

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

UNIVERSITY OF TOLEDO
Toledo, Ohio

February 26-29, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Promod Vohra, Dean, College of Engineering & Engineering Technology, Northern Illinois University, DeKalb, IL 60115 (Team Chair)

Colonel Richard L. Fullerton, Vice Dean of Faculty, United States Air Force Academy, USAF Academy, CO 80840

Dr. Donald L. Gilstrap, Dean of University Libraries, Wichita State University, Wichita, KS 67260

Dr. Michael Grant, Professor, Associate Vice Chancellor for Undergraduate Education, University of Colorado, Boulder, CO 80503

Dr. Elaine M. Klein, Assistant Dean, Director, Academic Planning, Program Review and Assessment, University of Wisconsin-Madison, Madison, WI 53706

Mr. Steven Ludwig, Vice President for Administrative Affairs, St. Cloud State University, St. Cloud, MN 56301

Dr. Karen Pugliesi, Vice Provost – Academic Affairs, Northern Arizona University, Flagstaff, AZ 86011

Dr. Kenneth G. Ruit, Assistant Dean for Undergraduate and Graduate Education, Sch. Med. Health Sci., University of North Dakota, Grand Forks, ND 58202

Dr. Kirk Schulz, President, Kansas State University, Manhattan, KS 66506

Dr. Susan B. Twombly, Professor and Chair/Department Educational Leadership and Policy Studies, University of Kansas, Lawrence, KS 66045

Contents

I. Context and Nature of Visit 4

II. Commitment to Peer Review 13

III. Compliance with Federal Requirements 14

IV. Fulfillment of the Criteria..... 14

 a. Criterion One 14

 b. Criterion Two 17

 c. Criterion Three 21

 d. Criterion Four 30

 e. Criterion Five 37

V. Affiliation Status..... 41

VI. Additional Comments and Explanations..... 42

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The team evaluated the institution for continued accreditation, Federal Compliance, and pathway eligibility.

B. Organizational Context

The University of Toledo is accredited through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The most recent visits were conducted in 2001, 2002 and 2005 (focused), which resulted in continuing accreditation with a comprehensive visit due in 2012. During the past six years, the organizational context has changed due to the merger of the University of Toledo and the Medical University of Ohio.

The purpose of this visit was a 10-year comprehensive evaluation. The Medical College of Ohio was visited by HLC in 2001 and the University of Toledo was visited in 2002. The two institutions merged in 2006 under the banner of University of Toledo. The 2006 merger between The University of Toledo and Medical University of Ohio dramatically changed the University and expanded the educational capabilities of both institutions. Two institutions that helped shape Toledo and northwest Ohio for years came together, with the union having profound implications for the city's and the region's future. Also, there was a focused visit to the UT campus in 2005.

The University of Toledo is a state-supported university. It is one of 14 state universities in Ohio. It was established in 1872 and became a member of the state university system in 1967. The University of Toledo and the Medical University of Ohio merged July 2006 to form the third-largest public university operating budget in the state. It is known as a student-centered public metropolitan research university with 23,000 students.

Since the 2002 continued accreditation site visit, the University has advanced under the leadership of two presidents: Dr. Daniel Johnson, who served from 2001 to 2006 and who returned to the University in May 2011 to serve as director of the Office of Global Initiatives, and Dr. Lloyd A. Jacobs, who has served from 2006 to the present. The Board of Trustees in May 2011 extended President Jacobs' contract to June 30, 2016. Both presidents have worked with members of the Board of Trustees, Vice Presidents, Provosts, College Deans, Department Chairs, and others to advance the University through strategic planning, and through building infrastructure, human resources, fiscal strength, partnerships, and academic programs.

The university offers more than 300 undergraduate, graduate and professional programs in the following colleges:
Adult and Life Long Learning

Business and Innovation
Education, Health Science and Human Service
Engineering
Graduate Studies
Honors
Innovative Learning
Languages, Literature and Social Sciences
Law
Medicine and Life Sciences
Natural Sciences and Mathematics
Nursing
Pharmacy and Pharmaceutical Sciences
Visual and Performing Arts

The University has three campuses. The Main Campus features nine modern residence halls, a gothic bell tower, a Student Recreation Center, a state-of-the-art classroom center in one of its original buildings, Memorial Field House, opened fall 2008, and a football stadium and new Savage Hall basketball and athletic complex, which opened fall 2008. The Health Science Campus is home to graduate and professional health programs and the UT Medical Center, a Level 1 trauma center, offering innovative treatments for strokes and cancer to the region. The UT Medical Center also features the new \$5.8 million Orthopedics Center. The facility is state of the art and has several innovative learning technologies to help students learn better. The 3-D simulated learning system is also state of the art.

The Scott Park Campus for Energy and Innovation serves as a hands-on alternative energy laboratory used for teaching, research, and energy project demonstrations.

The President developed a detailed strategic plan in 2011 which is well accepted and describes the vision of the University for the future. The campus is well organized, adequately funded, and the infrastructure is conducive to delivering quality education, research and learning. The university has diverse community connections in order to be an engaged, responsive and accountable institution.

C. Unique Aspects of Visit

The University had gone through a merger in 2006 and this visit was to evaluate the impact of the merger and to assess the viability of the institution after the merger. Also, since 2006, the university has gone through developing two strategic plans. The visit was to ensure that the university among other things had a viable and well articulated strategic plan.

D. Sites or Branch Campuses Visited

Main campus and the Health Sciences Campus

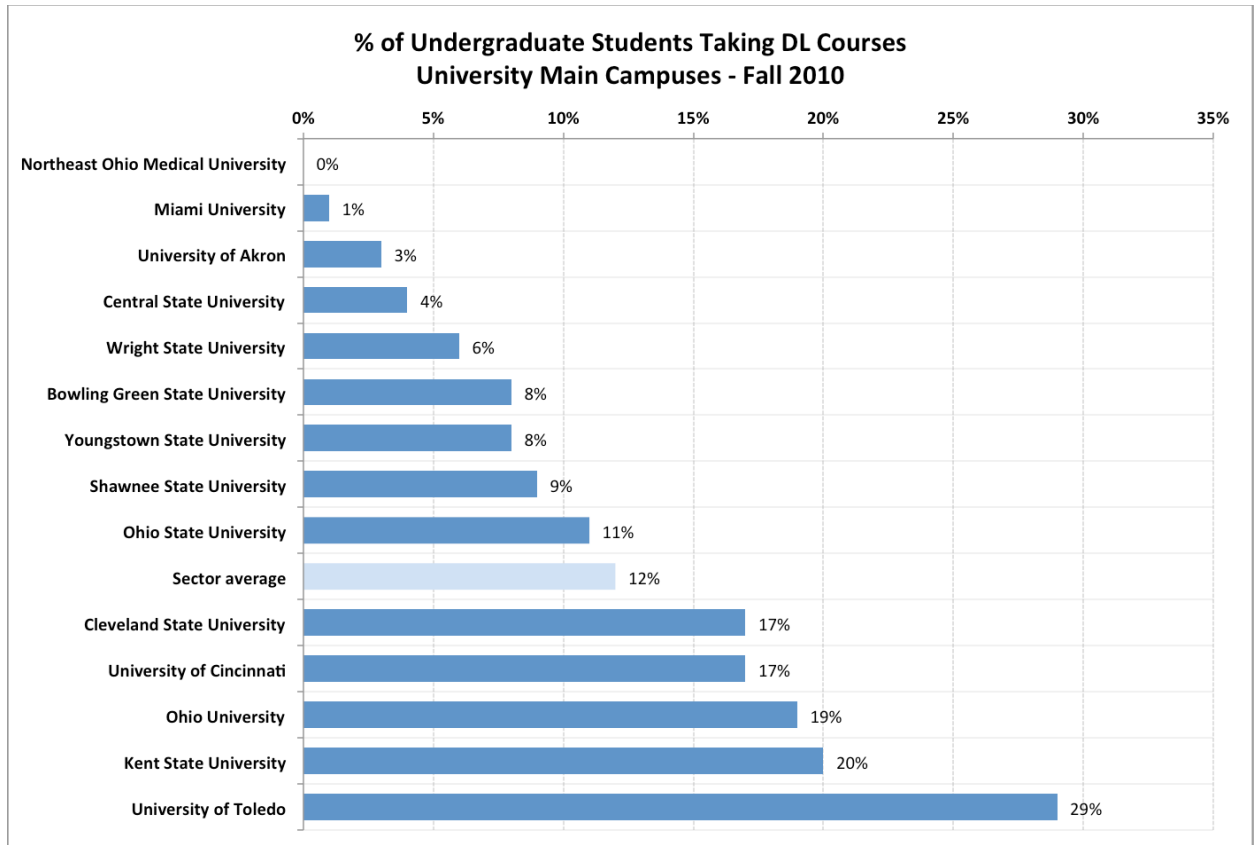
E. Distance Education Reviewed

Anchored by the University's *2011 Directions* strategic plan that promotes enhanced online learning opportunities, critical organizational, financial, and technical resources that support the 30 asynchronous Internet-based degree and certificate programs are taught totally online at the University. Also offered are hundreds of single hybrid courses that combine traditional face-to-face class meetings with an online learning component and that allows students to augment and accelerate their degree programs. The University offered 1,396 online courses during the 2011-2012 academic year with a duplicated student headcount enrollment of 30,335.

