center for Online and Blended Learning (COBL), which provides training, resources, consultation, evaluation, and support for developing and teaching online or blended learning classes, and the Faculty Development Committee, which provides small development grants. Finally, most departments have mentor programs for new faculty.

The Office of Sponsored Programs and Research (OSPR) helps faculty find external funding to support their research and to manage their existing projects. The Building Strength program, which is managed by the Faculty Research Committee in conjunction with SPAR, offers faculty, especially new faculty, grants to initiate new research directions or support existing projects near completion.

**3.C.5.** Much learning takes place outside the classroom in informal meetings, labs, field experiences, and internships. Key to these experiences is an accessible faculty. Faculty list scheduled office hours on their course syllabi, but most are available whenever they are not in the classroom, lab, or studio. Outside the classroom, many faculty supervise student research projects where they work one-on-one with students. For online teaching, faculty post times they will be available for online discussions or help sessions.

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

---

## Sources

---

- AnnualFacultyRecordUpdate
- COBL
- CTLT
- DepartmentProgramLearningOutcomes
- Equity&DiversityOffice
- EvaluationOfFaculty
- FacultyDevelopmentCommittee
- FacultyHeadcountByRank
- FacultyHighestDegree
- FacultyImprovementLeave
- FTE\_EnrollmentByCampus
- FullTimeFacultyHeadcount
- GovernanceDocuments
- GreenSheet
- HiringPractices
- Learning Outcomes
- ProvostBlueSheet
- PTR\_Template
- SAAC
- SPAR
- AcademicsUndergraduateCatalog
- GeographyPromotionTenureMeritDocument
- ArtPromotionTenureMeritDocument
- AccountingPTM
- JournalismPTM
- MusicPeformanceStudiesPTM
- BuildingStrengthGrantPrograms
- FacultyDirectory

## 3.D - Core Component 3.D

---

The institution provides support for student learning and effective teaching.

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

### Argument

---

**3.D.1.** BGSU provides students with a wide range of academic services designed to enhance students' learning and academic success, including:

Advising Services – serves students who are undeclared/undecided, academically at-risk.

Career Center – assists students throughout their academic careers (co-ops, internships, job search)

Nontraditional and Transfer Student Services (NTSS) – serves as a one-stop resource for adult learners, student Veterans, commuters, and transfer students

First-Year Programs – includes New Student Orientation (Falcon SOAR) provides programs designed to assist all new students with a smooth transition to University life

Student Employment Services - prepares students for part-time employment opportunities consistent with their personal, academic, and professional goals

Student Money Management – helps students develop personal financial literacy

Counseling Center – provides preventative, emergency and by-appointment counseling interventions

Disability Services - provides individual learning support to students with verified disabilities by ensuring appropriate accommodations

Office of Multicultural Affairs - supports a campus environment that understands and embraces multiculturalism; offers culturally rich programming experiences

Department of Recreation and Wellness - provides unique educational opportunities through outdoor leadership courses

TRIO Programs – supports target populations of first-generation students, low-income, and students with disabilities by providing mentoring and tutoring assistance

Learning Commons – provides academic support and study skills assistance for all students

Honors Program – supports student scholars via emphasis on the development of critical thinking skills, inquiry-based learning, leadership development, and undergraduate research

**3.D.2.** In addition, College-specific academic advising provides targeted individualized academic advising to students to enhance the student learning experience. Beginning with the admission process and throughout the first year, students' interests, abilities, and skills are evaluated on both a micro and macro level. Additionally, systems and programs are designed to allow faculty and staff to ensure the on-going evaluation of students' learning.

Student academic profiles are evaluated at the point of application and admission. If the designated major or program requires a standard for admission that is higher than general admission to BGSU, and the student does not meet the higher standard, the student is notified and provided alternate options to gain admission.

The most significant practice related to this process is Student Orientation, Advising, and Registration (SOAR). All entering students are required to attend this one-day, pre-enrollment program. Prior to arrival at SOAR, students' math aptitude is assessed based on their ACT/SAT math scores and high school GPA, and they are required to complete a writing placement essay. These measures aid the effective placement of students in the appropriate level of math and composition courses.

Additional ongoing programs and systems direct students to courses and programs for which they are adequately prepared include:

- Opening Weekend Extended Orientation – additional supplementary academic meetings and advising opportunities, "Get with the Program" with faculty and staff
- Welcome Week Programs – various college and program open houses, "Major Match-Up" targeted to undeclared students, but open to all students, and "Ask the Advisor" sessions in residence halls
- Mandatory First-Year Advising – prior to registration for the subsequent semester, students are required to meet with their academic advisors to plan appropriately and discuss academic progress to date
- successNET – University-wide online academic progress and tracking software (powered by Starfish Retention Solutions) used by faculty, advisors, and staff to support students; tracks student attendance and academic performance starting on the first day of classes

- Initiatives for undeclared students
  - Major Mondays (opportunity to network with faculty from a particular discipline),
  - UNIV 1310 course (Career and Life Planning), promotion of FOCUS career assessment, and career consulting (assist students with major and career exploration)
- Collaborations – Disability Services and Advising Services created a video targeting new students who may be eligible for services and accommodations

In addition, a number of first year seminars help students adjust to college life:

- UNIV 1000 – Student Success Seminar (targeted to all first year students)
- UNIV 1310 – Career and Life Planning (targeted to first and second year students exploring major and career options)
- UNIV 1510 – Multicultural Success Seminar
- ACEN 1000 – College Reading/Learning Skills
- ACEN 1210 – Transition to College Course
- Intro Courses in some colleges/programs, such as BA 1500, Overview of Business Administration

**3.D.3.** BGSU is purposeful in providing academic advising suited to multiple student populations. With an integrated, but decentralized approach to advising at BGSU, students are each assigned an academic advisor in their respective colleges (Advising Services is the “home” of undecided students).

Students are notified of their assigned academic advisor during SOAR and via their MyBGSU web portal. They are required to meet with their advisors at least twice during their first year. Faculty and faculty advisers (professors/instructors in the students’ academic departments) are also included in the advising process, particularly for upper-class students, and provide support not only in degree planning, but in discipline-specific advising and mentoring. Comprehensive advising methods include emphasis on goal-setting, individual academic plan development, referrals to support services, auditing progress toward degree, and navigating the campus culture and community.

**3.D.4.** The University Libraries (UL) supports the BGSU mission by: advancing scholarship, critical thinking, and creativity for a diverse community of users; building organizing and maintaining focused collections for academic, creative and research interests; and teaching users to identify, locate, assess, and effectively use a full range of information resources. The UL is a founding member of OhioLINK, a statewide library and information system that enables BGSU students, faculty and staff to borrow materials from 89 Ohio academic libraries and provides access to more than 220 online research databases. BGSU library holdings include more than 7 million items, including books, journals, sound recordings, government documents, audiovisual materials and archival manuscripts and photographs. Special research collections include the Center for Archival Collections, the Music Library and Sound Recordings Archives and the Browne Popular Culture Library. The Curriculum Resource Center provides a rich collection of current K-12 resources supporting BGSU’s teacher education programs.

In addition, other high-impact services and programs in place to support student learning include:

#### Residential learning communities

- Arts Village
- Academic focused – Honors Learning Community, Natural & Health Sciences Residential Learning Community, and Educators in Context and Community
- Language and cultural focused – Global Village, La Comunidad, and La Maison Francaise
- Community service focused – Chapman Community@Kohl

#### Experiential learning opportunities

- Co-ops and internships (opportunities to gain practical work experience while integrating classroom knowledge)
- Education abroad experiences both short-term (1-10 weeks) and long-term (semester or academic year abroad)
- Service-learning (integrate community service with course content)
- Undergraduate Research (CURS, SETGO, AIMS, and program specific opportunities)

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

## Sources

---

- AdvisingServices
- AIMS
- ArchivalCollections
- ArtsVillage
- BrownePopularCulture
- CareerCenter
- ChapmanCommunityKohl
- Counseling Center
- CURS
- Disability Services
- EducationAbroad



- EducatorsContextCommunity
- FirstYearPrograms
- GlobalVillage
- HonorsLearningComminity
- HonorsProgram
- LaComunidad
- LaMaisonFrancaise
- LearningCommons
- LibraryGuides
- MulticulturalAffairs
- MusicLibrarySoundRecordingArchives
- Natural&HealthSciencesCommunity
- NTSS
- OhioLink
- PovsicCollection
- RecreationandWellness
- ServiceLearning
- SETGO
- SOAR
- StudentEmploymentServices
- StudentMoneyManagement
- SuccessNet
- TRIO Programs
- UniversityLibraries
- BGSU\_2012-2013 Undergraduate CatalogV1
- OpeningWeekend
- DisabilityServices\_video
- FirstYearSuccessSeries
- UNIV1000

## 3.E - Core Component 3.E

---

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

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

### Argument

---

**3.E.1.** Co-curricular programs of many kinds at BGSU promote involvement in activities outside the classroom, build commitment to the institution and its principles, and inculcate normative beliefs about the purposes, mission and values of the University. Examples include:

- Residential living/learning communities (16)
- First-year programs
- Student organizations (347)
- Center for Undergraduate Research and Scholarship (39 awards Summer 2010-Spring 2011)
- Common reading experience
- First Year Success Series
- Residence Education (residence life jobs, residence hall councils, SMART program)
- President's Leadership Academy
- Nontraditional Student Services
- Department of Recreation and Wellness

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

- The experiences outside the classroom listed above
- General education skills of critical thinking, problem solving, quantitative reasoning, etc. help students adapt to face economic challenges
- Leadership opportunities are available in formal programs, residential communities, and student organizations
- A high proportion of undergraduate students are involved in service learning or volunteer efforts

### Sources

---

- ResidentialLivingLearningCommunities
- FirstYearPrograms
- StudentOrganizations
- CURS
- CommonReadingExperience
- FirstYearSuccessSeries
- Residence Education
- Leadership Academy - BGSU
- NonTraditionalandTransferStudentServices
- RecreationandWellness

## 3.S - Criterion 3 - Summary

---

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

### Summary

---

The educational experience at Bowling Green State University is guided by the University's Mission, Vision, Core Values, and Learning Outcomes. Through a curriculum developed and assessed by highly qualified faculty, students are taught to think critically, communicate effectively, and engage others in action. Through the BG Perspectives program, they acquire generalized knowledge and learning skills and are taught to recognize the importance of diversity among people, cultures, and nations of the world. Through study in their major, they acquire more specific disciplinary knowledge and have the opportunity to forge close relationships with faculty through research and independent study. Through co-curricular activities, they can apply their knowledge to the betterment of the world in which we live. Finally, effective support programs and staff help assure that their needs are met, both in and out of the classroom. Our online course offerings and programs offer additional educational opportunities to our student population. Additionally, our graduate programs offer focused Masters degrees and a series of doctoral programs emphasizing research and the development of new knowledge.

### Sources

---

- VisionMissionCoreValues
- Learning Outcomes - SAAC
- BGPerspective

## 4 - Teaching and Learning: Evaluation and Improvement

---

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

### Argument

---

Our Mission and a commitment to continuous improvement and best practices at Bowling Green State University guide the evaluation and improvement of teaching and learning. BGSU has established policies and procedures that support and evaluate student learning through the recurrent review of programs, transcripts, prerequisites, and success of our graduates. We also have established practices to assess the rigor of course and program expectations for student learning, including dual credit programs. Additionally, accreditation and program review occur systematically, providing us with an external perspective on the rigor and quality of our programs. Established processes for continual improvement are in place at BGSU to support and evaluate student learning and areas of improvement have been identified and are being addressed.

BGSU chronicles the goals, assessment, and use of student learning and achievement data to improve student learning. Clearly articulated learning goals and the assessment of student learning outcomes by both curricular and co-curricular units within BGSU have long been established. BGSU has clear strategic initiatives to address areas of improvement and potential advancement including the development of a robust infrastructure to assess the university, programs, and student learning. While the use of student assessment data to improve programs and facilitate student learning at BGSU is also illustrated within the assurance document, recent institutional strategies are in progress to facilitate and promote advancement in this area. BGSU curricular and co-curricular personnel have developed a substantive shared responsibility for student learning, as outlined in the argument document.

We demonstrate issues that have contributed to successes and disappointments in efforts to identify, collect, analyze, and utilize retention, persistence, and completion rates at BGSU. Defined, reasonable goals that are aligned with BGSU's Mission, student population, and educational offerings have been established but challenging within the context of higher education in Ohio. The collection and analysis of retention, persistence, and completion data is done continually and aggressive strategies are currently being utilized to identify actions to operationalize that data to make programmatic improvements.

Practice and the development of strategic action plans at BGSU are guided by best practice. We are committed to maintaining and demonstrating good practice as it relates to the evaluation and improvement of teaching and learning to ensure the quality of our educational programs, learning environments, and support services.

## Sources

---

- VisionMissionCoreValues

## 4.A - Core Component 4.A

---

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

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

### Argument

---

**4.A.1.** BGSU is committed to the cyclical process of regular external review of curricular and co-curricular programs to ensure quality and adherence to educational and professional standards through accreditation. Twenty-nine units are currently accredited at BGSU (see Criterion 4.A.5). Perhaps one of the largest external college/unit level accreditation is directed by The National Council for Accreditation of Teacher Education (NCATE) (now the Council for the Accreditation of Educator Preparation (CAEP), and involves the review of numerous units within the College of Education and Human Development and other colleges. The accreditation of teacher education programs involves multiple colleges and provides an example of ongoing participation in regular review of programs at BGSU. The NCATE accreditation process, for example, establishes rigorous standards for teacher education programs and holds accredited institutions accountable for meeting professional standards. In NCATE's performance-based accreditation system, institutions must provide evidence of competent teacher candidate performance. BGSU currently has 14 areas of licensure in education that includes 19 overall licensure programs and two endorsement areas that must be accredited by the appropriate Specialized Professional Associations (SPAs) (see example SPA report Early Childhood). The last NCATE visit was held in October 2008 with the next visit scheduled for the Fall of 2015.

Similarly, the College of Business Administration (CBA) undergoes regular re-accreditation reviews by the Association to Advance Collegiate Schools of Business (AACSB) emphasizing assurance of learning practices. The CBA is also preparing for reaccreditation by the Association

to Advance Collegiate Schools of Business (AACSB). The National Association of Schools of Art and Design accredit the School of Art. The School of Art was initially accredited in 1984, last visited in 2002, and reaccredited in 2004. Similarly, the Accrediting Council on Education in Journalism and Mass Communications accredits the Department of Journalism and Public Relations. This program was initially accredited in 1979 and reaccredited in 2010. In all instances, the accrediting agency has defined accreditation measures that they carefully monitor during the reaccreditation process.

In some colleges (e.g., Education and Human Development) almost every unit is subject to review by an external accrediting agency. In other colleges (e.g., Arts & Sciences) a smaller proportion of programs are subject to review by external accreditors (see Criterion 4.B) and some colleges (e.g., Health & Human Services) require external review for programs granting licensure.