As the chart below indicates, the University has the highest distance-learning enrollment rate (29 percent) of the 14 major state-supported universities in Ohio, according to the annual 2011 distance-learning enrollment report of the OH-TECH Division of Student Services.

As the report noted:

"The sector average of distance learning enrollments at the university main campuses is 12%. Although this is significantly lower than that of the community and technical colleges, students are still using this mode of delivery, particularly at some four-year institutions. The University of Toledo has the highest distance learning enrollment rate (29%), while Kent State University (20%), Ohio University (19%), the University of Cincinnati (17%), and Cleveland State University (17%) all have a higher than average percentage of their students taking distance learning courses."



The following colleges offer degrees that can be completed solely through online course work: College of Business and Innovation; College of Nursing; College of Languages, Literature and Social Sciences; College of Engineering; and the Judith Herb College of Education, Health Science and Human Service. A number of professional colleges offer online continuing education programs for area professionals such as physicians, nurses, attorneys, and teachers. Following are the colleges and the active degree and certificate programs that are taught totally online:

Degree Programs

College of Adult and Lifelong Learning

- Individualized Program (Bachelor of Arts)
- Individualized Program (Bachelor of Science)
- Adult Liberal Studies (Bachelor of Arts)

College of Languages, Literature and Social Sciences

- Liberal Studies (Master of Liberal Studies)

College of Business and Innovation

- Accounting Technology (Associate of Business Administration)

- Applied Organizational Technology (Bachelor of Applied Technology)
- Business Management Technology (Associate of Business Management)
- Computer Network Administration (Associate of Applied Business)
- Computer Software Specialist (Associate of Applied Business)
- Information Services and Support (Associate of Applied Business)
- Technical Studies (Associate of Technical Studies)
- Programming and Software Development (Associate of Applied Business)

College of Engineering

- Computer Science and Engineering Technology (Bachelor of Computer Technology)
- Engineering (Master of Science-General Engineering)
- Information Technology (Bachelor of Science)

Judith Herb College of Education, Health Science and Human Service

- Criminal Justice (Bachelor of Science in Criminal Justice)
- Early Childhood Education (Bachelor of Education)
- Early Childhood Education (Master of Education)
- Health Care Administration (Bachelor of Science)
- Health Information Administration (Bachelor of Science)
- Recreation Administration (Master of Arts)
- Special Education/ Early Childhood (Master of Education)

College of Nursing

- Doctor of Nursing Practice (Offered in collaboration with Wright State University)
- Nurse Educator (Master of Science)
- Nursing (RN-BSN) (Bachelor of Science)
-

Certificate Programs

Judith Herb College of Education, Health Science and Human Service

- Contemporary Gerontological Practice (Graduate Certificate)
- Elder Law (Graduate Certificate)
- Health Care Administration (Post-Baccalaureate Certificate)
- Patient Advocacy (Graduate Certificate)

College of Nursing

- Nursing Education (Graduate Certificate)

Learning Ventures (LV), an administrative unit of the College of Innovative Learning (COIL), has primary responsibility for providing strategic leadership and management for online education, for delivering distance learning courses and programs, and for ensuring their high quality through assessment programming.

It determines the overall resources needed to implement online education plans, including instructional designers and other educational specialists, classroom technology, and course management software.

LV's support services and incentives to faculty, staff and students include professional development workshops, grants, and one-on-one assistance in new online course design and distance learning delivery, formats, and pedagogical approaches that incorporate best practices related to learning at a distance; direct technical support; and multimedia and Web production.

LV's fiscal year 2012 budget of \$6.2 million also covers the Instructional and Research Technology unit. LV has a staff of 25, including 18 full-time employees. A number of professional instructional designers are assigned to specific colleges to assist faculty with development of online courses or with technology-enhanced support for classroom instruction.

Revenue generated from the University's online course and program offerings, which includes tuition, subsidy and fees, totaled approximately \$36.6 million. Instructional costs totaled \$3.1 million.

A number of departments support LV in offering quality online education. The Information Technology Department maintains the University's digital infrastructure and student information system that meets the 24/7 needs of online students and supports other student learning software packages. LV also is supported by Instructional and Research Technology that has a five-member staff, including four full-time employees who encourage use of free or inexpensive software for student learning. The registrar's office also works to improve the efficiency of registering for online education courses and programs. Technological support for online education is strong. The University uses SunGard's Banner system to conduct business. LV has adopted Blackboard™ as its learning management system. All online courses now have a Blackboard component. LV employs other educational and communication technologies such as Echo 360 for lecture capture, Adobe Connect software for video and audio conferencing, and Epsilen for networking and e-folios.

LV and COIL are developing mobile strategies that include a growing investment in iPad. Approximately \$40,000 has been earmarked in the 2012-2013 academic year to enhance blended learning.

F. Interactions with Constituencies

Board of Trustees
Community Leaders
Alumni
President

Provost
Chief Financial Officer
Chancellor
Vice Presidents
Deans
Unit Heads
Faculty
Staff
Students

G. Principal Documents, Materials, and Web Pages Reviewed

Documents Reviewed-in addition to Self Study
Campus Climate Survey
UT's Fall 2010 Mission and Integrity Survey for Faculty and Staff
Directions 2011-The Strategic Plan of the University of Toledo
UT's Policy and Procedure WEB site
UT's Strategic Land Use Plan
Clery Report

Attendance at on Campus Sessions

Affirmative Action
Kevin West, Senior Human Resources Officer
Dan Barbee, Director of Nursing

Faculty Leaders
Lawrence Anderson-Huang, President Faculty Senate; Chair Physics and Astronomy
Susan Batten, Assoc. Prof. Nursing
Mike Dowd, Assoc. Prof./Chair Economics; Chair Graduate Council
Lucy Duhon, Assoc. Prof. Inter. Chair Scholarly Communications/Librarian
Karen Hoblet, Asst. Prof. Nursing
Nick Piazza, Prof. Psychology
Mary Powers, Prof. Pharmacy Practice
Celia Regimbal, Assoc. Prof. Early Childhood PE and Sp. Ed.
Linda Rouillard, Assoc. Prof. French
Mike Bechill, President Graduate Council
David Giovannucci, Assoc. Prof. Neurosciences
Patty Relue, Assoc. Prof. Bio-Engineering
Mark Templin, Assoc. Prof. Curriculum and Instruction

General Faculty Meeting
34 Faculty Members

Deans

Nagi Naganathan, Engineering
Tom Barden, Honors
Jamie Barlowe, Languages, Literature and Social Sciences
Karen Bjorkman, Natural Science and Mathematics
Debra Davis, Visual and Performing Arts
Johnnie Early, Pharmacy and Pharmaceutical Sciences
Tim Gaspar, Nursing
Tom Gutteridge, Business and Innovation
Patsy Komuniecki, Graduate Studies
Dennis Lettman, Adult and lifelong Learning
Ben Pryor, Innovative Learning
Beverly Schmoll, Education, Health Science and Human Service
Dan Steinbock, Law

Diversity

Sunday Griffith, A.D. Undergraduate Admissions
An Chung Cheng, Assoc. Prof. Spanish
Jamie Barlowe, Dean College of Languages, Literature and Social Sciences
Donald Perryman, Community Pastor
Yvette Perry, D. Student Affairs, College of Medicine
Erik Johnson, Mgr. UT Minority Business Development Center
Morris Jenkins, Prof. Criminal and Social Justice
Gary Johnson, Community Leader, Business Leader and Student
Wafaa Hanna, Health Sciences Off. of Faculty Affairs
Kevin West, Senior Human Resources Officer
Connie Rubin, Human Resources/Talent Development
Angela Paprocki, Learning Collaborative
Jim Ferris, Disability Studies Program
Lawrence J. Burns, VP External Affairs
Terry Romer, A. D. Institutional Research
Margaret Traband, V. Provost Undergraduate Studies
Jan Scotland, Chair PCARS
Paulette Bongratz, Chair President's Council on Diversity, Student Subcommittee
Peter Thomas, Dir. of International Student Scholar Services
Drew Scales, A. Athletic Dir./Office of Equity and Diversity
Joan R. Griffith, Assoc. Prof. Pediatrics
Fatima Roohi Pervaiz, Prog. Coord. Office of Multicultural Student Services
Amal Said, Assoc. Prof. Accounting
Shanda Gore, AVP Equity, Diversity, Community Engagement
Kristen Edwards, Administrative Graduate Council; Assistant, Equity, Diversity and Community Engagement
Jeff Witt, Asst. Dean of Students.