Internally, all BGSU academic units are subject to a review of their unit assessment plans (see Criterion 4.B). Such reviews are undertaken at the unit level, the College level, and finally by the University level Student Achievement Assessment Committee (SAAC). Programs seeking to modify curriculum are also subject to reviews at multiple levels, including Departmental, College and University level committees (Undergraduate Council or Graduate Council). The University level committees are comprised of faculty and staff members who represent all areas of the University. Finally, major modifications or new curricular developments are also reviewed by the Committee on Academic Affairs (an internal committee), the Ohio Board of Regents, and in some instances the Ohio Department of Education (external evaluators).

SAAC is the University level assessment committee at BGSU. SAAC includes representatives from every College, including the Graduate College, Student Affairs, Enrollment Management, the Director of General Education Program, the Director of Academic Assessment, and the Associate Vice Provost for Undergraduate Education. Historically, SAAC's original goals included faculty development, facilitating assessment of the university learning outcomes (e.g., the Collegiate Learning Assessment, see Criterion 4.B), and other programming to promote best practices in student learning assessment. Experience showed that this wide reaching set of goals was too ambitious for the committee as it was structured; therefore, the goals of SAAC and its structure are being realigned. Thus, SAAC was on hiatus during AY 2011-12.

In Fall 2012, SAAC was reconstituted and a new charge developed that incorporated emerging assessment needs and recommendations made by two committees: the CUE sub-committee on assessment and the Summer University Assessment Committee (SUAC). Recommendations included aligning SAAC academic program review, program review in the Division of Student Affairs (see Criterion 4.B.4), and Graduate College program review processes with the University Strategic planning process and timeline. The reconstituted SAAC committee was charged with: "developing, coordinating assessment activities and fostering a culture of assessment that is faculty-driven and administratively supported within the University. That includes, but is not limited to: creating and monitoring the University Assessment Plan and other strategic initiatives, facilitating and guiding SAAC reporting (see SAAC Reports 2006, 2007, 2008, 2009), overseeing and maintaining University Learning Outcomes (ULOs), assisting in the development and revision of General Education, and advising and advocating the use of



assessment for both improvement and accountability at BGSU.” SAAC carries out its mission in a number of ways. One important way in which SAAC assists programs is through the development and refinement of learning outcomes and methods for directly and indirectly measuring and analyzing student achievement of these outcomes. Through these processes curricular and co-curricular programs are able to draw inferences from the assessment data leading to positive program modifications.

It is through the use of external agencies through the accreditation process that BGSU gains an external perspective on curricular and co-curricular programming at BGSU. BGSU also has illustrated a commitment to the use of program review and assessment to regularly gather feedback for program improvement. BGSU has also commissioned, when appropriate, external consultants to provide feedback and program review (see Keeling & Associates). These efforts are described in more detail in Section Criterion 4.B.

**4.A.2.** The University complies with state guidelines related to transfer of credit as determined by the Ohio Board of Regents and evaluates all credits that are transcribed. Transcripts are submitted to the Office of Admissions as part of the admissions process. Admissions then forward hard copies to Registration and Records for evaluation and makes available electronic versions submitted to the Articulation Transfer Clearinghouse (ATC) or other means.

After the first week of the semester, enrolled students submit their transcripts directly to Registration and Records for evaluation. Transcripts from regionally accredited institutions are reviewed to determine BGSU course equivalencies. Equivalencies have been/are determined/established by the State of Ohio’s Transfer Assurance Guide Approved Courses Reporting System (transfer equivalencies are stored in the state database accessible by BGSU students and institutions) and BGSU academic department recommendation.

Registration and Records works with academic departments to determine equivalencies not established in the State of Ohio’s database. These determinations are stored for future awarding of credit. Registration and Records reviews those decisions annually against the source institution’s catalog. If significant changes have been made to the course content, the academic department determines if the equivalency remains valid.

Courses without a direct equivalency are granted either elective credit in the appropriate academic subject or, if no appropriate subject exists, general elective credit. Once credit is awarded, the equivalency is posted to the student’s record, and the student is notified via email. Only earned credit from the source institution will transfer to an equivalent course at BGSU. Credit from institutions not regionally accredited must be validated before equivalencies can be posted. Validation is complete after Registration and Records indicates a “C” or better was earned and the student’s College Dean, the Chair/Director of the Department/School in which the course is being validated, and the instructor reviewing the course concur.

The Office of Nontraditional and Transfer Student Services facilitates the awarding of credit for portfolio assessment. Credit for prior learning is assessed based on the American Council on Education (ACE) recommendations. This resource is used frequently for students with military service. Transcripts are provided to BGSU through ACE; Registration and Records reviews the

recommendations and awards the appropriate credit. If necessary, Registration and Records consults with the appropriate academic departments to ensure the appropriate courses are being awarded for credit. Portfolio Assessment is designed primarily for students who have gained documented college-level learning through significant volunteer work, work-related training, or work experience outside a formal classroom setting. Students interested in portfolio assessment work with the appropriate faculty to outline learning outcomes and document prior learning experience. Once the portfolio achievement of learning outcomes is evaluated by the faculty, the results are sent to Registration and Records to document credit and course equivalency awarded.

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

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

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

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

BGSU has specific Dual Enrollment Guidelines reviewed by the Council of Deans, Undergraduate Council, and Senior Administrators for BGSU Firelands. These guidelines underwent considerable discussions until a protocol was developed to ensure equivalency to

coursework provided on campus. Instructors are required to have earned at least a master's degree in the content/subject area and meet other requirements; other details, including student qualifications, are described in the Dual Enrollment Guidelines. Guidelines are shared with both BGSU Departments teaching dual credit courses as well as with Schools interested in offering dual credit.

**4.A.5.** Since 1947, individual programs at BGSU have been seeking and receiving accreditation by nationally recognized accrediting organizations. Today, every College at BGSU houses a number of programs with specialized accreditation. Additionally, two accredited programs are housed at the Firelands campus, and the Division of Student Affairs houses several accredited services and programs. A handful of additional programs also are currently seeking specialized accreditation and/or are exploring possibilities for doing so. Currently, there are 29 units are accredited at BGSU. The attached chart provides accreditation information that includes the accrediting agencies, the initial year of accreditation, the most recent year of accreditation, and the next date in the review cycle.

**4.A.6.** BGSU assures that the degree or certificate programs it represents as being 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).

From 1997 to 2010, the Office of Institutional Research at Bowling Green State University conducted numerous surveys to collect data concerning the success of graduates. Specific points of data collection include: 1998, 2001, 2004, and 2007 reports from short-term and long-term alumni questionnaires; the 2010 reports on alumni distribution by state and US territory as well as county within Ohio. Approximately 60% of our alumni reside in Ohio with 40% in the other states. Alumni residing internationally are approximately 1% of the total. While self-reported, the data help BGSU faculty and staff understand how graduates perceive the value of their degrees.

The 2004 and 2007 short-term and long-term alumni questionnaires were conducted via a web-based survey. The 2004 short-term survey was sent to individuals who graduated in 2002 while the 2004 long-term survey was sent to individuals who graduated in 1998. The 2007 short-term survey was sent to individuals who graduated in 2005 while the long-term survey was sent to individuals who graduated in 2001. Noteworthy findings included:

- A majority of graduates were working full-time in jobs related to their major and were satisfied with the positions;
- Over 80% of respondents were satisfied with how BGSU prepared them for work and additional college work (if applicable);
- Approximately 70% of short-term respondents reported accepting a job within three months of graduating and that number increased to approximately 85% within six months;

- Approximately 85% of short-term respondents who were required to take a licensing or certificate examination for work had already taken and passed the exam;
- More than 90% of respondents reported that having a college education has improved the quality of their lives;
- In both surveys, almost one-third of short-term respondents had completed coursework towards and/or earned a Master's, doctoral, law, and/or medical degree; and
- In both surveys, over 40% of long-term respondents had completed coursework towards and/or earned a Master's, doctoral, law, and/or medical degree.

These data help illustrate how the institution fulfills its mission of, "Students are prepared for lifelong career growth..."

The 2010 reports on alumni distribution help demonstrate how the institution fulfills its mission of, "we build a welcoming, safe, and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world." Noteworthy findings from the reports and data retrieved from the Alumni Association in 2012 included:

- BGSU graduates reside in all 50 states and the District of Columbia;
- Most graduates reside in Ohio whereby they contribute to the quality of life and labor force in the state that helped financially support the institution; and
- Graduates living in Ohio reside in Wood County (i.e., the county where BGSU is located) or in a contiguous county. Cuyahoga County (Cleveland area) has the greatest number of alumni in Ohio.

Graduates also expect a financial return on their investment when seeking a college education. Data from the multi-year salary analysis for spring cohorts from 2001 to 2009 illustrate that:

- Graduates' salaries increase as they earn more advanced degrees;
- Graduates from the Colleges of Business Administration, Health and Human Service, and Technology earn on average more money across degree categories (e.g., Bachelors, Master's, etc.) than graduates from other colleges; and
- Some graduates from Associate Degree programs (e.g., technology and healthcare) can earn higher salaries than Bachelor degree graduates given societal demands in those industries.

While data collection efforts declined in 2009-2010 following significant staff transition within the Office of Institutional Research, several efforts continue and are being planned to track graduates' success. For example, to highlight continued educational attainment by BGSU

graduates, data were collected from the National Clearing House ranging from 2007 to present. Noteworthy findings concerning individuals listed on the National Clearing House data included:

- Of the over 930 reported individuals who graduated from BGSU between 2007 to 2012 with an two-year (i.e., Associate-level) degree, 168 went on to earn a four-year (i.e., Bachelor-level) degree with 159 doing so at BGSU, and four went on to earn a graduate (i.e., Master's-level) degree with three doing so at BGSU;
- Of the over 14,100 reported individuals who graduated from BGSU between 2007 and 2012 with a four-year (i.e., Bachelor-level) degree, 1,269 went on to earn a graduate (i.e., Master's-level) degree with 497 doing so at BGSU, and 105 went on to earn a more advanced (i.e., doctoral, medical, and law) degree; and
- Of the over 3,700 reported individuals who graduated from BGSU between 2007 to 2012 with a graduate (i.e., Master's-level) degree, three went on to earn a more advanced (i.e., doctoral, medical, and law) degree.

In Fall, 2012 a graduation survey was developed by the BGSU Career Center, Office of Registration and Records, and Office of Academic Assessment and reviewed and modified by leadership at BGSU. To identify placement data at the time of commencement, the survey was deployed in two phases. During Phase I, an online survey was e-mailed to all Fall 2012 graduates (N=949) on the Tuesday before commencement (December 11<sup>th</sup>). Reminder e-mails were sent on December 13<sup>th</sup> and 17<sup>th</sup>. The Phase I survey closed on December 18<sup>th</sup> and yielded a 23% response rate. During Phase II, the survey was cloned and used as a phone survey. The Student Enrollment Communication Center called all of the Fall 2012 graduates who had not completed the survey during Phase I from December 19<sup>th</sup> – January 20<sup>th</sup>. Phase II yielded a response rate of 43% for a total graduation survey response rate of 66%.

Survey data indicate that 46% of BGSU graduates are employed, 9% are continuing or seeking to continue their education, 38% are actively looking for employment, and 3% are postponing their search for employment. A BGSU Graduation Survey Report for Phase I and II, with sub-reports for each College, will be reviewed for feedback and to improve the survey, data collection, and reporting of graduate data in Spring 2013. Two more phases of data collection from Fall 2012 graduates are planned (Phase III at 6 months, Phase IV at 1 year).

## Sources

---

- 2005-10 SAAC Award Table
- 2006SAACReports
- 2007SAACReports
- 2008SAACReports
- 2009SAACReports
- 2012-13 SAAC Charge & Committee
- AccreditationLinksV2
- DSA Evaluation Guidelines 2009-10

- SUAC Reports & Materials
- Three Canoes Report for E-Portfolio at BGSU
- SAAC Revised Assessment Rubric Spring 2011
- 2007CHEAAward
- 2008 AACU VALUE Initiative Overview
- Keeling & Associates CUE Report
- BGSU EPort Action Plan 2012 v3
- CUE Faculty Senate MM Sept 2010
- Monitor CUE Article
- List of Alumni Surveys-IR
- Alumni Distribution by O...tutional Research - BGSU”
- Alumni Distribution by S...tutional Research - BGSU”
- Alumni Employment Analysis-IR
- BGSU Graduation Survey
- Report #1 August 30-31 2011
- 4.A.2. Courses without a direct equivalency
- 4.A.2. Undergraduate Catalog Academic Policies
- 4.A.2. Undergraduate Catalog Special Academic Programs and Services
- 4.A.3. Acceptable collegiate courses of credit transfer
- 4.A.3. Acceptable noncollegiate sources for credit transfer
- 4.A.3. Institutional credit transfer (statewide policy)
- 4.A.3. Ohio Transfer Module
- 4.A.3. Transfer of credit
- 4.A.4. Dual Enrollment Guidelines 12 2011
- 4.A.4. Dual Enrollment Options Fact Sheet11 (3)
- Graduation Survey Fall 2012
- 2010-11 Early Childhood Assessment Report
- BGSU\_Business\_AACSB\_December2008\_Report
- Institutional Research
- Alumni Distribution by Ohio County - Institutional Research - BGSU
- Alumni Distribution by State and US Territory - Institutional Research - BGSU
- Alumni InformationIR
- AlumniEmploymentIR
- AlumniSurvey1998IR
- AlumniSurvey2001IR
- AlumniSurvey2004IR
- AlumniSurvey2007

## 4.B - Core Component 4.B

---

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

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

### Argument

---

**4.B.1.** BGSU has collaboratively established clearly stated outcomes for student learning and developed an ongoing and effective process for the assessment and achievement of those learning goals. Four major initiatives have shaped current BGSU learning outcomes and assessment processes, practices, and activities: the Building Strength Campaign (2004-2008), the American Association of Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Initiative (2008-present), Charting Our Future (2008-2010), and Connecting the Undergraduate Experience, or CUE (2008-2011). These initiatives required the participation of BGSU students, faculty, staff, and administration in the construction of assessment initiatives through participation at strategic planning sessions, in nationally sponsored assessment activities, and campus-wide events and strategic planning sessions to clarify and develop goals and effective processes for the assessment of student learning at BGSU.

BGSU learning goals and outcomes align with those goals espoused by the Higher Learning Commission (HLC), such as: "Understanding and appreciating diverse cultures, mastering multiple modes of inquiry, effectively analyzing and communicating information, and recognizing the importance of creativity and values to the human spirit..." HLC Commission Statement on General Education. BGSU has instituted learning goals and outcomes that are firmly aligned with the University's mission and that have evolved over time with faculty participation and contribution in several initiatives.

At every level faculty are involved in creating, modifying and approving program-specific learning outcomes for courses and programs. Faculty initiate new programs and/or courses by completing a program and/or course modification form. Both undergraduate and graduate program/course forms require that faculty identify student learning outcomes and plans for assessing student learning (see Undergraduate Program/Course Modification sections 3.2 and 3.7; Graduate Program/Course Modification sections 2.b and 2.c). Both forms go through an approval process that requires review from program faculty, department/school/college faculty

councils and department/school directors, Deans, University Undergraduate/Graduate Councils, Faculty Senate (new programs), and the Provost administrators. At the College and University levels, new programs and course curriculum are given two readings to allow for comment and suggestions from faculty committees. With the exception of Provost and Dean approval, committees involved in approving undergraduate and graduate program and course curriculum are composed of faculty representatives from academic units at BGSU. Furthermore, student input is also gained through curriculum modification committees at various levels. Students are involved at Undergraduate and Graduate Councils at BGSU.

In addition to curricular and programmatic alignment of learning goals and outcomes, BGSU supports the re-evaluation of curriculum and programs to align with best assessment practices and evolution to support student success and programmatic improvement. The Bowling Green Perspective: 21st Century Liberal Studies (BGP) is designed to provide a liberal arts foundation so that students graduate prepared for self-reliant learning throughout their lives and are capable of effectively participating in a democratic society. While the review and revision of BGP was scheduled for 2014, the revision to BGP was propelled by two external factors: the increase of general education requirements to 36 hours for Ohio Board of Regents and compliance with Ohio's Articulation and Transfer Policy. The review, re-design, and assessment of general education learning goals and outcomes will be part of the revision process

The development and oversight of BGP is guided by a committee comprised of approximately 20 faculty members, administrators, and a graduate student. In summer of 2011, a BGP sub-committee on assessment was formed to review learning outcomes and assessment needs for BGP. Committee recommendations to develop an assessment plan for BGP implementation by fall, 2014 was fully supported by the administration. In addition to assessment recommendations, the assessment report included a draft of recommended learning outcomes for each BGP domain: Humanities & the Arts, Social & Behavioral Sciences, Natural Sciences, Cultural Diversity in the United States, and International Perspectives.

During fall of 2012 the assessment sub-committee presented their revised learning outcomes to the BGP committee at large and shared them with the Special Assistant to the Provost for Assessment (i.e., the Office of Academic Assessment) for feedback. The BGP committee then further revised the learning outcomes, evaluating each outcome for conciseness and accuracy. The committee also mapped each learning outcome to the cognitive level (taxonomy) and identified the knowledge required to meet the learning outcome (i.e., factual, conceptual, etc.). Each BGP learning outcome was also aligned with AAC&U VALUE Rubrics that are loaded into the Canvas Learning Management System (LMS). (see the BGP Learning Outcome Alignment Report) The formal approval of the newly revised learning outcomes for BGP by the BGSU community is currently in progress.

The use of the AAC&U VALUE Rubrics, since they can be aligned with BGSU learning outcomes, have been suggested by several committees (standing and ad-hoc) since 2008. While the use of these rubrics to assess student learning has been voluntary, a few BGSU programs have utilized the AAC&U VALUE rubrics to assess student learning. For example, AAC&U VALUE rubrics were piloted in General Education courses (e.g., Inquiry Courses) and guided the development of co-curricular offerings (e.g., Service Learning). In 2011, BGSU faculty



teaching Inquiry courses that emerged from the CUE initiative partially revised, utilized and calibrated the Inquiry AAC&U VALUE rubrics.

One goal for the Office of Academic Assessment is to have all AAC&U VALUE rubrics modified for use at BGSU and loaded into the LMS for ease of utilization by students, faculty, and programs (i.e., BGP) by fall, 2014. Modifying and loading rubrics in the LMS will make the use of rubrics by faculty manageable, establish common expectations for learning outcomes across courses and disciplines, and, most importantly, communicate with students what is expected of them within courses and programs. The AAC&U VALUE Rubrics Revision project was developed to facilitate the adaptation of AAC&U VALUE rubrics by faculty for use at BGSU.

The ongoing accreditation of BGSU's programs and academic units (see 4.A.4), program review, and assessment reporting (see 4.B.2) have influenced BGSU's commitment to educational achievement and the ongoing assessment of student learning. The Student Achievement Assessment Committee (SAAC) oversees program assessment reporting at BGSU. During 2009-2010, members of SAAC developed a set of guidelines and a rubric for writing/evaluating assessment reports. The Guidelines for Writing Assessment Reports were developed not only to generate more consistency across reports, but also to respond to faculty requests for assistance in knowing what to include and how to structure a report. Guidelines were accompanied by a rubric for evaluating assessment reports that SAAC members were encouraged to use in providing feedback to programs about their reports. For the past three assessment cycles, this rubric has been used by the College of Arts and Sciences. The Guidelines and Rubric have also been assessed and modified through use. Because section 4.B.3 discusses many aspects of this rubric in detail, this section will not repeat what is said elsewhere.

At one time, undergraduate, graduate and co-curricular programs were coordinated and fell under the purview of SAAC. However, one important issue that was identified by the Summer University Assessment Ad-Hoc Committee (SUAC) was the issue of different reporting requirements and processes have evolved for undergraduate, graduate, and co-curricular programs. For example, following the University's adoption of the Association of American Colleges and Universities' Liberal Education and America's Promise Essential Learning Outcomes in 2008, the Vice President for Student Affairs charged a workgroup to create divisional learning outcomes (i.e., Division of Student Affairs Student Learning Outcomes). These divisional learning outcomes reflect the contribution of students' co-curricular experiences to their holistic education at Bowling Green State University. The divisional learning outcomes also connect individual Student Affairs units' programmatic learning outcomes with the broad framework of the University Learning Outcomes.

Several initiatives are currently in progress to address assessment reporting in curricular and co-curricular programs. Additionally, with the exception of program review, the primary focus of assessment activities at BGSU has been on undergraduate education. The AAC&U VALUE rubrics, for example, do not extend beyond the 'capstone' or senior year of undergraduate education and investigations on how these can be modified for graduate education have been minimal. However, in 2011-12, the Graduate College created a strategic plan for graduate education that was approved by the Graduate College that involved input from graduate students

and faculty. One of the strategic goals generated by the task force (Strategic Goal #3) was to “build a more systematic and valid process of assessment and review.”

However, new initiatives at BGSU that identify and address areas of improvement and potential growth for student achievement and program development are in progress. Taken together, these initiatives resulted in the following: identification of university learning outcomes, reinstating SAAC for overseeing program assessment at all levels, initial steps toward developing an e-portfolio structure and rubrics for assessment, the integration of co-curricular learning outcomes into university assessment processes, progress toward integrating the undergraduate experience, and requiring all units to engage in a strategic planning process that includes, among other things, program assessment reporting.

BGSU has a demonstrated commitment towards building the capacity for a robust infrastructure to support the review and revision of learning outcomes and the processes, practices, and activities for the ongoing assessment of student learning. The Connecting the Undergraduate Experience (CUE) initiative led to the development of learning outcome driven courses, like Inquiry courses. BGSU has been recognized for its accomplishments for first-year programs and has long contemplated the development of a required First Year Seminar (FYS) for freshmen (see FYS 2006, 2007, CUE). A pilot offering of FYS courses (BGSU 1000) was conducted in 2010-12. However, fiscal considerations and constraints prohibited the institutionalization of the BGSU 1000 model. A FYS task force is completing a report to recommend a first year experience plan that fits within current constraints. Currently, linking student experiences across two or more subjects, or linked courses, is underway for first year students in fall of 2013.

Moreover, the campus wide CUE discussions led to the development of an administrative infrastructure to support student assessment and the revival of discussions in creating and using e-portfolios at BGSU. Stimulated by CUE-related discussions and the recognition of the need for a more systematic approach to assessment, several committees were charged with evaluating and developing strategies to build capacity and construct a more robust infrastructure for assessment.

One recommendation that resonated through committee recommendations was to identify someone or an office that would guide assessment efforts at BGSU. In response to this and to address other important assessment infrastructure issues, the Provost’s Office created the Office of Academic Assessment and assigned a Special Assistant to the Provost for Assessment in 2012. The primary role of the Special Assistant was to generate a list of strategic initiatives from committee recommendations and to build capacity and the infrastructure (i.e., technological, personnel, policy, etc.) needed for effective, ongoing assessment at BGSU. In this way, the Office of Academic Assessment would facilitate and coordinate assessment related activity on campus and assist in areas that have been challenging given the changing landscape of upper administration at the University. To provide ongoing, permanent support for the Office of Academic Assessment, BGSU created the Director of Academic Assessment position in fall of 2012.

The adoption of Canvas learning management system also provides BGSU with an opportunity to reinvigorate discussions about the use of e-portfolio to facilitate student learning and assessment of achievement of learning outcomes. A special BGSU e-portfolio task force (2012-

present) focused upon the development of a programmatic learning portfolio that would take advantage of technological features within Canvas to support best practices. In 2011, BGSU hired an external consultant, Janice Smith from Three Canoes, to provide feedback to the ad-hoc BGSU E-Portfolio Assessment Committee (2012), a committee made up of faculty, students, and administrators. As per recommendations of the Committee and the external consultant, BGSU developed a 5-year action plan for e-portfolio at BGSU. This e-portfolio action plan is reliant, in part, on Canvas to develop a program-specific student-learning portfolio with features requested by BGSU and recommended by Three Canoes. Canvas has estimated that a programmatic e-portfolio, with the features requested by BGSU, will be available to pilot fall of 2013. These two technological features, the loading of AAC&U VALUE rubrics and the development of a programmatic e-portfolio for students in Canvas, will lay a foundation for the technological infrastructure for the assessment of student learning at BGSU.

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

BGSU has a history of participating in national, university, and program-specific assessments to evaluate student achievement in curricular and co-curricular programs. The impact of curricular programming has been assessed utilizing external, direct measures of student learning such as the Collegiate Learning Assessment (CLA).

The CLA provides a measure of external comparisons of BGSU students with students at other institutions on critical thinking, analytic reasoning, problem solving, and written communication skills. The CLA also provides BGSU with value-added indicators. Since 2005, BGSU has participated in several administrations of the CLA (Fall 2005, Spring 2007, Spring 2009, Fall 2011, Spring 2012, and Fall 2012). In 2005-2009, approximately 300 BGSU students (incoming freshmen, rising juniors, and graduating seniors) participated in a four-year CLA longitudinal study. A total of 55 BGSU students completed all three administrations (Fall 2005, Spring 2007, Spring 2009) providing longitudinal and value-added data on the CLA for BGSU students from 2005-2009. The CLA was also administered to incoming freshmen fall, 2011 and graduating seniors Spring 2012. A total of 96 freshmen (Fall 2011) and 118 seniors (Spring 2012) completed the CLA. This provided BGSU with cross-sectional and value-added data on the CLA for BGSU students AY 2011-12. Additionally, the 2011-12 administrations of the CLA were used to gain an external validation of classroom-based assessments at BGSU (see below). The CLA was administered to 136 incoming BGSU freshmen in fall 2012 and plans are underway to administer the CLA to graduating seniors in spring of 2013. The data obtained 2012-13 will be used to investigate achievement trends as compared with data obtained from previous administrations of the CLA. BGSU will continue to pilot the use of the CLA for the foreseeable future. BGSU CLA results are discussed in greater detail in Section 4.B.3.

BGSU also regularly participates in the National Survey of Student Engagement (NSSE), an indirect measure of student learning, as a means to evaluate the extent to which BGSU students develop learning outcomes for curricular and co-curricular programming. Survey items represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. BGSU has participated in the NSSE in 2000, 2001, 2003, 2005, 2007, 2009, and 2011.

NSSE results provide numerous indicators pertinent to undergraduate student learning, development, and success. In terms of various academic enrichment activities, BGSU freshmen and seniors, in general, were as likely as students at peer universities to participate in internships or cooperative education, carry out community service/volunteer work, join a learning community or some other formal program where groups of students take two or more classes together, work with faculty on research projects, and do independent study or create self-designed majors (2000, 2001, 2003, 2005, 2007, 2009, and 2011).

BGSU will also be utilizing the NSSE for the foreseeable future as well as an indirect measure of student success at BGSU. The NSSE 2013 has been revised to reflect questions on quantitative literacy, reflective and integrative learning, supportive environment, teaching practices, collaborative learning, and learning strategies. Many of these align directly with ULO's. BGSU plans to resume participation in the NSSE in 2013 by administering the survey to both freshmen and seniors. The administrations of the NSSE 2013 at BGSU will also include two new modules to provide information regarding student perceptions of advising and writing.

The writing questions on the new NSSE module, which should also provide information on writing and critical thinking, may be utilized in conjunction with classroom-based assessments within General Studies Writing (GSW) to inform BGSU on student progress on a critical ULO, assist student writing development and instructional practice, and to correlate with external measures, like the CLA results. The GSW faculty are currently working within an interdisciplinary team of faculty to modify and pilot the AAC&U VALUE written communication rubric for potential use at BGSU (see 4.B.2) by fall, 2014.

The use of both the CLA and NSSE has provided BGSU with longitudinal, cross-sectional, value-added, and comparison data with other institutions utilizing both instruments to inform curricular and co-curricular programs. Some direct assessments, like the portfolio assessment created for General Studies Writing (GSW) or unit assessments in teacher education, have been used to provide student achievement data across programs at BGSU. And while there were challenges with the implementation and use of classroom-based assessments as direct measures of student success (see 4.B.3), BGSU is committed to exploring the development of direct assessments under consideration for use university-wide.

BGSU also has a long history of the ongoing use of direct and indirect program-specific assessments for accreditation and program review processes guiding BGSU programs. While learning outcomes may vary by discipline, curricular and co-curricular programs are assessed in a variety of ways including accreditation, program student assessment reporting, program review and, most likely, a combination of the three. For some programs, accrediting bodies require annual updates reporting on student assessment data, and other accreditation procedures require

programs to submit assessment reports for panel review at intervals (e.g., every five years). Accreditation propels the utilization of direct and indirect assessments of student learning by programs by evaluating claims against professional and academic standards. When programs are not accredited, however, BGSU requires the completion of a formal Program Review.

BGSU has assessed the achievement of learning outcomes through accreditation and through regular internal student assessment reporting overseen by the SAAC) and by the Division of Student Affairs (DSA). SAAC has engaged programs at BGSU in the regular collection, analysis and use of student assessment data for program improvement (See ex.2006, 2007, 2008, 2009). SAAC's overall purpose has been to promote teaching and learning at BGSU. To accomplish this goal, SAAC fosters a variety of effective learning environments, where "effective" includes the development and implementation of regular assessment cycles designed to result in the continuous improvement of curricular and co-curricular programs (see Section 4.A.1 and 4.B.4). In the past, SAAC reporting for many units on campus was an annual occurrence but some units, like the College of Arts and Sciences, had scheduled SAAC assessment reporting requirements on a 3-year cycle.