Matt Rubin, Student Government President

Health Science Campus Administration

Pat Metting, VC Student Affairs/Senior Associate Dean Medicine

Dan Barbee, Dir. of Nursing

Amira Gohara, Dean & Prof. Emerita Pathology

Kay Grothaus, Assoc. Prof. Emerita/Assoc. Dean Academic Affairs, Nursing

Wafaa Hanna, Health Sciences Off.of Faculty Affairs

Chris Hinko, Prof. and Assoc. Dean of Students, Pharmacy

Steven Martin, Prof. and Chair Pharmacy Practice

Scott Scarborough, Sen. VP and Exec. Dir. of UTMC

Connie Shriner, Assoc. Dean Faculty Development and Curriculum Evaluation

Carl Sirio, VP Medical Affairs, Assoc. Dean Clinical Affairs, Chief Medical Info, Officer

Norma Tomlinson, Assoc. VP/ Assoc. Exec. Director UTMC

Federal Compliance

David L Cutri, Dir. of Internal Audit

Sue Hochberg, Admin. Dir. Online Learning

Kelly Andrews, Sen. Assoc. Athletics Dir.

Sherri Armstrong, Uni. Registrar

Carol Baumgartner, Dir. Of Financial Aid

Esther Fabian, Assoc. VP Branding/Creative Services

Kim Goodin, Information Writer

Marcia King-Blandford, V Prov. Academic Operations

Tobin Klinger, Assoc. VP University Communications and Marketing Operations

Patsy Komuniecki, V Prov. Graduate Affairs and Dean Grad. Studies

Cathi Kwapich, Sir. Adult Transfer Admission

Geoff Martin, Vice Prov. And Dir. Institutional Research

Jeff Newton, Chief of Police

Pete Papadimos, VP and Gen Counsel

Kaye Patten Wallace, VP Student Experience

Tony Urbina, Senior Service Excellence Specialist

Documents and Websites Consulted

U of Toledo Self-study and Addendums

Directions 2007 Strategic Plan

Directions 2011 Strategic Plan

Financial Reports

Federal Compliance Materials

The Relevant University

College Assessment Reports

Service Unit Assessment Reports

Merger to a Great Institution

Changing the Student Experience: 2011-12 Strategic Plan of Action

- College Business Plans FY13
 FY2012 Budget
 NSSE 2011 Benchmark Report
 Retention Task Force: Retention Initiatives for AY11-12
 Ohio Board of Regents Academic Programs Review Draft Guidelines, Sept 2011
 Doctoral Program Review 2011-12
 Master's Program Review 2011-12
 AACSB International Business Accreditation- Fifth Year Progress Report 1/20/10
 Ohio Board of Regents- State Share of Instruction Handbook 9/30/2009
 College Assessment Reports
 Undergraduate Research (publication)
 Sam Carson Course Transformation Fellowship Program
 Report of a Focused Visit- April 2005
 Institutional Research-website
- College Portrait- U Toledo
 - Collegiate Learning Assessment Report
 - Common Data Set
 - Undergraduate Course Completion Reports
 - Retention-graduation Reports
 - Self-Study Report
 - Directions 2011 Strategic Plan
 - High School Outreach 2009/2010 assessment report
 - University of Toledo Institutional Snapshot
 - Office of Academic Engagement (OAE) 2009/2010 assessment report
 - Career Services 2009/2010 Assessment
 - Univ of Toledo Student Handbook
 - 2005 HLC Focused Visit Report
 - 2007, 2008, 2010 Student-Centeredness Survey reports
 - Univ of Toledo Annual Report on Technology Transfer, FY2008 and FY2011
 - Multiple resolutions passed on the Merger between UT and the Medical Univ of Ohio. Resolutions include those from the Board of Trustees, MUO Faculty Senate, Regional Growth Partnership Board, City Council of Toledo, Alumni Association
 - Publication by Jeffrey P. Gold, Ronald A. McGinnis, and William McMillen on "Merging Two Universities: The Medical University of Ohio and the University of Toledo" published in *Academic Medicine*, Vol. 82, No. 12, December 2007
 - University of Toledo Service Unit Outcomes Report 2010-2011
 - Report on UT's Fall 2010 HLC Mission and Integrity Survey for Faculty and Staff
 - Intermodal Transportation Institute (ITI) Director's Message
 - UT-UTC Update newsletter, Vol 5, Issue 2, spring 2011
 - UT Energy and Environmental flyers on Business, Research, and Education
 - College of Languages, Literature, and Social Sciences Diversity Plan
 - University Transportation Center Annual Report 2009-2010

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The self study report submitted by the University fo Toledo was one of the most detailed self study reports submitted by an institution. The process of writing the self study process was participative and provided adequate opportuniies for all the university's stake holders to provide feedback and suggestions. The self study report was divided into appropriate sections providing evidence of compliance with the main Criteria and the Core Components. The supporting data were sufficient to provide institutional details to the HLC team members. The links and data provided were sufficient to make initial judgment about the activities at the University of Toledo. The Self Study Report was provided both as a link and in an electronic format enabling the members of the visiting team to have an easy access to the report.

B. Integrity of the Self-Study Report

Most of the data contained in the self study report were accurate and reliable. The additional data needed by the team members were provided readily. The self study report was full of information needed by the HLC members to complete a comprehensive visit of the institution.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the institution to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Evidence was provided to show that the requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1a The organization's mission documents are clear and articulate publically the organization's commitments.

The current mission documents, developed after the 2006 merger of the University of Toledo and the Medical University of Ohio, showed a high level of consistency and resonance among mission, vision and core values as corroborated by all the stake holders of the University. This is also evidenced by the newest strategic plan that was calibrated to that mission in 2010 and published as Directions 2011.

The mission documents are accessible and widely published including appearing in college mission statement documents, and are reflected in “bylaws of units, colleges, schools, administrative groups”, in web pages and on posters in several buildings around the campus. The Team also found a strong awareness of the mission documents by a large group of community members to include economic development groups, K-12 representatives and representatives of the City’s mayoral and City Council groups.

1b In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.

Diversity, as defined by the Commission on Diversity considers learners, faculty, staff, administration and the community beyond the campus, is embraced specifically in the mission and core values.

The strategic plan, mission and the core values explicitly articulate goals around diversity with measurable outcomes such as increases in employment applicant pools, student recruitment, faculty and student retention and regular internal climate surveys. The University created two offices, the Office of Institutional Diversity (OID) and the Office of Equity, Diversity and Community Engagement (OEDCE) to carry out strategies to achieve the expected goals.

Programs are specified, and in place, through nine organization offices to enhance mission and goals around diversity including cooperative arrangement with school districts for the Scholarly Savings Account program to encourage achievement and matriculation to the University, forums on tenure for faculty of color, creation of a Veterans and Military student Center and College specific diversity plans, community members becoming active recruiters for the university, especially with respect to African Americans but also for other underrepresented groups.

1c Understanding and support for the mission pervade the organization.

A formal survey of faculty and staff and a subsequent proof of their understanding through interviews and discussions indicated the vast majority of respondents understood and supported the mission and understood specific concepts in the mission statement such as “student centered” and “improve human condition”.

The students, staff and faculty were predominantly supportive of the merger indicating that the merger had created a better and a stronger institution in the region.

1d The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The discussion with stake holders and a review of policies confirmed existence of a formal governance structure extending from State to local campus authorities. The Board and University administrative officials and most senior leadership individuals are experienced and dedicated, albeit in different models of higher education (medical center vs traditional public university).