The Vice President created the Student Affairs Assessment Committee to administer and sustain the process of evaluating student learning within the Division of Student Affairs (DSA). Members of this committee created a template for unit directors to utilize when reporting information and data in order to maximize uniformity and consistency among submissions. Furthermore, the template includes a section for unit directors to "close the gap" by summarizing how data document student learning and highlighting necessary changes for the future that will improve the program and/or enhance student learning. In fall 2011, the Division partnered with Campus Labs to improve staff members' capacity concerning assessment of student learning. Major reasons for this partnership included staff members relying on indirect measures of student learning as well as reports of limited resources and technical expertise to collect good data. Throughout the past year, staff members have participated in webinars focusing on: utilizing the software, writing measurable student learning outcomes, creating effective surveys and avoiding survey fatigue, understanding direct versus indirect measures of student learning, developing rubrics, and sharing assessment results. In addition, staff members have access to Campus Labs software to conduct surveys as well as the company's consultation services to assist them in planning assessment initiatives.

Three program-specific examples are presented here to illustrate the use of student assessment in accreditation, assessment reporting and program review: Psychology, Early Childhood, and the President's Leadership Academy. These three program reviews provide examples at BGSU of program-specific learning outcomes, the use and analysis of direct and indirect student assessment methods, and programmatic changes that resulted from the program review.

BGSU supports the continuous collection and use of direct and indirect measures of student achievement, accreditation, assessment reporting, and program review. However, future initiatives are required and are currently underway to develop a fully integrative and sustained assessment system at BGSU. After a brief hiatus, SAAC is resuming the student assessment reporting process at BGSU. However, SAAC has identified six issues, and are developing strategies to address those issues, that need to be addressed as BGSU moves forward in ensuring

the continued assessment of student learning: (1) explore the use of technology for data gathering and reporting, (2) develop a timeline aligned with strategic planning, (3) explore the connection between assessment reporting and program review (if possible), (4) make explicit the goal and purpose of assessment reporting, (5) align undergraduate, graduate and co-curricular assessment reporting processes, and (6) develop communication strategies related to assessment at BGSU (i.e., “Tell our story”). By addressing these six areas, SAAC hopes to facilitate and promote a positive assessment culture at BGSU.

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

Accreditation agencies, many of which require direct assessment of student achievement and indicators that assessments will be used to improve curricular and co-curricular programming, provide an external benchmark for BGSU. Many accreditation agencies now require the direct assessment of student learning in curricular and co-curricular programs. Furthermore, those accreditation agencies require that programs illustrate how those assessment data will be used to improve programs and student learning. At BGSU, approximately 29 academic units are accredited. Examples from the College of Business Administration, the College of Education and Human Development, the College of Arts and Sciences, Firelands College, and the Division of Student Affairs illustrate the use of external accreditation in the utilization of using student assessment data to inform program improvement.

Regular SAAC reporting promotes the use of assessment feedback to guide program improvement and allows for both internal and external constituencies to contribute to that process. The SAAC assessment report guidelines and process have assisted in the educational achievement and program improvement through the ongoing assessment of student learning in a number of ways, including: (1) the provision of SAAC feedback to curricular and co-curricular programs, (2) the recent modification to the SAAC review process, and (3) SAAC recognition of programs. The reconstitution of SAAC, changes to SAAC’s charge, and institutional changes related to strategic planning will require a re-examination of SAAC assessment reporting guidelines and processes. (see 4.B.2)

The provision of feedback to programs regarding the assessment of their students is a critical component of the SAAC assessment reporting process. Frequently the feedback results in significant improvements. An illustrative example is the feedback given to the Department of Computer Science. In 1999, this Department was not doing assessment very well. A letter from the College’s Associate Dean dated 9/3/1999 documents this assessment feedback to the program. Yet, within several months this Department was able to use the feedback to produce a report that resulted in receipt of a University award that recognized the Department’s significant improvements.

A recent modification to the review process is that the largest colleges and the Division of Student Affairs are now on a three-year assessment cycle. Although all units undertake assessment on an annual basis, they are only required to submit a formal report once every three years. To use the example of the College of Arts and Sciences, during year 1, one-third of the

units (Group A) submit a written report, one-third of the units (Group B) concentrate on improving their assessment plans, and one-third of the units (Group C) has their chair/director serve as an evaluator of the reports submitted that year. This plan was developed for several reasons. First, by serving as judges of their peers' reports, Group C members learn how to do a better job of assessment. Second, in 2010, the process whereby SAAC reports are evaluated was modified. More specifically, SAAC members developed a rubric to be used by the Associate Deans as they evaluated that year's SAAC Reports. This new rubric was designed not only to direct the writers of these reports toward specific objectives, but to also make it easier for evaluators to compare and contrast the reports submitted by units as diverse as Art and Aviation Studies.

The 2010 modifications to the SAAC rubric were designed to focus on four phases of the assessment process. These foci are: (1) Learning Outcomes Assessed, (2) Methods and Procedures, (3) Results and Conclusions, and (4) Actions Taken/Closing the Loop. More specifically, the evaluation form requested that programs illustrate: (1) how program faculty provide input on curricular decisions taken to improve programs, (2) what the connections are between assessment results and programmatic changes (actions, learning outcomes, assessment methods/plans and what is still being worked on), (3) how prior feedback was considered and acted upon, and (4) how assessment results were or will be used to showcase/promote student learning success and is then communicated to target audiences.

From 2005-2010, programs that illustrated good assessment practices were nominated for SAAC Student Achievement Assessment Awards. Prior to receiving such recognition, most units had to significantly improve various aspects of their assessment endeavors. During spring semester, SAAC representatives nominate a subset of the reports submitted the prior summer for university-wide recognition at an end-of-academic-year event. The reports are nominated for demonstrating best practices, or sometimes, for showing the greatest recent advances. The number of programs nominated for SAAC awards has varied from 20 to 40 per year. Starting in 1998, nominated reports were posted online so that everyone could see what high-quality assessment looks like at BGSU. Of those reports nominated for awards, approximately 10 to 15 SAAC program assessment reports per year were selected as the "best of the best."

The implementation and use of large scale strategic planning was inconsistent at BGSU prior to the Charting Our Future initiative (see 4.B.1). The use of strategic planning and its ties to budget considerations started with Colleges in 2008-2009, before cascading to Schools and Departments in 2009-2010 and then programs in 2010-2011. While metrics for student success and Delaware data were available and utilized once strategic planning began in 2008-2009, the use of student assessment data was not incorporated into strategic planning until recently. As stated in the previous section, SAAC processes are being refined to align with strategic planning as student assessment data are being merged into the strategic planning process. Therefore, student assessment is an area of increasing institutional importance as BGSU moves forward in its quest to improve student learning. Given a recent requirement to include student assessment efforts and results in the strategic planning process, something that is now tied to budgetary considerations, a comprehensive review of the guidelines, rubrics, and timelines for assessment reporting and the use of assessment to improve student learning will be addressed by SAAC. SAAC determined in 2012 that all programs would submit an annual ('short-form') of the

assessment report with strategic plans and, on a three-year rotation, a more comprehensive ('long-form) of the student assessment report. Both policy and procedures guiding these student assessment activities are in development.

It is acknowledged, however, that the effective use of assessment data to improve student learning is an area of potential growth at BGSU, and several strategies have been generated to address this critically important function to foster educational achievement and improvement through ongoing assessment of student learning. For example, the revised math requirement and the use of the CLA and NSSE, have provided BGSU faculty and administration with additional opportunities to utilize student assessment data.

In the fall of 2010, BGSU initiated a proposal for a Quantitative Literacy requirement for all baccalaureate degree programs. There were two motivations, one from discussions of general education reform internal to BGSU and the other from the Ohio Board of Regents (OBOR). OBOR requires all of its state universities to have a mathematics requirement (which can only be met by mathematics or statistics courses). An important task was to determine the current mathematics requirements at BGSU, which varied considerably by College and by major program. Data were collected in two ways, by surveying program curricular requirements and then by determining the number of students within each program.

BGSU faculty surveyed all 240 program curriculum checksheets in use at both the main campus and BGSU Firelands to see what the current mathematics requirements were. Of these checksheets, 118 (49%) programs already required approved math courses, relatively minor modifications were needed for 83 (35%) of programs, and 37 (15%) of programs needed major modifications. This included 32 Bachelor's programs with no mathematics requirement, two Associate's programs with no mathematics requirement, and three Associate's programs that required College Algebra I. All BGSU checksheets were reviewed to take stock of the current mathematics requirements and the percentage of students that they covered. The current number of declared majors using each checksheet was also recorded. Roughly 34% of BGSU students who had declared a major were already required to take a math course equivalent to Math 1120 or higher as a prerequisite. For these students, the proposed requirement results in essentially no change. Approximately 48% of BGSU students who had declared a major had a mathematics requirement and the proposed requirement resulted in little change, instead resulting in a more focused version of their current mathematics requirement. Approximately 10% of BGSU students declared a major with no mathematics requirement. As such, this is a new requirement for them and increased their number of required hours by 3. Roughly 3% of BGSU students who had declared a major were currently required to take Math 1210. This requirement will need to be strengthened, but no additional hours will be required. Roughly 5% of BGSU students who declared a major were required to take Math 2150.

Having surveyed the current state of mathematics requirements at BGSU, it became clear that, while every program checksheet would need to be modified to explicitly list the new requirement, the percentage of curriculum modification forms that needed to add a mathematics requirement was small, around 15%, and the percentage of students who would face a mathematics requirement for the first time was even smaller, around 10%. These facts helped the



proposal to gain broad acceptance, and once passed, the implementation of the proposal went smoothly.

As outlined in 4.B.2, the CLA and NSSE have also been used as assessments at BGSU. The CLA data were used to identify the quality of incoming students, the value-added increments associated with the BGSU curriculum, and the relative gains made between freshmen and sophomore years and junior and senior years. These data were employed as part of the evidence used to support the need for reforming the undergraduate curriculum, especially the general education curriculum, as specified by Strategy #1 in the University's Strategic Plan. However, it is important to note that while BGSU had been using the CLA, the use of the data to improve student learning outcomes, instructional strategies, or programming was limited. In 2010, the CUE assessment subcommittee recommended the use of the CLA to pilot the cross-validation of classroom-based assessments created as a result of revising the undergraduate curriculum at BGSU. The 2011-12 administrations of the CLA served two purposes. First, the administration of the CLA to freshmen (Fall 2011) served as an external validation for classroom-based assessments for critical thinking and inquiry that were being created and administered by the assessment sub-committee for implementation (Fall and Spring 2011). The first classroom-based assessment was a pre- and post- critical thinking writing exercise and the second was a classroom-based inquiry project assessment. The third, a writing assessment was delayed for development and pilot until Spring 2012. Therefore, the freshmen CLA administration would be used to provide an overall evaluation, in concert with the classroom-based assessments, on freshmen performance on critical thinking and inquiry. (see 2011-12 Freshmen Assessment Report)

Second, the assessment plan developed by the assessment subcommittee also proposed a second administration of the CLA to graduating BGSU seniors (Spring 2012). The purpose of this administration was twofold: to obtain a value-added measure and comparison data. The CLA calculates a value-added score for each institution, using hierarchical linear modeling, on the CLA and four tasks and sub-tasks. Value-added scores indicate the expected performance of students on these tasks. Results are categorized as 'Below', 'Near', 'Above', or 'Well Above' expected performance. As a group, the 55 BGSU students who took the CLA during their freshmen (Fall 2005) and junior (Spring 2007) years scored 63 points higher on the CLA, relative to students participating from other institutions. Their scores were 'Above' their expected CLA performance. In 2011-12, CLA value-added scores were also calculated for incoming freshmen (2011) and exiting seniors (2012). Consistent with the findings from the earlier longitudinal study, BGSU freshmen (Fall 2011) and seniors (Spring 2012) scored above the means of other institutions using the CLA. Furthermore, BGSU students also scored 'Near' or 'Above' expected performance on CLA tasks and subtasks.

The 2011 NSSE results were also utilized to inform how BGSU students rate their college experience, especially in the areas of acquiring a broad general education as well as job/work-related knowledge and skills (thinking critically, speaking and writing clearly, using computer, analyzing quantitative problems, learning effectively by themselves, and working effectively with others). Overall, BGSU students spent approximately the same amount of time preparing for class, participating in extra-curricular activities, and relaxing/socializing as students at peer institutions. Over half of undergraduates felt that they worked harder than they thought they

could to meet the standards of the instruction and that examinations challenged them to do their best work. More than 60% of undergraduates indicated that their experience at BGSU provided them with a broad general education and job/work-related knowledge and skills. Future results from the newly revised NSSE 2013 being administered to freshmen and seniors in spring of 2013 will provide additional data to inform and improve student learning at BGSU.

It is recognized, however, that BGSU must make more effective use of student assessment data to guide programmatic decisions to improve student learning. Strategies to address this deficiency are discussed in other sections (see 4.B.2 and 4.B.4) and a few are outlined below. The reorganization of assessment resources and the development of an assessment infrastructure at BGSU are currently in progress. The creation of an Office of Academic Assessment is prompting the systemic development of an infrastructure to support these activities. A potential strength of using the CLA or the NSSE, for example, is that institutions can obtain cumulative student data that can be used to illustrate curricular or programmatic trends. While the College of Education and Human Development has an electronic student assessment data system, there is no current technological infrastructure at BGSU to assist faculty or programs to access student assessment data, like the CLA or NSSE, across Colleges and programs. Once a robust technological infrastructure for student assessment data is created at BGSU, it will then be able to assist faculty and co-curricular personnel complete accreditation and assessment reports and use data to address their program needs in an expedited manner.

Comprehensive communication plans for assessment initiatives and the effective distribution of assessment data for program improvement need to be developed to a greater extent than what is currently in place at BGSU. The newly created Office of Academic Assessment is charged with assisting with both of these activities. A new website for assessment and assessment site created within the LMS is currently under construction for deployment spring of 2013. These tools for communication will serve to provide faculty, co-curricular personnel, students and administrators at BGSU with a mechanism to communicate and share assessment resources. These future activities and initiatives will provide and assist curricular and co-curricular programs with additional strategies to utilize student assessment data for programmatic improvement.

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

BGSU has earned external recognition for student assessment efforts and was recognized by the Council for Higher Education Accreditation (CHEA). In 2007, BGSU submitted an application for consideration for the CHEA Award for Institutional Progress in Student Learning Outcomes. Institutions had to meet four award criterion: (1) articulation and evidence of outcomes, (2) success with regards to outcomes (3) information to the public about outcomes, and (4) using outcomes for improvement. BGSU was one of five institutions of a nationwide pool of 31 institutions that received the CHEA award that year. BGSU was recognized by CHEA for illustrating outstanding performance in five areas: (1) attention to outcomes embedded in an institutional culture, (2) good use of current technology in the methods and tools to track outcomes, (3) the extensive use of faculty and strong faculty support, (4) institutional leadership

that is dedicated to the importance of outcomes, and (5) approaches to outcomes that can be replicated at other institutions. BGSU's early success with assessment initiatives, indicative by being awarded the CHEA award for Institutional Progress in Student Learning Outcomes, served as a catalyst for future assessment initiatives.