Administratively, there is an extant, understood governance and leadership structure from the President's office down through department chairs. Most senior leaders, including, especially, the President, are experienced and effective. Some individuals identified significant variability in the experience levels and perceived effectiveness of the Provost, Vice Presidents' and Deans' levels and expressed concern about the frequent turn over and replacement pattern in recent years for the latter group.

The recent proposal of the State to trade decreased regulation and funding for increased autonomy is an important decision on the horizon for the University that can materially impact the mission.

1e The organization upholds and protects integrity.

As evidenced by the synergy between the University and the Ohio Board of Regents' strategic plan to enhance accessibility and focus on STEM fields while maintaining an appropriate level of attention and investment into non-STEM undergraduate education, the university is on the right track to uphold and protect its integrity.

The fiscal integrity is upheld by independent outside audits of financial activities and an active internal audit function through the active participation of the Chief Financial Officer at every level of decision making. The fiscal stability of the institution is further supported by the fiscally conservative philosophy of the university and by significantly reducing the backlog of deferred maintenance activities.

Clear policies and codes of ethics are in place for academic and research integrity, financial activities and general conduct of employees and students. Procedures for review, development, consultation and publication of policies are also in place.

1. Evidence that Core Components are met

The institution provided adequate evidence to support the claim that core components are met.

2. Evidence that one or more specified Core Components need organizational attention

Tension exists between goals of careful and extensive deliberation (more common among the main campus faculty) and the need to be decisively and rapidly responsive to many situations (more common among the Health Sciences faculty). The dynamic nature of national, state and local political and economic environments increases this tension. This tension originated largely in recent years with the merger of the University of Toledo and Medical University of Ohio. A survey in the fall of 2010 indicates wide support for the concept of shared governance (80-90%) but a limited perception that shared governance occurs (20-40%). Attention to close this gap will be an ongoing task for the University.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

2a The organization realistically prepares for a future shaped by multiple societal and economic trends.

Following the merger of the University of Toledo and Medical University of Ohio two successive comprehensive strategic planning processes have produced strategic plans that affirm the institution's mission, articulate strategic goals, identify areas of focus, lay out initiatives/actions, and specify metrics for evaluating progress. The Directions 2007 and Directions 2011 plans were developed through broad engagement of internal and external communities, who conducted environmental and internal analyses to inform establishment of goals and strategies for advancement of the university's mission in a changing context. While Directions 2007 launched the merged institutions, Directions 2011 recalibrated the goals and strategies to adapt to significant fiscal, political and other external changes impacting the university. The Directions 2011 plan is evidenced throughout the institution

through articulated college, business, and service unit plans. Subsidiary plans and documents, such as the Enrollment Management Plan and The Relevant University, reflect areas of strategic actions guided by Directions 2011.

The organizational and operational restructuring brought about by the merger created opportunities to innovate. Leadership of the university has seized such opportunities to develop structures that cross-cut traditional academic organizational divisions to maximize impact and synergies in focal areas of effort. One such example is the Vice President for the Student Experience, who has the charge to work across the institution to increase student success by leveraging all touch points where the university may have an impact on student trajectories. Student service improvement efforts are informed by insights from the management of patient experience in the university's clinical operations. With these practices, the university is positioned to become a leader in advancing achievement of diverse learners.

2b The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future

Resource allocation and university decision making are strongly guided by the Directions 2011 plan, as is evidenced by a variety of transformative reorganizations, investments, and changes in policies and practices intended to position the university to achieve its goals as it navigates substantial reductions in state funding. It is noteworthy that the university has made substantial investments in learning focused infrastructures and innovations that promise to increase the university's capacity to continue to grow enrollment, increase student achievement, and attain a higher research ranking in a constrained resource environment that demands greater attention to productivity.

A dramatic shift in the model through which funding is allocated to Ohio universities tested the responsiveness of the university's planning and budgeting process to rapid change. Performance-based funding links state appropriation of funds to course completions, degree attainment, and a set of institution specific goals. This change was instituted at a time of declining state funding (University of Toledo experienced a 14% reduction) and the imposition of freezes on tuition. The robustness of institutional planning and budgeting is evidenced in the rapid adaptations made to these changes, which ushered in a different business model for the university.

In the face of a \$30M shortfall in FY12, a task force was created to recommend strategies for reducing expenditures while preserving functions essential to the mission and continuing to make strides toward achievement of strategic goals. Numerous recommendations generated by the task force have been implemented. Actions taken to adjust to the budget shortfall represent an array of strategies that will, through increased efficiency and cost avoidance, help to sustain the university's capacity to fulfill its commitment to be learning-centered, support higher levels of achievement among students and faculty, a driver of economic and community vitality, and to contribute to the improvement of the human condition.

The economic viability of the university in the future will depend increasingly on effective enrollment management. With funding from the State tied to courses completed and degrees awarded and legislative or market limitations on tuition

increases, strategic management of enrollment mix, pursuit of new markets, and increased student progression through courses to graduation will be key drivers of revenue growth in the future. The intersections of strategic planning, enrollment management planning and university budgeting are recognized by the institution's leadership. This is evident in the reallocation of resources to areas that will support growth of revenue through strategic shaping and growth of enrollment, pipeline cultivation, development of differential student pathways, increased instructional productivity, and creation of multiple modalities for program delivery. These efforts will situate the university to better navigate changes in an environment with many constraining conditions (e.g., tuition setting, collective bargaining, etc.).

The University has made substantial investments in academic, residence, and athletic facilities. Added instructional laboratories and technology mediated classrooms enhance the student learning experience, as does a clinical health care simulation lab—Inter-professional Immersive Simulation Center- created through a partnership with Promedica Health System, Inc. This is established as a contractual relationship with the University creating a mutually beneficial relationship.

The university leveraged its foundation resources to invest in development of a deteriorated corridor adjacent to the campus (Dorr Street), which will be developed with mixed-use student residence and retail. Students and community members have been involved in the planning of this development and are enthusiastic about the impact it will have on quality of place and student life at UT.

2c The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement

The University has in place robust information and technology infrastructure and services. Data driven decision-making and use of analytics is supported with a combination of central and local unit resources. University constituents express very high satisfaction with analytic and information technology support. Use of data is evident in program assessment, strategic planning, student and patient services, facilities development, academic advising, and curriculum development. The capacity of the university to employ analytics in its operations will be enhanced by implementation of Course Signals and a faculty activity reporting product. The merger brought together a talented team of information and data professionals that are importing practices from patient care to the academic enterprise. These assets position the university to optimize investments in pursuit of its strategic goals.

The University regularly evaluates its progress in achieving strategic planning goals through the use of metrics embedded in its plan, Directions 2011. Service and academic unit assessment reporting, college business plans, and other evidence of data-based decision making demonstrate alignment of institutional activities with the strategic plan and promote continuous improvement. The widespread use of data to evidence performance in relation to institutional and unit goals enhances the University's capacity to fulfill its mission and achieve its strategic goals.

2d All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission

The University has managed its resources strategically through a recession that had devastating impacts on Toledo and other Ohio cities. The fiscal situation of the State led to substantial reductions in state funding at the same time as Ohio and other regional residents had diminished capacity to pay the cost of attendance. Mindful of its commitment to access and affordability, UT has navigated the substantial changes in its fiscal situation by focusing on its expenditures and pursuit of new sources of revenue. The University has reduced its work force in non-academic operations, strengthened fiscal discipline and accountable unit-level budget authorities, and has strongly managed faculty and non-faculty hiring. These strategies have enabled the university to continue to fund priorities -- develop new academic programs, invest in critical infrastructures, create new organizational units -- while preserving reserves for exigencies. This approach to fiscal management ensures that the university will have resources to support its educational programs and other endeavors in times of change and economic uncertainty.

University strategic planning guides academic program development. The UT strategic plan points to areas of educational programming and research that will serve its students, contribute to regional economic revitalization, and contribute to improvement of the human condition. The plan establishes strategic focus on renewable energy, biomarkers and individualized medicine, and other interdisciplinary endeavors that build on strengths. This focus on select areas of excellence will allow the university to invest selectively in infrastructure and talent to grow the research enterprise.

1. Evidence that Core Components are met

Core components are met

2. Evidence that one or more specified Core Components need organizational attention

Successful enrollment management will be key to the University's future fiscal health and success in achieving its goals. Increasing student academic success, retention and progress to graduation will be essential elements of enrollment management in the future. The university has put together teams to develop plans of action focused on retention and the student experience. These groups have developed plans that are in the process of implementation. The university should monitor the implementation of these plans and related actions in support of increasing student retention. Retention of underrepresented students and those not qualified for admission to the colleges present special challenges to the university. The university's academic leadership should focus attention on curriculum and course design, which have substantial impact on student achievement, persistence, and rates of progress to graduation.