BGSU has also sought expert evaluation of various programmatic and assessment activities from external consultants. These external experts have assisted in the generation of strategies that require the adherence to best practice at BGSU. BGSU has commissioned several external consultants (See Section 4.A.1) to evaluate programmatic and assessment related initiatives and general best practices to be used at BGSU. For example, the University commissioned Keeling and Associates to guide and evaluate the newly revised undergraduate program, or CUE. BGSU solicited external consultants to inform, guide, and evaluate the redesign of undergraduate curriculum and the assessment of student learning. First, Keeling and Associates guided a review of general education curriculum and related issues to student learning and assessment at BGSU. Keeling and Associates met with 21 groups of faculty, co-curricular personnel, administrators, and students to discuss the primary features of CUE. They provided feedback and assisted BGSU faculty, co-curricular personnel, and administrators in the generation of strategies to implement CUE. Keeling and Associates also facilitated a retreat during the summer of 2011 that guided activities, including the creation of a pilot assessment plan by the CUE assessment sub-committee. In 2011-12, classroom based assessment and CLA data were collected and illustrated in a Freshmen Assessment Report to facilitate discussions about pedagogy and assessment in general education. The CUE assessment sub-committee, the Student Assessment Team, continues today as a small advisory group to the Director for Academic Assessment.

The collaboration and participation of faculty and co-curricular personnel in refining measurable learning outcomes, designing rubrics, and evaluating programmatic assessment methods that reflect best practices has also been a priority at BGSU. BGSU faculty and co-curricular personnel have participated in a variety of assessment initiatives over time in accordance with best assessment practices. Notably, BGSU faculty and co-curricular personnel have been deeply involved in the development and revision of University Learning Outcomes at BGSU (see Section 4.B.1).

A "bottom up" approach to deriving the ULOs was consistent with the view that the programs were best suited assessment of learning outcomes, and therefore, each of the ULOs would be tested, in some form. SAAC had the responsibility to support and enable program assessment. The ultimate goal was to gain the participation of all degree granting programs and co-curricular programs in the assessment cycle and eventually, e-portfolio participation that would then provide the student artifacts that could be tapped at the University level. The idea was held that the two types of assessment -- the "vertical" (program level) and "horizontal" (across programs) - - would come together via the use of e-portfolios and the ability to administratively analyze assessment data at the University level. For a time, the e-portfolio software was available for use to create portfolios, but a misstep in arranging for the University level administrative data grab eventually led to dropping the software vendor to pursue an alternative system, thus slowing progress in this area.

In late 2008, SAAC approved a revised set of ULOs, our current set. The revisions were done to explicitly include the co-curricular elements of the students' BGSU experience. For example, the ULO describing student development of "Personal and Social Responsibility" was modified to include a goal for students to "integrate, apply, and reflect" via e-portfolios. At the time of ULO revision, AAC&U had begun developing their VALUE meta-rubrics. SAAC's aim was to be in a better position to use the AAC&U VALUE rubrics when they were completed. AAC&U's VALUE meta-rubrics were developed from many voices and faculty who piloted drafts and participated in revising the rubrics at BGSU. SAAC also considered the possibility of cross-institutional comparisons using the AAC&U's rubrics. SAAC discussions included implications for easing student credit transfer issues and the potential for evaluating courses on learning outcomes. The revision of the AAC&U VALUE Rubrics (see 4.B.1) will require the participation of faculty and also allow important feedback from a constituency group that has not played a prominent role in assessment at BGSU, that of students. In addition to gaining the feedback of students for rubric construction, the loading of rubrics into LMS will also serve as a mechanism to communicate to students what proficiency level is expected of students for each learning outcome.

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

While these activities are illustrative of good practice, the review of assessment reports as a evaluative process itself is under consideration and examination by SAAC. One strategy under consideration is how to involve more faculty in the review of programs. In Arts and Sciences, for example, SAAC assessment reports continue to be submitted and reviewed by a subcommittee that consists of about a dozen Chairs and Directors. These subcommittee members not only provide feedback to their peers, but also learn from the report they read how to do a better job assessing their own departments.

While great strides have been made to adhere to best practice in assessment, new initiatives and activities are needed for continual improvement continues to strive to meet higher education standards for good practice at BGSU. BGSU continues to make gains in using best practices in developing institutional processes and methods to assess student learning. Challenges to development in this area were impeded by technological issues and institutional challenges of administrative continuity. As illustrated, this did not derail assessment efforts at BGSU, but it did

impede the institutional development of leadership promoting a progressive vision for assessment at the University. BGSU committees related to assessment acknowledged that more effort needed to be put forward to clarify the purpose and direction of assessment.

The creation of a permanent leadership position, the Director of Academic Assessment in fall of 2012, acknowledged the need for resources to develop clear and obtainable assessment goals, effective leadership, and continued faculty development. By creating this position, the administration also acknowledged the critically important role of assessment as an integral component of learning at BGSU. The Director will oversee a variety of assessment related activities including, but not limited to, the development of a technological infrastructure to assist assessment efforts, identifying and overseeing the administration of external measures of student learning, communication and use of assessment results for continuous improvement of student learning, and the evaluation of assessment practices and methodology to ensure adherence to best practices.

For example, the Director of Academic Assessment will be responsible for identifying and overseeing the administration of external measures of student learning. Specifically, the Director will need to investigate multiple measures for student assessment and the development of assessment plans that have clear and manageable timelines for student assessment. For example, the Director shall be responsible for guiding discussions on external assessment of student learning, like the CLA and NSSE (See 4.B.2). BGSU was an early participant in the CLA, participating in early longitudinal studies (2005-2009) and the evaluation of a CLA+ (2012). BGSU's involvement in the NSSE is also ongoing. These two external measures, one a direct and the other an indirect assessment of student learning, are valuable and provide an external measure so that we may compare how BGSU students are doing relative to students at other institutions. These assessments also align with BGSU learning outcomes. However, the exploration of other external measures and the use of internal measures are ongoing as BGSU faces several challenges in adopting university-wide assessments. One challenge for administering university-wide assessments is the sheer size of the student population at BGSU and getting a representative sample of students taking university-wide assessments, such as the CLA. A second challenge faced at BGSU is the distribution of assessment results and documenting the use of those results for program improvement. These activities require systemic solutions and strategies. The new Director of Academic Assessment will lead faculty and co-curricular personnel in the generation of solutions and strategies surrounding university-wide assessment initiatives at BGSU.

The re-examination and reconstitution of assessment committee structure and charges were also needed to provide mechanisms for communication of best practices. Two examples of committee reconstitution, SAAC and E-Portfolio, are mentioned briefly below but are described in more detail in other sections of this report. First, there are institutional challenges to traditional charge of SAAC that warrant consideration. For example, assessment needs dictate that SAAC needs to play a larger role in communication of best practices, act as a consulting body to programs on student assessment practices, re-examine the role that program and college committees play in reviewing assessment reports, re-evaluate assessment report guidelines, rubrics, and timelines, and serve as a mechanism to evaluate assessment practices at BGSU. The creation of an e-portfolio committee to guide the development of the Canvas e-portfolio technological

infrastructure and assist in the creation of an e-portfolio culture at BGSU grew out of earlier post-hoc committees. And, finally, to guide and communicate the strategic actions of the new Office, an Assessment Advisory Board with broad representation of constituencies is expected in the summer of 2013. This new assessment committee structure serves as example of how communication of best practices in the assessment of student learning can be addressed at BGSU.

## Sources

---

- 2005-10 SAAC Award Table
- 2006SAACReports
- 2007CHEAAward
- 2007SAACReports
- 2008 AACU VALUE Initiative Overview
- 2008SAACReports
- 2009SAACReports
- 2010-11 Early Childhood Assessment Report
- 2011-12 Freshmen Assessment Report
- 2012-13 SAAC Charge & Committee
- BGP Course Proposal Form
- BGP Learning Outcome Alignment Report
- BGSU AACU VALUE Initiative
- AccreditationLinksV2
- BGSU E-Portfolio White Paper
- Canvas E-Portfolio Report 11-12 v2
- CHEA Faculty Senate MM Jan 2007
- CLA 0509 Institutional Report\_BGSU
- CLA\_1112\_Report\_Bowling Green State University
- Computer Science Feedback
- DepartmentProgramLearningOutcomes
- Director of Assessment
- DSA Evaluation Guidelines 2009-10
- DSA Learning Outcomes
- General Studies Writing Program - BGSU
- Graduate Curriculum Modification
- GSW\_2008
- Inquiry Based Learning CTL
- Psychology\_2008
- Ribeau-2004-02-26
- RubricsUniversityLearningOutcomes
- SUAC Reports & Materials
- Three Canoes Report for E-Portfolio at BGSU
- GenEdLearningOutcomes
- ProvostBlueSheet
- Learning Outcomes

- BGSU EPort Action Plan 2012 v3
- BGSU Mission Statement
- 2006 Opening Day Address
- SAAC Revised Assessment Rubric Spring 2011
- BGSU AACU Rubric Revision Project
- BGSU Academic Plan
- Charting Our Future HO
- Charting Our Future
- CUE Assessment Report S11
- CUE Faculty Senate MM Sept 2008
- CUE Faculty Senate MM Sept 2010
- CUE Modification Form
- Inquiry Course Template
- NCATE Social Studies SPA report
- 2011-12 Undergrad Cat Inquiry Courses
- BGSU Assessment Action Plan v4 (1)
- FYS 2006 Study
- FYS 2007 Doc
- FYS CUE Doc
- ePortfolio Assessment Committee Charge(2)
- BGSU Grad Strategic Plan
- BGSU NSSE Results Website
- Academic Program Review Proposal 102510
- Alignment of University Learning Outcomes
- DSA Program Review Timeline
- Assessment Cascade Infrastructure at BGSU
- 2011-12 Leadership Academy
- BGSU\_Business\_AACSB\_December2008\_Report
- Keeling & Associates CUE Report
- NCATE Math ed Aims
- CHEA Award for learning outcomes
- OTM
- Undergraduate Curriculum Modifications Bluesheets
- BGP SUBCOM ON ASSESSMENT
- SAAC Guidelines for Assessment Reports Spring 2011[1]
- SAAC Report Feedback to Computer Science
- BGPerspective
- NSSE 2009
- NSSE 2011
- NSSE 2013
- E-Port Report 11-12

## 4.C - Core Component 4.C

---

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

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

### Argument

---

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

In her 2012 State of the University Address, the President announced enrollment goals achievable by 2020: 25,000 headcount; improve the quality of the freshman class (ACT or 24 and high school GPA of 3.4); strengthen partnerships with Community Colleges and grow transfer enrollment; expand online programs; and ensure that BGSU graduates are prepared for the jobs and careers that meet the needs of Ohio's economy.

Enrollment, retention, persistence and completion rates for the past 10 years are provided (Student Information IR, Flow Model (Cohort Persistence) IR ). Compared to other regional universities in Ohio, BGSU has a strong history of 4 and 5-year completion rates ( LongAcademicProgressReport08, OHgrad\_rate\_rpt\_fall05\_cohort, OBORpersist\_09\_10 ) In 2011, the Ohio Business Roundtable rated BGSU as first in the state when comparing actual vs. predicted graduation rates.

In response to declining enrollment related to the shrinking population of new high school graduates, the previous President led a significant effort to increase enrollment in 2008. After creating the (new) Division of Enrollment Management and hiring a Vice President in January 2009, additional resources were allocated for undergraduate recruitment (staff, event programming, and purchase of qualified applicant names). This strategic increase in recruitment efforts resulted noticeable gains in undergraduate enrollment. Freshman applications increased



from 11,111 for fall 2008 to 16,212 for fall 2011, a 45% increase. The quality of the incoming applicant pool, measured by GPA and ACT scores, also improved during that same 3-year period, as did the percentage of students of color (from 16.70% in 2008 to 22.00% in 2011).

As freshman enrollment grew, the University experienced an unexpected downturn in retention of the fall 2010 cohort; first-time, full-time students were retained at 71.8% after a three-year increase of the 2007 (73.3%), 2008 (74.5%), and 2009 (76.7%) cohorts. To address this drop, BGSU engaged Farnum and Associates in fall of 2011 to guide the creation of a plan to gradually increase retention of the first-time, full-time freshman cohort to 80%.

When the President set a new enrollment goal of 25,000 (headcount) while increasing the quality (GPA and ACT) of the freshman cohort, alternate populations for growth were identified and a plan was put in place to incrementally increase quality of the incoming freshman class. Reliance on the traditional aged student population that had well-served BGSU was no longer fiscally sustainable. Enrollment Management staff responded by creating plans to increase the populations of transfer and international students, grow enrollment in online programs, and increase graduate student enrollment. These plans gained approval from University leadership. During 2012-2013, existing resources were reallocated to create and staff the office of International Student Services (recruitment and retention) and Online Programs (development and marketing of online programs and services for online students). After personal visits, 22 of Ohio's 23 Community Colleges expressed interest in developing articulation agreements with BGSU. To date, 12 twelve institutions have signed articulation agreements, which will improve the transfer experience and create a steady pipeline of students. These articulation agreements, along with a change in the minimum GPA required to transfer to BGSU (from 2.5 to 2.0) will allow BGSU to aggressively compete for Ohio's transfer population. Strategies for increasing graduate enrollment include streamlining the graduate admission process, increasing assistantship funding, and strategic recruiting for specialized programs such as STEM fields.

BGSU is responding to recent changes in the state funding model for higher education. BGSU will be participating in the

- “Complete College Ohio” initiative as part of “Complete College America” – and “Complete College BG.” In November 2012, the Ohio Higher Education Funding Commission announced a new formula for calculating the State Share of Instruction. This change is a shift from enrollment-based funding to an emphasis on course and degree completion and graduation rates; enrollment of graduate, non-traditional, and at-risk students; increase in the number of Ohio high school students who attend post-secondary education; workforce development; and college affordability.
- In September 2012, the Ohio Board of Regents released a request for proposal to award \$11 million to promote the development of new internships and co-ops in designated key “JobsOhio” industries. BGSU leveraged its Computer Science and Supply Chain programs, as well as the curriculum-based co-op program based in the College of Technology. Through the support of employer partners, BGSU was awarded nearly \$700,000 in funds to develop new co-ops and internships in designated areas.