As the university has had to preserve resources to support instruction, it has disinvested in professional development for university non-academic personnel. Professional and other non-faculty staff express enthusiasm about the directions of the university and interest in learning so as to be able to contribute at a higher level. Development and management of talent warrant greater attention as the university moves to implement its strategic plan.

It is in the best interest of the institution to create a permanent position of Vice Provost of Assessment and Strategic Planning to oversee assessment practices and policies.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The team found evidence that the organization has in place several strategies that encourage the articulation and measurement of student learning outcomes for each educational program, which will make effective assessment possible.

In anticipation of the April 2005 Focused Visit, UT had developed systems to support continued attention to the assessment of student learning outcomes. Many of those systems were still in evidence in 2012, demonstrating that attention to assessment has persisted, despite challenges (and gaps) presented by substantial institutional reorganization. At UT, effective assessment begins with the leadership provided by the University Assessment Committee (UAC), which has a clear charge and an engaged membership drawn from across academic and student service units, as well as from the Faculty and Student Senates. For example, the vice-provost position developed in 2005 continues to oversee UT's assessment efforts. The Vice Provost for Assessment and Strategic Planning and the University Assessment Committee work together to ensure that connections exist between assessment and planning. To support this continued attention to effective assessment practices, the University Assessment Committee is a "working committee" with regular subcommittees that focus attention on evaluating and improving Assessment Reports, providing Training and Development, and maintaining transparent communication with stakeholders about assessment through the Website.

UAC meeting minutes reveal the members' interest in developing sensible procedures for review and approval of assessment plans and reports, as well as

with providing units with necessary training and support for developing those plans. The UAC created a template for development of student learning outcomes for all academic and many student service programs, consulted with plan authors, and facilitated unit-level review of those plans and reports. There is a commendable level of compliance with the requirement that all units have assessment plans in place. Team members reviewed these unit level evaluations of assessment plans, and learned that outcomes are considered to be generally student-centered and specific enough to be measurable; further, they reflect the values and expertise of the UT faculty who developed the plans. The UAC template helps to ensure that data will be generated with both direct and indirect measures, and that results are fed back into the programs. Although most of these plans are of fairly recent vintage and vary in quality, the template will help the UAC discern where variation exists and work with units to achieve improvements.

Unit-level reports consisting mostly of compliance audits (gauging against the template) reveal that a great majority of programs have assessment plans in place, though little detail is provided about program level outcomes and impacts. This audit strategy indicates that several plans have specific areas warranting improvement. While exposing a degree of variation in implementation, this process nevertheless provides evidence of the institution's insight into the need to develop good assessment processes to support effective assessment practice. Thus, structures exist to provoke appropriate recognition of the need for improvement, and the UAC is organized to provide good support with respect to education and improvement for assessment processes. Systematic monitoring processes and feedback will support continual improvement. Although there is a wide degree of variation across units/programs, there is sufficient evidence to believe that UT has made great inroads in establishing a foundation for effective assessment.

Assessment reports and team interviews identified several examples of the impact the assessment of student learning has had on programming: The First Year Experience Program (College of Innovative Learning) assessment of a course that targets at-risk students, *Beginning the Academic Journey*, led to the development of online course modules providing students "consistent, effective, interactive" learning across a variety of disciplinary perspectives. Assessment results revealed low satisfaction with access to learning resources (conveyed in one of these modules); that module will now be required (as opposed to optional) for all new students. For example, when assessment results revealed a correlation between "Blue and Gold" scholars accessing student academic support and performance, the contracts for this scholarship program were revised to require a specific number of contacts with the Learning Enhancement Center and Writing Center.

At the time of the 2005 Focused Visit, the General Education requirements had been updated to include not only specific characteristics of courses that meet requirements, but also expressed a large number of learning outcomes. Those outcomes have since been further streamlined and improved by adding language that is more student-centered and which more clearly states what students are expected to obtain from those courses. The recent articulation of “Core Competencies” by the Faculty Senate committee on General Education, which worked with the University Assessment Committee and other groups, represents the university's efforts to express – within the constraints of state-mandated transfer requirements – an institution-specific expectation for what UT students will obtain from their General Education experience. The team found a high level of faculty ownership, interest, and hope for the revised program, and for what might be learned about UT student achievement and programmatic success through assessment of these core competencies.

3b: The organization values and supports effective teaching.

The team found considerable evidence that UT values and supports effective teaching.

A qualified faculty governs essential curricular processes, including course and program development. UT has reduced reliance on part-time instructors, and now employs a majority (70%) of full-time tenured, tenure-track, and non-tenured individuals, the great majority (87.5%) hold terminal degrees in their teaching disciplines. Processes for peer review of faculty are in place, with levels of review at department, college and institutional (Faculty Senate and Graduate Council) levels.

The Center for Teaching Excellence was reconstituted as the Center for Teaching and Learning, signaling a shift in emphasis from what teachers provide to what students learn. Relocated yet again, responsibility for faculty orientation, development and the student observer program rest in Learning Ventures and the College of Innovative Learning. Learning Ventures and the College of Innovative Learning offer professional development to teachers at all levels (new faculty, graduate students, skill-building for continuing faculty). Other mechanisms and incentives such as teaching fellowships, grant programs, technology support, and expert consultation for curricular redesign exist to promote teaching improvement. These resources help instructors in different categories and in different phases of their professional careers acquire or polish the skills needed to teach in the 21st Century Classroom. The College of Innovative Learning creates a space where effective collaboration among units is modeled and where innovative instructional tools extend the reach of the university via publication, and generate revenue to support the unit.

Student evaluations of teaching effectiveness are used in substantive ways, and quality of teaching is a component of review for tenure and promotion. Participation in assessment is also included in evaluation of teaching effectiveness. Feedback loops exist to promote improvement where warranted. A noteworthy program, sponsored by the College of Innovative Learning, offers faculty an opportunity to have their teaching evaluated by a trained student observer who attends class, leads a discussion with enrolled students, and produces a report (which may, at the faculty member's discretion, be included in her/his teaching dossier). Such a program can provide rarely accessed insights into the student perspective of the classroom, and support for the program signals interest in evaluation that leads to more effective teaching.

3c: The organization creates effective learning environments.

UT has created very diverse and effective learning environments for its students.

A robust system of services support student life in and out of the classroom. Advising systems serve diverse student populations, with services aligned to address the needs of students who matriculate directly from high school or who transfer from other institutions. Specific units and programs are in place to serve a variety of targeted minority groups, adult/returning students, TRIO, ROTC, athletes, international students, Honors, and more. A wide variety of non-academic student services provide support for a wide variety of students' needs (career services, health and disability services, etc). Many of these units use assessment strategies (surveys and analyses of metrics) to gauge satisfaction and impact, and they have used assessment results to improve what they do. Team members found professionals in these units are deeply engaged in creating a network of support for student learning that permeates UT's holistic approach to the student learning experience. Though the team met with only a small fraction of UT students, they reported high levels of satisfaction with these services, and that "support is there if you reach out for it."

Living - learning communities reinforce in-class learning by creating communities of interest where students can practice what they've learned; these communities focus on a wide array of interest, including the "arts; health professions; engineering; environmental sustainability; scholastically enriched environment; business; education; politics, law and society; honors; global entrepreneurship and innovation; and leadership through service." UT has expanded on the concept of integrated learning by developing "Learning Communities" created by enrolling cohorts of students in a series of thematically-integrated courses (some of which are small enrollment courses); by creating opportunities for connection within the group, students can build personal networks of relationships within the group. Data provided by UT show that students who participated in living-learning communities had somewhat higher grade point averages than those who did not, and are retained at a higher rate.

Traditional student affairs units have been reconstituted under a vice president for the student experience. According to administrators interviewed, this organizational structure allows the Vice President to work with units within her own division of student life as well as across other academic units on campus to facilitate processes and other aspects of the student experience to the end of improving the student learning experience on campus. The range of interest this structure offers was made apparent in the team's conversations with a group assembled to represent the whole student experience – moving beyond traditional “student affairs” and “student life” divisions to represent more complex living and learning spaces and the capacity for the wide array of people centered on the student to identify learning opportunities in new ways. For example, the Chief of Police noted that the Police Department thoughtfully engages students in practical learning outside the classroom, sponsoring programs conducted with off-campus residents to help them develop “real world” skills such as how to be good neighbors.