- New initiatives for the Fall 2013 incoming freshman cohort include a focused effort on students who are undecided/undeclared. By reallocation of existing resources, a new advising/programming unit targeting the special needs of undecided students will work with students on career development and decision-making, occupational exploration, and choosing a major.
- Special attention on academic advising of undergraduate students in the first two years – will result in the development of a Transitional Advising Model for Fall 2013. After conducting an Advising Kaizen (based on LEAN manufacturing principles) and documenting recommendations for an advising plan, Associate Deans from each College are creating a detailed advising plan that requires students to work with college advisors during their first two years of enrollment.
- The Center for Pre-Professional Programs will be in place by Fall 2013 to support the needs of students preparing for careers as doctors, veterinarians, attorneys and others.

**4.C.2.** On the 15<sup>th</sup> calendar day of each fall semester, the first time, full-time cohort is defined by the Office of Institutional Research. The retention rate is determined based on the number of first-time, full-time students who enrolled the previous fall semester as of the 15<sup>th</sup> day count who have returned for the current fall semester as of the 15<sup>th</sup> day of the semester. Head Count, Student Credit Hours, and Full-Time Equivalents are also reported for undergraduates on the main and Firelands campuses and graduate students on the main campus. The students are then defined as the cohort population in the student information system, and are tracked by the Institutional Research, which reports 1-6 year retention rates, 4-6 year graduation rates, and degrees conferred by level and college. Six years' worth of cohorts are tracked weekly by Registration and Records and reviewed by several offices within the Division of Enrollment Management and the Colleges. The retention reports capture the number and percentage of students registered, the percentage retained, and those who have graduated.

**4.C.3.** A comprehensive examination of student retention, persistence and completion has been given highest priority by the President and Provost, who both began in their positions in the summer of 2011.

In August 2011, Farnum and Associates was invited by the President to work with BGSU to identify retention concerns and create a retention improvement plan. In late August, Farnum began with the first of a series of workshops to explore Fall 2010's drop in first-to-second year retention, conduct a campus-wide retention assessment, and enlist members of the campus community in a Retention Planning Retreat.

A Retention Steering Task Force was appointed by the Provost. During the first three, two-day consultations, Farnum led the Task Force in discussions and activities designed to set the tone for the retention improvement initiatives, gain support at the highest leadership levels, develop a structure for creating, implementing, and monitoring the plan, and to identify enrollment and retention data required by the retention teams during her subsequent visits.

The focus of the October 2011 visit was to engage additional members of the campus community in a multi-perspective approach to retention planning by conducting a SWOT analysis and

reviewing retention data regarding 15 pre-identified at-risk populations. Five populations were chosen for development of specific retention strategies. The groups included undeclared students, underprepared students, and students with poor academic performance in the first year, students with financial issues, and a broad category of strategies to enhance the overall student experience. By the end of the two-day session, 40 strategies along with corresponding goals, team leads, liaisons to the Task Force, and team memberships were identified and an initial draft of the plan was compiled. Participants in the retention planning activities reduced the 40 strategies to 27.

In November, Farnum conducted planning sessions with each of the retention initiative leaders to add details and by December, 2011, completed the first version, *BGSU's Retention Plan 2011-2013* (see Report #1, Report #2, Report #3).

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

Additional smaller task forces led by the Vice Provost for Undergraduate Education reviewed academic and administrative policies and discussed the need for a first year seminar course, among other strategies. As a result of these collaborations, BGSU's initial retention plan was developed during the fall of 2011, and implementation began immediately at the start of Spring 2012 semester.

Farnum has been on the BGSU campus for six additional visits, meeting with the retention teams to share best practices, discuss progress and engage participants in solution building. A detailed agenda and work product of her visits and action items follows: Report #5, #6, #7, #8 and #9. A brief summary of the status of the retention team is included in this report.

In late 2012, Farnum was invited to continue working with BGSU to develop new retention strategies (Report #10). In January 2013, Farnum returned to BGSU to facilitate "Retention 2.0 Planning" with a focus on the new State Share of Instruction model; (i.e., leverage the summer sessions, focus on STEM, increase the use of successNet (by faculty and others), and develop additional strategies for 2013-2014, including the Advising Plan) (see Retention by major 2008 to 2012).

In addition to identified retention initiatives, BGSU has taken the following aggressive actions to improve retention:

Leveraged, in the Student Enrollment Communication Center, social media, data on academic progress, feedback from faculty, and student financial status. Trained peer callers and automated

messaging systems provide students timely reminders of critical deadlines, financial aid actions, available academic support services (e.g., Learning Commons) and other actions requested by the Colleges and other student service departments.

Expanded services include the Learning Commons where students receive academic coaching and tutoring and participate in study groups. Combining writing support, math and statistics tutoring, study skills instruction, and subject tutoring all co-located within BGSU's main library has resulted in increased utilization of the library and the Learning Commons for students of all Colleges and achievement levels. The Learning Commons uses course data (high failure rates, low completion rates, etc.) to create (peer-led) Supplemental Instruction groups and determine what services are needed most. The Learning Commons was recently evaluated as part of the HLC Quality Initiative and was deemed to have made a "genuine effort" by BGSU "to improve the quality of student success efforts."

Restructured the new student orientation program to better prepare students for the academic rigor of college work and provide resources to support student's transition to college. Falcon SOAR (Student Orientation, Advising, and Registration) consists of four themes, Academic Success, Career Development, Personal and Financial Responsibility, and Leadership and Engagement. Strong and frequent messages, coupled with faculty engagement and focus on the academic aspects of college (and student success) have changed the focus of the day-long event, and are carried throughout the student's first year.

Implemented successNet during Fall 2012, a communication system to engage faculty in identifying students at risk and in need of early interventions, and refer them to academic support services. Faculty can provide (positive and corrective) feedback directly to students, make referrals to campus resources (such as tutoring and advising), and alert University departments as to their concerns. Additional features of successNET (e.g., online appointment scheduling with academic advisors), were implemented Fall 2012.

The success of retention and persistence initiatives are closely monitored through the data captured in retention (e.g., early alert) and course completion reports. The reports include student registration data for each semester, the amount of credits, academic status, financial burden, and transcripts ordered; students who have cancelled or withdrawn from the University, and degree completion. This information is used to identify trends over time and determine appropriate actions, such as the ones described in the University's retention plan.

**4.C.4.** Much of the data on student retention, persistence, and graduation are compiled, collected and displayed by the Office of Institutional Research through their website. Student retention data are conveyed in several different manners. General 1-6 year retention rates trace a first-time, full-time cohort of new students on a fall-to-fall basis following sub-groups by gender and general ethnicity. More detailed retention data are presented in our Student Flow Model where other cohorts are tracked. We follow retention of first-time, full-time freshmen by gender, ethnicity, college, class level, ACT, high school GPA, residency, living status and any developmental placements. Retention in the flow model is calculated from session to session, including the summer. Longitudinal retention provides persistence data as well and graduation yields once the length of time is long enough. We follow more than just the FTFT freshmen

cohort in our flow model by also following full-time transfer students, OSCC transfer students, non-traditional students, residential learning community students, Firelands full-time freshmen students, Firelands part-time freshmen students, full-time Masters students, part-time Masters students, and doctoral students. College enrollments patterns include migration between colleges. We also provide 4, 5, and 6-year graduation rates for all students, by gender, and general ethnicity.

## Sources

---

- 4.C.1. Advising Plan
- 4.C.1. BGSU OMIC Award Letter
- 4.C.1. CCO Ohio Business Roundtable Oct 24 2011
- 4.C.1. Complete College Ohio task force report\_EXECSUMMARY\_FINAL
- 4.C.1. Coop-Intern Prog RFP 9-2012
- 4.C.1. Enrollment to 25K\_plan
- 4.C.1. Fall 2012 (with summer FR) with applied admitted Class Summary
- 4.C.1. Fall COHORT Retention
- 4.C.1. Ohio Higher Education Funding Commission (SSI formula) - Report
- 4.C.1. President \_ 2012 State of the Union
- 4.C.1. State Share of Instruction
- 4.C.3. College of Technology
- 4.C.3. College of Arts & Sciences
- 4.C.3. College of Business
- 4.C.3. College of Health & Human Services
- 4.C.3. College of Education & Human Development
- 4.C.3. College of Musical Arts
- 4.C.3. LearnComm FacAdv Board
- 4.C.3. Retention Plan 2011 (Report#4)
- 4.C.3. Retention Plan December2011 (Report #4)
- 4.C.3. Retention Report #1 August 30-31, 2011
- 4.C.3. Retention Report #10 January 28, 2013
- 4.C.3. Retention Report #2 October 6-7, 2011
- 4.C.3. Retention Report #3 November 17-18, 2011
- 4.C.3. Retention Report #5 January 23-24, 2012
- 4.C.3. Retention Report #6 February 6-7, 2012
- 4.C.3. Retention Report #7 April 9-10, 2012
- 4.C.3. Retention Report #8 September 6-7, 2012
- 4.C.3. Retention Report #9 November 26-27, 2012
- 4.C.3. Retention Taskforce Membership
- 4.C.3. SOAR homepage
- 4.C.3. successNET
- 4.C.3. retention by major 2008 to 2012
- 4.C.3. Retention Plan Status Update
- 4.C.3. Retention Planning Faculty Participants
- 4.C.3.HLC Quality Initiative Feedback

- Flow Model (Cohort Persistence) IR
- LongAcademicProgressReport08
- OBORpersist\_09\_10
- OHgrad\_rate\_rpt\_fall05\_cohort
- Student Information IR

## 4.S - Criterion 4 - Summary

---

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

### Summary

---

The evaluation and improvement of teaching and learning documents a clear effort to sustain best practices and develop strategies to address challenges at BGSU. We have presented a record of our policies, procedures, and actions to demonstrate our dedication to improving the quality of our educational programs, system for the ongoing assessment of student learning, and attention to retention, persistence, and completion rates in our degree and certification programs. While we have made great strides in the areas described, the development of strategies and a resilient infrastructure for the systemic collection, analysis, and use of student assessment and institutional data based upon best practice are currently in progress. It is through past actions and planned directions that BGSU adheres to our Mission of providing “educational experiences inside and outside the classroom that enhances the lives of students”.

### Sources

---

*There are no sources.*

## **5 - Resources, Planning, and Institutional Effectiveness**

---

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

### **Argument**

---

The quality and viability of BGSU's educational programs are maintained and strengthened by the institution's infrastructure and strategic planning processes. Management, support and oversight of fiscal, capital, and human resources are a shared responsibility of multiple divisions of the university. BGSU is organized to ensure and support qualified faculty and staff. We prepare budgets using a participatory process with input solicited at multiple levels of the process. Currently, as the University negotiates its first collective bargaining contract with the faculty, increasing faculty salaries is of high priority. Additionally, we are in the middle of a significant investment in physical facilities, guided by a comprehensive capital master plan. These priorities necessitate reallocation of funds informed by benchmarking against other universities and driven by university's strategic plan, which focuses the mission of BGSU on the educational experiences of its students.

### **Sources**

---

*There are no sources.*



## 5.A - Core Component 5.A

---

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

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

### Argument

---

**5.A.1.** The Division of Finance and Administration monitors the fiscal health of the University. As a public university, BGSU's audited financial statements are submitted to the Auditor of the State of Ohio each year. The University has had a balanced budget during all years of this accreditation period. During the past ten years, BGSU, like many public universities, has seen the state's share of instruction (SSI) decline. In order to protect the academic core of the University, the University has reduced expenditures in non-academic areas to meet these challenges. Currently, as the University negotiates its first collective bargaining contract with the faculty, increasing faculty salaries is the highest priority. This will require reallocation of funds within Academic Affairs. In order to monitor the overall allocation of funds to the various activities, the University benchmarks itself against other universities to ensure funding levels are appropriate.

The Office of Human Resources monitors the human resource needs of the University. A separate Office of Equity and Diversity also monitors the University's compliance with federal and state equal opportunity and nondiscrimination laws and regulations. These offices are involved in the hiring of faculty, administrative and classified staff of the University. The Office of Human Resources also oversees all the evaluations of administrative and classified staff of the University. The Office of the Provost oversees the evaluation of faculty. Additionally, the Office of the Provost uses various benchmarking data to ensure the adequacy of faculty lines relative to the teaching and research expectations of the various academic units. For example, BGSU uses results from the National Study of Instructional Costs and Productivity to monitor faculty-staffing levels (summaries from Biological Sciences, Accounting&MIS, CMA, Family&Consumer Science, Communication Disorders, Technology).

The University has a Chief Information Officer (CIO) who oversees all of the technology initiatives and needs of the University. Information Technology Services (ITS) has professional staff to support the needs of faculty, student and staff members. The University has developed a comprehensive list of information technology policies that are administered by the CIO's office. The office also maintains a list of current initiatives and the status of each. An Advisory Board that has representation from faculty, staff and students advises the CIO. Recent significant projects within the past five years include the installation of the PeopleSoft software, which has provided a robust technology platform for finance, human resources, as well as the academic need of the University. While BGSU has used Blackboard as the main Learning Management System (LMS), Canvas has been recently adopted as the new LMS. Information Technology Services has a current strategic plan as well as a process for adding projects.

The Office of Capital Planning and Design oversees the construction of new facilities and renovation of existing facilities. The University is in the middle of a significant investment in physical facilities. A comprehensive study of all buildings was completed in 2011 (Part I, Part II) and all buildings were coded as to their current condition and need for renovation. A comprehensive capital master plan was developed and phase one has been completed. For example, within the past five years, BGSU has opened a new performing arts center (Wolfe Center), new athletic facilities (Sebo Center and Stroh Center), two new residence halls (Centennial and Falcon Heights), and two new dining halls that highlight sustainability (The Oaks, Carillion). Phase two of the master plan will include renovations to the three original buildings of BGSU as well as significant renovations to five more buildings. Additionally, a new building for the College of Business Administration is planned. These renovations will impact various departments within the College of Arts and Sciences, College of Education and Human Development, College of Business Administration as well as the College of Technology. New housing for fraternities and sororities, as well as a new student health center, will be opened over the next few years. In addition to major renovations, each year \$250,000 in local capital improvement funds are devoted to renovation and updates of classrooms, laboratories, research space, and student space. Over the last two years, ending in summer of 2013, all large lecture halls will have been renovated and provided with current technology. Additionally, the organic chemistry teaching labs will be fully renovated. The Office of Campus Operations monitors the current status of facilities for maintenance and repair issues.

**5.A.2.** The institutions resource allocation process is driven by BGSU's strategic plan, which focuses the mission of BGSU on the educational experiences of its students. During the annual budgeting process, all Divisions of the University present their strategic plans as well as their budget requests in an open forum. Within academic affairs, all of the academic units (Colleges, Libraries, Research, and Enrollment Management) present their individual strategic plans and budgets. While these individuals plans are combined into an overall budget request from Academic Affairs, the presentations in the open forum provide for a more complete understanding of the needs and fiscal requirements of the educational purpose of BGSU. The President makes final recommendations to the Board of Trustees (BOT) for their approval. All of the Budgets are available for public review.

**5.A.3.** The six stated goals and seven strategies that are included in BGSU's strategic plan, Charting our Future, are specifically related to the educational mission of the university. The Unit Level Strategic Plans developed by the various units within Academic Affairs Division must be aligned with these goals/strategies. This ensures alignment of strategies and resource allocations with the University strategic plan. The President reviews all strategic plans and budget allocations prior to final submission to the Board of Trustees for their review.

**5.A.4.** The Office of Human Resources monitors the hiring, evaluation and professional development of administrative and classified staff. A separate Office of Equity and Diversity also monitors the University's compliance with federal and state equal opportunity and nondiscrimination laws and regulations.

The Office of Human Resources also ensures that the Administrative and Classified Staff Handbook is current and well understood. The Administrative Staff Council and the Classified Staff Council also provide advice and input to various University leaders regarding ways to support staff members.

While faculty and Chairs/Directors are directly involved in recruiting faculty, the appropriate Dean and the Provost Office oversees and reviews all faculty appointments to ensure that faculty members have appropriate credentials for the area in which they are hired. The Office of Equity and Diversity also reviews all faculty searches to ensure that all means are being used to build a diverse pool of qualified candidates.

The Faculty of the University are supported in their professional development from the Center for Teaching and Learning (CTL) as well as from the Office of Vice-President of Research and Economic Development. The CTL organizes and plans various faculty development programs regarding teaching pedagogy and innovative approaches to teaching. The CTL organizes the annual Teaching and Learning Fair, which showcases faculty members' innovations in their classrooms. Typically, an external keynote speaker engages the faculty. Additionally, the faculty are provided support for the use of technology in the classroom from the Office of the CIO as well as the Center of Online and Blended Learning. For the past two years, faculty have been provided the opportunity to apply for Innovative Teaching Grants.

The current promotion and tenure process is documented in the Charter and is described in detail in Criterion 3.C. With the faculty choosing to have a collective bargaining approach, the Collective Bargaining Agreement, when reached, will govern this process.

**5.A.5.** The Vice President for Finance and Administration and the Director of Budgets are responsible for management of the budgeting process and the financial resources of the University. Two committees, the University Budget Committee (UBC) and the Fiscal Affairs Advisory Committee (FAAC) also provide input into the budgeting process on the main campus. The UBC's members include the area vice presidents, The Director of Budgeting, and the Director of Planning and Institutional Research. The Faculty Senate elects the members of the FAAC to represent the various academic units. Students make recommendations regarding the general fee to the FAAC through the Student Budget Committee and the Student Organization Funding Board.

The University prepares budgets using a participatory process with input solicited at different levels of the process. On the academic side, Department budget committees develop recommendations and requests along with the Department Chair and then forward these requests to their respective college offices. This is completed in conjunction with the department's unit level strategic plan development. Deans, working with college budget committees, review the departmental requests and rank them as collegiate priorities and then forward them to the Provost. The Provost, after reviewing the collegiate requests, determines the overall priorities for the Academic Affairs area and then presents them to the FAAC and UBC. The two budget committees provide input to the President who ultimately makes a recommendation to the BOT.

The process for developing budget requests and recommendations for consideration by FAAC and UBC is similar in other vice presidential areas and for budgets other than the educational budget, although in those cases there is often only a single budget committee working with the respective vice president.

BGSU Firelands, being a self-contained budget center, is solely responsible for its own revenue and expenditures. Its budget, prepared in a manner similar to that described above, is also forwarded to the Provost and Vice President for Finance for review. The President approves to budget and forwards to the Board of Trustees for their approval.

The Office of Budgeting in Finance and Administration prepares a variety of reports to monitor the revenue and expense flows monthly. On the revenue side, these reports monitor state share of instruction, student instructional fees, room and board fees, general fees, and auxiliary sales activity. On the expense side, reports are generated monthly for the auxiliary budget expenses: whereas, educational budget expenses are reviewed on a quarterly basis. The Director of Budgeting prepares a quarterly budget report that is shared with the BOT and central administration. This report presents all revenue and expense incurred as of that quarter and provides a narrative that highlights variances and identifies any areas of concern.

## Sources

---

- NSICP List of BGSU Files
- BiologicalSciencesNSICP
- AccountingMISNSICP
- CMASummary
- SummaryFCS
- CDISSummary
- SummaryTech
- HistoricalBudgets
- BudgetPortfolio
- ITSInitiatives
- ITSStrategicPlan
- CapitalPlanningDesign
- MasterPLan
- Facilities Assessment ReportPartI

- Facilities Assessment ReportPart2
- Master Plan Board Update 12-7-12
- TraditionsQuad
- AdministrativeStaffHandbook
- ClassifiedStaffHandbook
- AdministrativeStaffCouncil
- ClassifiedStaffCouncil
- FinanceAdministration
- OHR
- Equity&DiversityOffice
- ChartingOurFuture
- CTLT
- COBL
- CampusOperations
- CIOAdvisory
- CIO Initiatives
- Office of the Chief Information Officer
- TeachingGrants
- FAAC
- The National Study of Costs & Productivity
- Senior Vice President for Academic Affairs and Provost
- InformationTechnologyServices
- VPRED
- WolfeCenter for the Arts
- Sebo Athletic Center
- The Oaks Dining Center
- Stroh Center
- CarillonPlaceDiningCenter
- AcademicCharter
- Firelands Budget Operations
- MasterPlan

## 5.B - Core Component 5.B

---

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

1. The 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.
2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

---

**5.B.1.** As represented in the Academic Charter, BGSU engages its internal constituencies through shared governance whenever possible and appropriate. According to Article I.E and I.F of the Charter, shared governance is important for “discussion of academic problems and policies at all levels within the University”. Likewise, “faculty and student participation is fundamental to good faculty-student-administrator relations in a mature university”. We practice shared governance through the engagement of, and collaboration with, each constituent group. The President's Cabinet meets weekly and brings together the leadership of each of our major administrative divisions for the discussion and execution of major issues, policies, and initiatives, including the preparation of Board of Trustees (Board) meetings. As outlined in Article II of the Academic Charter, BGSU also supports shared governance through: Faculty Senate, Administrative Staff Council, Classified Staff Council, Undergraduate Student Government, and Graduate Student Senate. Each constituent group holds regular meetings for the discussion of important issues and enactment of policy and handbook provisions. The President's Cabinet and the leadership of each of these constituent groups, as well as a representative from the BGSU Faculty Association, join to form the University Council, a group that meets monthly to share and receive updates on strategic planning, University initiatives and events. BGSU Firelands participates in University governance as a whole and also has its own shared governance system, with BGSU Firelands Student Government, College Faculty Organization, and Advisory Board.

Additionally, there will be recognition of the importance of shared governance in our Collective Bargaining Agreement with the BGSU Faculty Association, once the contract is ratified.

**5.B.2.** The Board provides oversight of the University's business through board committees and regular meetings. The Board has the legal obligation to “do all things necessary for the proper maintenance and successful and continuous operation” of the University, including the employment, compensation, and removal of the President and any other faculty and staff it

deems necessary. As explained in Criterion 2.C, the Board considers a variety of items each year, including items related to finance, facilities, academic affairs, student affairs, and human resources.

The Board of Trustees holds four or five regular meetings each year (2011-12 Minutes, 2010-11 Minutes), plus at least one retreat and any other meetings, as needed. Most Board meetings are held on the BGSU campus. Through the work of the Board and its committees, the Board is engaged in the governance of the University as it considers a wide variety of items during the year, including the annual budget, financial audits, personnel changes, presidential evaluation and compensation, tuition and fee increases, residence and dining hall rates, tenure and promotion, emeritus faculty appointments, new degrees and programs, construction and repair of facilities, and honorary degrees. Nearly all Board items come from the President, who receives them from administrative divisions represented on President's Cabinet, as well as constituent groups like the Faculty Senate.

At each of its meetings, there is a Board educational session, where information and updates on BGSU events and accomplishments are presented. These sessions include presentations from students, faculty, and staff, who share their work and achievements in teaching, learning, scholarship, and service to the community. At each regularly scheduled meeting, the Board hears updates from the leaders of each of our governance groups. In 2011, the President established a Board Liaison initiative, where each Board member is assigned to two Colleges or Divisions on campus. For example, a Trustee may be assigned to the College of Education and Human Development and to the Division of Student Affairs. During the academic year, that Trustee would be invited to attend special events in the College/Division and would have an opportunity to meet faculty, staff, and students to learn about the College's/Division's programs and initiatives. As part of the University System of Ohio, BGSU benefits from building relationships with other institutions and their Boards and leadership teams. Each year, the Ohio Board of Regents and Chancellor for Higher Education holds a statewide retreat for Trustees, further informing them on the key issues facing public higher education today.

**5.B.3.** BGSU encourages involvement of its constituents in setting academic requirements, policies, and processes through its governance structure. This includes and enables involvement through University Programs, Institutes, and Centers as well as Academic Departments, Schools, Undergraduate Colleges and the Graduate College. The Academic Charter articulates the structure and primary functions of each of these governance units, including the roles of each unit's respective leader, required committees and councils, and the roles of those committees and councils. For example, each Department, School, and College has a curriculum council for the receipt, discussion, and approval of new or modified courses and programs. The process for curriculum change is detailed and involves faculty, staff, and student input at all levels of the organization. Ultimately, undergraduate curriculum matters go before the Undergraduate Council, while parallel matters at the graduate level go before the Graduate Council. New degree programs and any other curriculum matters that go to the Ohio Board of Regents or the Regents Advisory Committee on Graduate Study also go to the Faculty Senate and to the Board.

The Academic Charter also contains provisions on Academic Reconfiguration. When, for example, multiple Departments wish to merge to form a School, particularly across preexisting

Colleges, the academic reconfiguration process involves multiple levels of review, discussion, and recommendations from student, staff, and faculty stakeholders. Once ratified, the Collective Bargaining Agreement between the Board and the BGSU Faculty Association will contain provisions on faculty retrenchment in the event that reconfiguration results in faculty reductions. The Collective Bargaining Agreement with the Faculty Association will contain provisions on the selection and review of academic administrators, including the President, Provost, Deans, Department Chairs, and School Directors.

The Academic Charter provides shared responsibilities through Faculty Senate Standing Committees, University Standing Committees, and ad-hoc committees. With the exception of ex-officio student and administrator roles, Faculty Senate Standing Committees are elected by Faculty Senators, while University Standing Committees have representation from faculty, staff, and student groups and elected by each constituent body. Task forces supplement the preexisting committees to create additional avenues for contribution and collaboration across the University, particularly on new and/or special initiatives. Examples include the Efficiency Task Force, University Academic Policy Taskforce, Distance Programs Task Force, and Co-op and Internship Task Force.

## Sources

---

- OfficeofthePresident
- FacultySenate
- AdmininistrativeStaffCouncil
- ClassifiedStaffCouncil
- UndergraduateStudentGovernment
- GraduateStudentSenate
- UniversityCharter
- UniversityCharter (page number 24)
- UniversityCharter (page number 23)
- CalendarFacultySenate
- SchedAdminStaffCouncil
- CalendarCSC
- USG Calendar
- CalendarGSS
- UniversityCharter (page number 26)
- UniversityCharter (page number 46)
- UniversityCharter (page number 48)
- UniversityCharter (page number 52)
- UniversityCharter (page number 57)
- UniversityCharter (page number 63)
- UniversityCharter (page number 68)
- UniversityCharter (page number 73)
- UniversityCharter (page number 79)
- UniversityCharter (page number 59)
- BGPerspective



- ProvostBlueSheet
- EfficiencyTaskForce
- Cabinet
- UniversityCouncil
- FirelandsStudentGovernment
- FirelandsFacultyOrganization
- BGSUFacultyAssociation
- ORC-Chapter3441
- BoardofTrustees
- BOTBylaws
- BOTMinutes2011
- BOTMinutes2012
- ORC3441
- Public Trustees \_ Ohio Higher Ed
- UniversityCharter (page number 53)
- CommitteesFacultySenate
- DistEdTaskForce
- CoopIntReport
- CABRoster

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning.

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

### Argument

---

**5.C.1.** The annual planning and budgeting process at BGSU is intentionally designed to align with the University's strategic plan (see Criterion 1.A.1 for discussion of the plan). Unit-level strategic plans are developed under the general guidance of both University and divisional strategic plans (and, where appropriate, College strategic plans such as Arts & Sciences, Business, Music), and budgeting forecasts from the Chief Financial Officer (CFO). Requests for additional funding are evaluated at the next highest level of the organization based on their alignment with College, divisional and University-wide strategies and goals. This planning and budgeting process continues up to the College and divisional levels, and culminates in annual budget hearings to the University Budget Committee and the Fiscal Affairs Advisory Committee of the Faculty Senate. For example, academic units provide input to their Department Chairs/School Directors in support of their program's goals as the first step of the process. Department Chairs/School Directors align the requests for new or reallocated funding (capital, operating, and personnel) with unit strategic goals and incorporate them into their rolling five-year planning document. These plans are submitted to the College where they are reviewed and discussed. Components that are aligned with the College's mission and priorities are included in the College's strategic plan within the projected availability of new or reallocated funding.

College strategic plans are then reviewed at the divisional level with the Provost. Following a multi-day retreat where funding priorities are vigorously debated by the Provost, Vice Provosts, and Deans, components of the College-level strategic plan are included in the divisional strategic plan based on alignment with the mission and priorities within projected availability of new or reallocated funding.

Finally, divisional strategic plans, as well as College strategic plans, are presented publicly at annual budget hearings to the University Budget Committee and the Fiscal Affairs Advisory Committee. Subsequent discussions among divisional leaders and the President result in a proposed University-wide budget that is presented to the BGSU Board of Trustees for approval.

Upward and downward communication and feedback are included to create a more interactive planning and budgeting process.

Campus Master Plans also align the allocation of capital expenditures with mission and priorities. Recently approved master plans for both the Main Campus and the BGSU Firelands campus identify key strategic priorities for investments that will advance the mission of the University over the next two decades. For example, the Master Plan for the BGSU Main Campus defines annual investments and bonded debt infrastructure improvements for implementation of the plan and a multistep plan to regenerate the academic core academic traditions buildings.

Private fund raising priorities are also aligned with institutional mission and priorities. As BGSU lays the foundation for its next comprehensive campaign, the leadership of the Colleges and Divisions are identifying and prioritizing the foci of that campaign (e.g., new or renovated buildings, scholarships, endowed professorships).

**5.C.2.** BGSU continues to make progress in this area as reflected by its continuous investment in systems to integrate, share, and apply information on student outcomes and institutional performance. In 2007, the University began phasing out its dated information system and began the implementation of PeopleSoft. This enterprise system allows the University to more fully integrate student records, human resources, and financial management data. In 2011, we began a University-wide data warehouse project, FalconInfo, to provide common data definitions, databases, and reports for assessment and evaluation. BGSU is also making greater use of external benchmarking data (e.g., National Study of Instructional Costs and Productivity, Collegiate Learning Assessment, National Survey of Student Engagement), to enrich its assessment of student learning, evaluation of operations, planning, and budgeting.