The Office of the Freshman Year Experience oversees programs dedicated to preparing incoming students to succeed.

The Memorial Field House has been renovated to provide state of the art learning/studying spaces for students, housing research offices, classroom space, and the College of Innovative Learning. Students praise this “green” building's variety of spaces to engage in quiet study or group interaction, or to have ready access to tutors in the foreign language and computer labs.

The Honors College serves about 930 high achieving students from all majors. According to the self-study “a wide range of academic advising, career planning, and service learning programs are available to students in the Honors College. In addition, many honors students participate in “study away” or study abroad.

Students in the medical fields in particular spoke highly of the various multi-disciplinary learning opportunities afforded by the merger of the Medical University of Ohio with the University of Toledo. Many of the 17 medical students and administrators the Team spoke with described collaborations with and joint programs with programs within the Health Sciences Campus as well as with other units on the main campus. The Institution provides opportunities for interdisciplinary collaborations between various units of the campus including engineering, law, business, and medical school for the benefit of students, faculty and other external stakeholders. These students praised the institution's efforts to foster collaboration that was both deliberate and serendipitous, citing the ability to build bridges across disciplines as a skill that would help them in their future careers.

The Main library offers a necessarily diverse range of learning spaces that include tutoring services and the writing center, study spaces ranging from group

learning to silent study, and gallery/display space where Special Collections showcases the work of faculty, staff, students, and community members in formal exhibits that are open to the community.

3d: The organizations learning resources support student learning and effective teaching.

UT has developed a wide array of resources to support student learning and effective teaching.

Students have access to learning technologies both in and out of class. UT has increased wireless access on campus so that it is covered 100%. Residence halls currently have computer labs, printers, and wireless networking. The number of technology enhanced classrooms has nearly tripled since 2005 (from 45 to 130): all of these classrooms include instructor workstations, Internet access, projectors, and screens. Some classrooms have document cameras, LCD screens, electronic screens, touch-panel systems for lights and sound, high-tech audio systems, wireless microphones, lecture capture, Skype video conferencing, and clicker response systems. Faculty are supported in their ability to make the best use of these technologies through the College of Innovative Learning's Classroom Services and Center for Teaching and Learning. The UT Learning Ventures program provides additional support for development of online instruction. Finally, the Center for Creative Instruction uses technology to an even higher level, assisting faculty and staff by providing expertise in software engineering, multimedia and interactive design, 3D animation, etc, to create instructional tools that transform learning.

Innovative learning environments promote excellence in learning. For example:

- a. Students and practicing health-care professionals obtain specialized training and have their clinical skills assessed at the Ruth M. Hillebrand Clinical Skills Center, which uses standardized patients; the Interprofessional Immersive Simulation Center provides additional training using non-human patient simulators.
- b. Centers such as the Interprofessional Immersive Simulation Center provide state-of-the-art opportunities for students in various health science disciplines to practice in simulated real-life medical situations. Health science students who attended the open forum commented on how beneficial the simulation center is to their education.
- c. The Center for Performing Arts, rededicated in 2011 houses the Department of Music and the Department of Theatre and Film. According to the self-study the Center received a major renovation and performances take place in the newly renovated Recital Hall, and expanded band and choral rooms serve the needs of small and large classes and ensemble rehearsals. UT is also home to the Center for Visual Arts, designed by architect, Frank Gehry. These facilities serve faculty, students and the public.

- d. Ritter Planetarium and Brooks Observatory, affiliated with the College of Natural Sciences and Mathematics, serve UT students and faculty as well as offering an active education program for elementary and secondary school children.

Intercollegiate Athletics promotes learning among its student athletes through a strong academic support unit, concentrated by coaches to promote learning both in the classroom and out. Coaches and students interviewed highlighted expectations for learning life skills, including service to the community as well as performance in the classroom. According to the athletic director, the overall GPA for student athletes in fall 2011 was 3.16.

A number of advising systems are in place tailored to the needs of specific groups of students. Programs such as Rocket Launch for first time freshmen, Rocket Transitions for transfer students, and the Gateway program for undecided majors are supplemented by major specific advising in individual colleges.

1. Evidence that one or more specified Core Components need institutional attention

Despite a solid foundation in procedures and implementation of policy, the team notes that several questions related to the assessment of student learning remain, and urges continued institutional attention to understanding student learning to achieve several ongoing institutional projects.

At the time of this visit, the new, “competency-based” Core Curriculum had not yet been fully approved or implemented. The team could not, therefore, fully evaluate the efficacy of processes articulated for understanding student learning in the Core, which will be is essential to full implementation and continuous improvement.

Assessment results are expected to be an essential component in regular program review, which is undergoing a process of reexamination and revitalization, but which has not yet progressed from an administrative audit for purposes of reorganization and reallocation, to a peer-review driven quality assurance process.

Current and future strategic plans are expected to be informed by a deep understanding of student learning and how their performance relates to the needs of UT's circles of partners and stakeholders.

The team was puzzled by data provided showing that a considerable number of UT faculty degrees are “not listed” in a table intended to show the highest degree attained by UT faculty.

The team inquired about the areas taught by bachelor's prepared faculty. The team found that it is entirely reasonable to expect, given the range of programs offered at UT, that there might be faculty who appropriately work in some capacity to hold bachelor's degrees as their highest degree. The Team just could not seem to identify where these individuals worked within the institution. Although the team was satisfied that processes exist to ensure that instructors working across the wide range of programs are qualified, UT would benefit from clarifying these data, and efforts are under way to do so. The team endorses the institution's decision to pay continued attention in this area. The team inquired about faculty credentials and advised the institution to use rigorous standards to ensure faculty credentials in the future.

UT seems to have an unusual number of "matrix" type organizational units. For example, traditional student affairs areas have been reorganized into student life, which reports to a Vice President for the Student Experience, while other units often housed in student affairs have been spread around the campus (i.e., new student orientation being located in the College of Innovative Learning). The vice president for the student experience indicated that this organizational structure allows her to work across units to the benefit of students. The team had some concern that without the right people in positions and considerable attention, communication across areas may break down. The Team also found some of the organizational units to be confusing and not clear to potential users. For example the College of Innovative Learning has a number of functions, none of which is clearly communicated by the title. Use of the term "college" is also a bit of a misnomer in that it does not offer academic programs.

2. **Evidence that one or more specified Core Components require Commission follow-up.**
None.
3. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
None.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

4a. The organization demonstrates through the actions of its board, administration, students, faculty, and staff that it values a life of learning.

The University of Toledo is clear and consistent in all forms of documentation that the institution values a life of learning. Importantly, the mission statement, core values and vision statement of the University of Toledo each articulate that life-long learning, discovery, and communication are among the institutional qualities that are most highly valued and vigorously pursued. In addition, the University's strategic plan, *Directions 2011*, includes undergraduate, graduate and professional academic programs, the learning environment, research, and engagement as 'strategic areas of focus'. Each area of focus is associated with specifically-stated, measurable outcomes that reflect the priorities the university places on learner-centeredness; program quality; a culture of research, scholarship and creative activity; connections and collaborations; infrastructure and support; and, broader impact, including outreach and global engagement, technology transfer, innovation and incubation, and economic stimulus. Each of these critical roadmaps for the institution (mission/core values/vision; strategic plan) are broadly disseminated, understood and embraced by the Board, administration, faculty, staff and students, and make it possible for the University to effectively assess its accomplishments.

The University of Toledo makes its commitment to promoting a life of learning through its provision of generous intramural financial support to university faculty through its University Research Awards and Fellowship (URAF) Programs (over \$550,000 in 2010; over \$3.1M from 2003-2010 as reported by the Office of Research and Sponsored Programs). Faculty members who received URAF support during that period of time have successfully leveraged the university's investment in their research by garnering over \$19M in extramural grant support, a return on investment that demonstrates the commitment to faculty for productive scholarly and creative inquiry. Sponsored research exceeded \$75M in 2010; while that number dropped 9.6% between 2010 and 2011, primarily due to loss of Federally funded ARRA stimulus funding, UT Research Administration is committed to providing faculty the assistance necessary to increase the number and enhance the quality of grant proposal submissions in a way that translates into securing more extramural grant support.

New research facilities, such as the Frederick and Mary Wolfe Center on the Health Science Campus and renovated facilities such as the Paul Block Jr. Health Science Building, have allowed the institution to expand and enhance research endeavors, especially through the provision of infrastructure necessary to support state-of-the-art core facilities. Examples include sophisticated instrumentation supporting varied experimental approaches such as microscopy and imaging, genomics, and BSL3 containment necessary for the study of human pathogens. University centers and institutes such as the Center for Photovoltaics Innovation and Commercialization, the Center for Drug Design and Development, and the Plant Science Research Center place specific emphasis on multidisciplinary approaches to research problems and have provided the university the opportunity to recruit young, innovative faculty members. In addition, the university's libraries have adequate collections in both print and digital format to support the university's research endeavors. There is one main library and five additional satellite libraries. The University also participates in the Northwest Ohio Book Depository, an offsite storage facility consortium, as well as in OhioLINK, an internationally-known consortium for library resources. The number of library searches has almost

doubled over 5 years, showing the growing importance of the university libraries in research and education at the university. The university's libraries have undergone several renovations in an effort to most effectively create learning environments to meet the needs of students and faculty.

The AAUP Tenure-Track Collective Bargaining Agreement states unequivocally that an essential component of faculty evaluation, including for promotion and tenure, is that a faculty member will demonstrate "instructional effectiveness", utilize their "expertise to address problems in the member's discipline or area of specialization through professional, scholarly and/or creative activity", and apply knowledge in their field to benefit the University, community and their profession. Toward that end, the University provides faculty development opportunities that are designed to foster the success of faculty members in achieving these professional goals and expectations. For instance, the Center for Creative Instruction assists faculty in enhancing teaching with technology through projects, online training, and educational modules and the College of Innovative Learning, with its emphasis on organizing resources around "Learning Communities" is enhancing support, consultation and training for UT faculty and students as learners, educators and leaders. The Office of Research Collaboration, which ceased operation in 2009, had provided many faculty development opportunities for faculty including grant-writing workshops, provision of support for interdisciplinary networking of faculty, and faculty mentorship. Faculty members are recognized for their achievements through faculty awards, endowed chairs and distinguished university professorships, all of which are examples of how the institution demonstrates by its actions that it promotes and supports a life of learning.

4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

A significant strength of the University of Toledo is the institution's commitment to providing a wide range of research opportunities for any undergraduate student that desires the experience. The Office of Undergraduate Research, supported by the Honors College, is a high-profile advocate for undergraduate research and works hard to connect faculty and students, as well as community partners, so that mutual interests and opportunities are well-aligned. Undergraduate research was described by faculty and students as "the culture" at UT. Undergraduate students who have engaged in research described how awareness of research opportunities is established early in the freshman year and how accessible the opportunities are. They described how doing research exposed them to "a new way of thinking", how to make effective presentations, and that coursework in their major disciplines "taught them how to do research." A good example is how the capstone experience in the biological sciences places emphasis on reading and interpreting primary literature. In addition, numerous programmatic co-op and internship experiences across colleges engage students in work and professional environments that enhance academic experiences in the classroom or teaching laboratory. Interviews with faculty and students and examples of student poster presentations demonstrated significant evidence that undergraduate student learning is enhanced by engagement in research and professional "immersion" experiences.

Goals for knowledge, skills and attitudes for students in graduate and professional programs across colleges are communicated through stated desired student learning outcomes for each program that, for the most part, are specific and measurable.

Support for graduate students in the form of available tuition scholarships, teaching, research and administrative assistantships, paid internships, and travel awards provide students the opportunity to focus specifically on their academic work and research/experiences. Graduate student associations on UT's campuses demonstrate the value that they place on scholarly productivity and the dissemination of their work through their regular sponsorship of graduate research symposia and forums. Publication as a part of doctoral degree requirements, especially within many of the science, technology, engineering and mathematics disciplines, accentuates the emphasis that the institution places on the exercise of intellectual inquiry and scholarly productivity as a part of its educational programs.

The "competency"-based Core/General Education Curriculum clearly articulates goals that promote students' acquisition of a breadth of knowledge and skills, which include analysis and critique, communication, and creative expression. Curricular components by which these goals are met are in skill and competency/subject areas defined by a range of courses in the liberal arts and sciences designed to develop students as "life-long learners". While not yet fully implemented, interviews with the faculty and administrators demonstrated a significant level of investment in the planning that has taken place since revision of general education guidelines in 2008 and a hopefulness for the success of the newly-designed Core Curriculum in meeting stated student learning goals for what the institution states is their "foundation for undergraduate education".

The University demonstrates an obvious commitment to contributing to the life-long learning needs and desires of the community and region-at-large by offering educational programs for non-traditional students returning to college to complete degrees or starting college for the first time. Online and face-to-face learning opportunities through the College of Adult and Lifelong Learning and the College of Graduate Studies address directly goals for outreach and engagement articulated in *Directions 2011*. Moreover, public lectures sponsored by many of the university's colleges are well-attended and expose the community not only to discourse on important issues of the day, but to advancements in science and technology as well as in the humanities that contribute to the culture of the community. Finally, since many professionals within the community are required to engage in continuing education within their field, provision of continuing education through its Colleges of Nursing, Pharmacy and Pharmaceutical Sciences, Education, Health Science and Human Service, Law, and Medicine and Life Sciences are among the ways the University has demonstrated its commitment to the enhancement of the knowledge and skills of its constituencies.

4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Team conversations with members of the University Assessment Committee, administrative leaders in assessment, planning, undergraduate research, global initiatives and graduate studies, and campus leaders for the design, implementation and assessment of the Core/General Education curriculum demonstrated an enculturated commitment to ongoing, effective assessment practices on UT's campus with the goal of continuous curricular improvement that directly addresses what it means for a student to be adequately prepared to live and work in today's society. In fact, in engineering, faculty indicated that the co-op experience is "probably the most important curricular piece in understanding what our students have learned." For example, assessment results gathered through research-intensive coursework and co-op experiences indicated that bioengineering students

needed exposure to FDA-approval requirements earlier in their curriculum so that they could meet expectations for research-related activities in more advanced educational experiences and be better prepared for engaging effectively in a workplace setting. The ability for a student to demonstrate a "body of work" on the basis of their collective educational experiences as a portfolio or in some other form was articulated by faculty as an important component in understanding how well-prepared the student is to live and work in a global, diverse and technological society.

Identifying, developing and maintaining global educational initiatives is a high institutional priority in consideration of student learning. Numerous opportunities for undergraduate, graduate and professional students exist for students to learn and apply knowledge and skills in diverse global contexts. For example, medical students have opportunities now in sixteen different countries to complete one month rotations in which they are taking medical knowledge and skills learned in the local setting and putting them into practice in places where resources are limited, forcing them to be innovative in applying what they bring to those circumstances to the care of their patients. Moreover, the University actively seeks to enhance the global diversity of its student body. The number of international students on campus has continued to increase over the last five years and in 2010 stood at 5.5% of the student body. Efforts to recruit a globally diverse student body are strategic. For example, leaders in Adult Transfer Admissions and International Student Services recognize that while Turkey is ranked eighth in the nation for college students coming to the US, it is not even in UT's top twenty. The University is aware of such data and is taking active steps to better understand and address it. The institution clearly values the development of competencies necessary for graduates to succeed in a global workplace and articulates the value for student learning that it places on its global initiatives in terms of "preparing well-prepared ambassadors."

The university supports the use of current and emerging technologies for its faculty and students in education and research. For example, the College of Medicine and Life Sciences supports a state-of-the-art simulation center used for student learning and continuing medical education. In addition, medical students are receiving training in the use of electronic medical records. Core research facilities acquire and maintain sophisticated equipment made widely available to students and faculty. Also, research faculty reported in interviews with team members that they have seen "tremendous improvement" in information technology services in the last five years. Clearly, the development of centers of research excellence at UT – most notably in the areas of renewable energy, sustainability and the environment, transportation, and translational health and biosciences – require attending to cutting-edge technology with regard to funding, personnel and space. UT has demonstrated the high value it places on its constituents functioning with competence in a highly technological society by leveraging limited state support with funding from federal agencies, other universities and industrial partners to establish highly technical centers, institutes and educational programs.

The university relies heavily on external constituencies as an important component of the assessment of student learning outcomes. Numerous separately-accredited programs are housed within university colleges and notably within Education, Health Science and Human Service; Engineering; Languages, Literature and Social Sciences; Law; Medicine and Life Sciences; Natural Sciences and Mathematics; Nursing; Pharmacy and Pharmaceutical Sciences; and Visual and Performing Arts. Pass rates on standardized licensure and certification examinations by UT students compare favorably to national averages. Many university programs rely on feedback

received from alumni as well as employers in determining whether stated outcomes have been achieved and the institution has documented where curricular changes are made on the basis of feedback. Active external advisory boards and councils have close relationships with program faculty and their input has been demonstrated to be valuable in such areas as athletic training, occupational therapy and pharmacy practice as faculty continually improve curricula.