In the Division of Academic Affairs, the assessment of student learning is directly linked to the annual planning and budgeting process. The common template used across the Colleges (and academic units within the colleges) for planning and budgeting requires reporting on 19 metrics representing five areas: Financial Stability, Access & Success, Student Achievement, Economic Development & Research, and Efficiency. In addition, each College and/or academic unit includes additional metrics unique to their mission and strategic priorities. Colleges are required to attach those Academic Program Reviews completed by the college during the year; included in the required information of the self-study report is:

*“Self-evaluation of strengths and areas of concern (including) ... the number, characteristics, retention, and graduation of students enrolled in programs within the unit; student learning outcomes, assessment measures, results, and resulting actions; ... and employment and ongoing education outcomes of graduates.”*

Finally, Colleges and academic units are expected to incorporate the findings from the formative assessment of established student learning outcomes gathered annually from each academic unit through the Student Achievement Assessment Committee (SAAC, see Criterion 4.B) process coordinated through the Office of Academic Assessment. Together, these sources of assessment, reflection, and evaluation create a strong linkage between student learning and planning and budgeting.

In academic support areas, both the assessment of student learning and evaluation of operations are integrated into the ongoing planning and budgeting processes. For example, the opening of the Learning Commons on the first floor of the Jerome Library was in direct response to the need to provide integrated academic support services (tutoring, student study groups, makeup testing) in support of student success; similar support services have been in place at the recently expanded and remodeled Teaching & Learning Center on the BGSU Firelands campus. As a second example, the recent implementation of SuccessNET online services allow all faculty to easily share feedback (concerns, compliments, and notes of encouragement) on course performance with their students. Flags of concern are automatically forwarded to a student's advisor for action as needed. These initiatives were priorities included in the strategic plan of the Vice President for Enrollment Management and approved for funding through the established budgeting and planning process.

**5.C.3.** Internal constituent groups play important roles in the strategic planning processes at the University. The process used to establish the University's current strategic plan included input from approximately 600 faculty, staff, and students on both campuses (see Criteria 1.A). College strategic plans are informed by academic unit plans, which are developed by the faculty under the leadership the unit's Chair or Director. In addition, representatives from Faculty Senate, Administrative Staff Council, and Classified Staff Council attend BGSU Board of Trustees meetings where progress on strategic priorities is updated, approved, etc. Other academic planning initiatives (e.g., strategic plans for graduate education, international student services) and academic support (e.g., Strategic Enrollment Management, Campus Master Plan) include broad representation from the University community. For example, almost 70 individuals from across BGSU actively participated in the development of the University's 2010-2011 Strategic Enrollment Management planning process.

External constituent groups also play important roles during the strategic planning process at BGSU. All colleges have external advocate boards. BGSU Firelands has an Advisory Board, of representatives from the different counties served by the college. The Advisory Board is actively involved in the environmental scanning process and reviews /endorses priorities that evolve during strategic plan development. Numerous academic programs and units have external advisory boards or are accredited (see Criterion 4.A) to ensure their curriculum is aligned with appropriate trends and expectations. There are also many ad hoc invitational meetings for external constituents to participate in the planning process. In addition to the BGSU Board of Trustees, trustees of BGSU Foundation Board and the BGSU Alumni Board also shape and influence the strategic directions in some areas of the University. The perspectives of external constituents from the City of Bowling Green and surrounding communities also influence the University's planning process. A recent example would be the Visioning Project where University and community leaders developed plans to address areas of mutual concern. Many of these plans are already being/have been implemented.

**5.C.4.** Institutional planning based on current and projected sources of revenue is a growing strength that can be attributed to the leadership of the CFO who led improvements in budgeting policies and practices, and the implementation of PeopleSoft to provide better tracking of resources and expenses and discipline in budgeting and planning. The CFO coordinates a University-wide budget modeling process that includes the University's current financial

performance and multiple budget scenarios (e.g., based on reasonable alternative estimates of enrollment and retention, state support, and personnel, operating, and capital budget forecasts); these multi-year projections guide both short term planning (e.g., prioritized investments in critical building maintenance and infrastructure due to historical problems of deferred maintenance) and long term planning (e.g., projected improvements in enrollment and retention that will generate recurring revenue to support faculty and staff growth to accommodate a larger student body). These data-driven scenarios provide the divisional vice presidents with guidance on the projected availability of resources to inform the planning process, which is then infused in the unit planning process within their divisions.

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

Finally, sources external to the University are also integral to systematic and integrated planning. The Inter-University Council of Ohio representing all 14 public 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 & Finance Officer, Chief Information Officer), information on issues such as the state budget, legislative hearings and proposed bills, and Ohio Board of Regents funding and accountability proposals are shared and discussed to inform institution-level planning. Up-to-date information on outcome-based student funding model, projections for changes in need-based student financial aid from the State of Ohio, and expected capital appropriations by the State Legislature for new construction help BGSU develop a realistic annual plan and budget to support the University's vision and strategic priorities.

**5.C.5.** The environmental scan is a key component of the strategic planning model used at BGSU. In the Division of Academic Affairs, a SWOT Analysis (i.e., internal Strengths and Weaknesses and external Opportunities and Threats) is the required first appendix of every College's strategic plan. The strategic planning workshop for college deans, department chairs, and school directors included training on the SWOT environmental scanning approach. Furthermore, the Division of Academic Affairs has incorporated environmental scanning in the recent development of several intercollegiate strategic plans including graduate education, co-op and internship programs, distance education, international programs, and education abroad/global partnerships. Academic support units also consider emerging factors, such as technology, demographic shifts, and globalization in their planning processes.

The University-wide budget modeling process incorporates demographic and environmental factors (e.g., changes in state share of instruction, in-state vs. out-of-state student enrollment) to create reasonable budget scenarios that inform the planning process. For example, public-private partnerships to construct new residence halls and a student wellness center or the outsourcing of ancillary services (e.g., dining, waste disposal) to free up capital and operational dollars for investment in academic priorities grew from successes of other higher education institutions. The Campus Master Plan was developed with significant input from national consultants who shared their extensive knowledge in constructing and renovating flexible and collaborative academic spaces used throughout the country. As an outgrowth of this process, the Office of the CIO and Center for Teaching and Learning have created an experimental “classroom of the future” to provide faculty with a state-of-the-art classroom environment for testing emerging pedagogical and technological innovations to improve student learning, and the results of this work will be used to influence the renovation of classroom spaces across both campuses.

## Sources

---

- StrategicPlanningPositioning2008
- ChartingOurFuture
- UniversityVision
- VisionMissionCoreValues
- UniversityCoreValues
- FAAC
- PlanningResources2005Level1
- ULStrategicPlan
- ASStrategicPlan2012-17
- MasterPlan
- Fireland Master Plan - FINAL REPORT 113010
- Admissions
- MarketingandCommunications
- OfficeofResidenceLife
- 2012 CMA Strategic Plan-updated
- 2012 HHS FINAL SP
- CBA\_ULSP\_3-5-12
- MusicalArts1
- CoT Strategic Plan 2012-2017
- EDHDSstrategicPlan2012-2017
- FacultySenate
- BudgetPresentations
- TraditionsQuad
- The National Study of Costs & Productivity
- AdministrativeStaffCouncil
- ClassifiedStaffCouncil
- CABRoster
- BoardofTrustees
- AlumniBoard

- FoundationBoard
- Final Report - Joint Visioning Task Force Report - 09-10-2012

## 5.D - Core Component 5.D

---

The institution works systematically to improve its performance.

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

### Argument

---

**5.D.1.** BGSU has a series of documents to provide a basis for improvement, such as operational efficiency reports, academic metrics, and technology inventories.

**Efficiency Reports - OBOR FY** - There are four reports created for the Ohio Board of Regents to describe BGSU's progress in efficiency of operations (2008, 2009, 2010, 2011).

**Efficiency Reports - Student Affairs** - For the past 10 years, the Division of Student Affairs has made both financial and non-financial changes to improve the effectiveness and efficiency of the division.

**Efficiency Reports - Staff** - In October 2005 there were 1874 staff (headcount). In October 2012 there are 1522 staff, a reduction of 352 staff.

**Academic Metrics - BGSU** - BGSU has developed a common set of metrics that are collected by each College to judge academic performance (A&S, CBA). These have been in place since the unit-level strategic planning process was initiated.

**Academic Metrics - NSICP** (National Study of Instructional Costs and Productivity)- BGSU uses the NSICP data to compare Departments and Colleges with those in peer universities. These data guide funding and investment decisions based on unit performance.

**Academic Metrics - Graduation Rate** - Institutional effectiveness can best be demonstrated by comparing the 4, 5 and 6 year Graduation Rates from 2002 to 2010. All but one category of students (women in the 5 year) showed an increase over the 8 years

**Technology Inventories - Computer Labs** - In 2011 all of the 51 computer labs on campus came under the direct control of Information Technology Services. There are 1,495 public computing lab seats for students to access and 25% of them are in the Residence Halls.

**Technology Inventories - Classroom Updates** - ITS has an on-going project to upgrade the technology facilities in general classrooms.



**5.D.2.** The University has developed new or modified existing programs as a result of its past experiences. Examples include:

**Print Responsibly Program** - In 2003 every individual department could purchase and maintain any printers, copiers, faxes, scanners and provide services they wanted. For copiers, there were 25 different makes and models across the campus each with a different set of toner cartridges. In 2010, the Print Responsibly program centralized the 1,950 departmental devices through a common contract for purchase, maintenance, and the use of multi-function devices. Today there are 763 devices saving over \$600,000 per year, 65% reduction in the purchase of paper, standardized multi-function devices and print cartridges. Recycled paper is also used in all publicly accessible devices.

**Energy Management Program** - The energy consumption in 2004 was 91,485,000 KW of electric and 558,649 MCF of natural gas. In 2011 our consumption was 88,737,544 KW of electric and 430,688 MCF of natural gas, a reduction of 3% electric and 22% natural gas.

Our goal, as defined by Ohio House Bill 251, is to have a reduction of 20% from the 2004 numbers by the year of 2014. BGSU has also signed the American College & University Presidents Climate Commitment (ACUPCC) pledging to develop plans for BGSU to become carbon neutral. A committee is in the process of developing a plan for achieving this goal.

**LEED Certification Program for New Construction** - The Stroh Center achieved a Gold LEED certification while the Wolfe Center achieved a Silver LEED certification. All new construction or renovated buildings will meet the LEED standards.

**Purchasing Program** - In 2003 all purchase orders were done by hand and on paper. In 2010, BGSU implemented an eProcurement system (SciQuest), which offered a more efficient process and workflow. Today, through the use of the eProcurement system, the purchasing process at BGSU is completely electronic and accessible to the end-user anywhere in the World. In addition, various payment terms have been established to capture discounts. The University also deployed numerous payment methods, including Pcards, ACH, single-use accounts and checks, to ensure we can effectively transact with all firms. By doing so, the University is utilizing the most cost effective process.

**One Travel Agency Program** - BGSU, like many other institutions, has to incorporate travel into department budgets in order to maximize the educational process. In 2011, the travel management program enabled University departments to go to one University partner and secure travel at a lower cost. Today, not only is the fee structure lower than any online travel agency, but University departments do not have to spend their time shopping the cheapest way to travel. Also, included in this program are other services historically absent through online travel sites.

**Treasury Program** - In 2008, BGSU processed approximately 30,000 outbound accounts payable payments, 99.5% of which were payments made via paper check. In 2011, the University processed roughly 21,000 outbound payments with less than 64% of them in paper format. Electronic payments are more cost effective for the University, require less personnel

time, and reduce the likelihood of errors. Further, through the Purchasing initiatives, we've been able to consolidate suppliers, reducing the number of firms to which we send payments and ultimately driving down costs.

In 2008, all inbound and outbound payments were manually verified and tied out to the ledger. In 2010, the University expanded its use of the PeopleSoft ERP system and implemented the financial gateway module, which permitted the University to begin importing and exporting data with our financial institution. This project resulted in the University being able to auto-reconcile both inbound and outbound transactions and provided the ability to send positive pay files to our financial institution to ensure the only payments clearing our account were in fact authorized. In 2012, the automatic reconciliation rate for the University's primary deposit account is approximately 67% and the disbursement account is slightly more than 95%. In 2010, reconciling these transactions took a dedicated staff member nearly 32 hours per week. Today, it is done by the system and verified in less than one hour per month.

**Sustainability Programs** - BGSU has had a recycling program since 1986, and an Office of Campus Sustainability within the Campus Operations area was created in 2010. Each year, BGSU defers hundreds of tons of waste annually from the landfill through recycling, reduction and reuse programs. In the past academic year alone, BGSU recycled over 670 tons of material. We also recycle university and personal computers and electronic devices.

**ERP System Enhancements** - In 2010 the University expanded its use of the PeopleSoft ERP system and implemented the financial gateway module that allows the University to exchange data with our financial institution.

**Efficiency Task Force** - In 2012, the President appointed a Task Force to examine and identify ways to improve the University from the smallest idea to University-wide suggestions. The Task Force created a "suggestion box" for the community to contribute ideas and has selected a number of ideas for immediate implementation.

**Kaizen LEAN reviews** - One specific example of the Efficiency Task Force was the use of the Kaizen LEAN review process to reduce the time/effort required to recruit and hire administrative staff. The team mapped out 84 steps, which were winnowed to 44. The final target is 24 steps with a new paperless system. Academic Affairs has used the Kaizen LEAN review process to review academic advising practices and is in the process of developing a new campus-wide advising plan.

## Sources

---

- Graduation Rates 2002 - 2010
- Kaizen Hiring Update
- KaizenReportOut
- OBR Required Efficiency Report 2010

- OBR Required Efficiency Report FY 2008 v2
- OBR Required Efficiency Report FY 2009
- OBR Required Efficiency Report FY 2011
- Student Affairs Efficiency Report 2003 - Present
- Student Affairs Efficiency Report 2003 - Present Part 2
- NSICP List of BGSU Files
- NSICP Summaries
- CollegeSummary
- CollegeSummaryAS
- CollegeSummaryCBA
- The National Study of Costs & Productivity
- EmployeeCount

## **5.S - Criterion 5 - Summary**

---

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

### **Summary**

---

BGSU dedicates and utilizes resources, structures, and processes to fulfill our Mission, to improve the quality of our educational offerings, and are positioning the University to address future challenges and opportunities. We provided documentation of how our resources support educational programs and plans for sustaining and increasing the quality of our programs. While in the midst of negotiating our first collective bargaining contract with faculty, our governance and administrative structures strive to promote effective leadership and continue to support collaborative processes so that BGSU can fulfill its mission. We are in a transition process to a new definition of shared governance for BGSU. Finally, BGSU has illustrated how we participate and unite various systems in the planning process.

### **Sources**

---

*There are no sources.*