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The responsible conduct of research and social responsibility are supported by institutional policies and procedures through the Office of Research and Sponsored Programs and the University's Compliance Office that are appropriately disseminated and enforced; the merger was a major positive stimulus in unifying policy and practice that originally existed in two institutions. UT policies governing academic freedom, intellectual property, conflict of interest policy, scholarly and scientific misconduct, animal care and use, biosafety and radiation safety, laboratory safety and health, use of human subjects in research, cadaveric tissue research, codes of ethics, and student conduct as well as policies found within faculty, employee and student handbooks are in place to ensure that faculty, staff and students responsibly acquire, discover and apply knowledge.

All areas of research compliance are the oversight responsibility of the Office of Research and Sponsored Programs. Biomedical and Social, Behavioral & Educational Institutional Review Boards (IRBs) are in place to review and approve research protocols involving human subjects. In addition, an Institutional Animal Care and Use Committee, Financial Conflict of Interest Committee, Institutional Biosafety Committee and Radiation Safety Committee are managed by the Office of Research and Sponsored Programs. The Office of Research and Sponsored Programs along with the UT Department for Human Research Protections licenses online training modules through the Collaborative Institutional Training Initiative (CITI) for ongoing certification of faculty, staff and student training in compliance and responsible conduct of research. Ethics and professionalism in the curriculum, for example, within the context of courses such as INDI 602/802 - *On Being a Scientist* offered each semester and ARS 2980 – *Issues in Research and Scholarship* offered in the summer, are among numerous opportunities in undergraduate, graduate and professional programs for students and faculty to address ethical standards of the profession, integrity, and responsible behavior in professional relationships and scholarly and creative activity.

Strategic planning has been informed by the institution's mission and, importantly, its articulation of its core values: compassion, professionalism and respect; discovery, learning and communication; diversity, integrity and teamwork; engagement, outreach and service; excellence, focus and innovation; and wellness, healing and safety. The mission, core values and vision were articulated in many discussions with the team during the visit. It is clear that UT constituencies "believe in" these stated values. In that sense, UT leaders should have confidence that their constituents are walking with integrity with regard to embracing and 'living out' the institution's mission and values as UT invests in providing support to ensure that

faculty, students and staff acquire, discover and apply knowledge responsibly.

2. Evidence that one or more specified Core Components need organizational attention

As stated in Criterion 3, UT expects the results of assessment practices will be an essential component of academic program review (undergraduate and graduate), which has undergone (and is currently still undergoing) a process of review and revitalization since the merger. Undergraduate programs have undergone "benchmark" reviews and graduate and certificate programs have undergone "snapshot" reviews in 2010-2011. However, regular academic program review has not yet matured to the point where what is being undertaken is a true peer-review-driven quality assurance process, the results of which can be effectively used to inform strategies for curricular/program improvement, long-range planning and associated resource allocation. The evidence for this process is expected at the next HLC visit.

Since the merger, there has been a clear emphasis on research and creative activity wherein research is recognized as a primary part of academic responsibility – according to faculty members interviewed by the team, it is not an activity that is "done on the side." With a heightened emphasis on research, there has been a documentable, commensurate emphasis on the growth of infrastructure to support research. However, one area of support recognized as "adequate but barely," is the provision of faculty development opportunities, including mentoring programs and grant-writing assistance, that will assist Principal Investigators in becoming successful researchers as well as educators. Institutional leaders communicated to the team that "not enough faculty development is done." The Self-Study also concluded that support for faculty development is "uneven" across the campus. Achieving metrics/milestones articulated in Directions 2011 for each of the stated goals, especially in research and creative activity, will rely on the underpinnings of a robust and evenly implemented approach to the professional development of UT's faculty.

The University Libraries acquisition budget was cut by \$500,000 in 2011 which could lead to deficits in research activity in the future. It is hoped the university will continue to monitor budgets for the libraries based on emerging research and programmatic areas while comparing data to peer institutions. It is recommended that the university maintain the administrative autonomies of the main campus, law center, and health center libraries while paying particular attention to combining data among the libraries as a library system.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The University is proactively meeting the needs of a diverse population of current and future UT students through scholarship programs that make college more affordable and incentivizes improved student academic preparation. Blue and Gold Scholarships cover tuition and fees for four years, on a renewable basis, for Pell-Grant eligible students with at least a 3.0 GPA. The Scholarly Savings Account program, started in 2009, provides incentives for students to achieve better than a 3.0 GPA, in the 8th to 12th grades, to earn up to \$2,000 annually in credit towards UT tuition. In just two years, the Scholarly Savings Account program has signed agreements with 107 school districts and approximately 27,000 students. By providing academic grade-based incentives to middle- and high-school students, the Scholarly Savings Accounts are likely to make college more affordable.

The university supports Engagement and Service at various levels. Through mission driven assessment, focusing on its constituencies, the University provides support for students, staff, and faculty. Through diversity initiatives to community involvement, to outreach programs, the University actively engages in the community through research and programming. Each College has an external advisory board, and the Office of Government Relations is engaged in public policy creation. The university also supports an Office of Academic Engagement to provide a bridge for student involvement in service opportunities within the community

In collaboration with the Department of Veterans' Affairs, the University is developing a comprehensive "education-healthcare-community" approach to meet the needs of veterans and active military in the Toledo area. This holistic approach includes the \$250,000 Veteran's Memorial Plaza UT, built in 2009, to honor those who have served the nation; the Veterans and Military Student Center created in 2011 to support the approximately 600 veterans attending UT; the nearly-complete Community-Based Outpatient Clinic for veterans near the UT Health Science

Campus; and the Post-traumatic Psychopathology and Post-Combat Adjustment research the UT College of Medicine and Life Sciences is collaborating with other medical centers in Ohio, Michigan and New York for the Department of Defense. These synergistic efforts demonstrate the University is both aware of, and responsive to, the needs of a diverse and growing constituency.

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Experiential and Service Learning are an integral part of the education program in most UT colleges in order to enhance the classroom learning of students. An impressive percentage of students in professional programs pursue internship, clinical, and externship opportunities. The network established by the university to match students with opportunities is impressive and beneficial. These educational opportunities are widely available in the Colleges of Business and Innovation, Engineering, Law, Pharmacy and Pharmaceutical Sciences, Nursing, Education, Health Science and Human Service, and Medicine and Life Sciences. Student interviews confirmed these are highly coveted learning experiences that provide real-world skills to participants.

UT has created an extremely effective process for maintaining open communication with key leaders of Toledo, northwest Ohio, and the Governor's office through the monthly "Economic Development Partner Lunches" at Libbey Hall. HLC Team members witnessed a Partner Lunch first-hand with involvement of the Toledo Mayor, Board Members of the Lucas County Port Authority, the Regional Growth Partnership, the Toledo Regional Chamber of Commerce, Lucas County Improvement Corporation, State of Ohio Governor's Office Representative, Northwest Ohio Regional Economic Development Association, Toledo Community Foundation, and the University of Toledo Innovation Enterprises. Lunch participants noted that these monthly meetings are well attended and important opportunities to obtain input from community constituents on issues such as the University's Strategic Plan, and to network and collaborate on activities which may provide economic benefit to the northwest Ohio region. The Partner Lunches and other outreach and engagement activities of the university have helped ensure the administration maintains strong ties with many key external constituents.

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Through the generous financial support of the UT Foundation, the \$12M transformational Dorr Street Gateway Project will help meet the desires of UT students for a nearby campus gathering place for food and fellowship, while providing an economic boost to the neighborhood bordering the university. The first

phase of the Dorr Street development will include new housing available to students, at Starbucks, Gradkowski's Sports Grille, and at Barnes and Noble bookstore. Interviews with the UT Foundation, the former District 1 Representative and President of the Toledo City Council, and the UT Student Government President revealed that the University eagerly communicated with students and neighboring residents to ensure the Gateway Project was responsive to the concerns of all parties. Student interests were captured in a survey completed by approximately 8,000 UT students. Neighborhood concerns were identified in roughly quarterly town hall meetings. A website (<http://www.utoledo.edu/dorrstreetgateway/>) is also available for access by anyone else interested in this project that will surely elevate the stature of the University within the eyes of the Toledo community.

The Intermodal Transportation Institute (ITI) and the federal grant-funded University Transportation Corridor (UTC) consortium led by UT, with Bowling Green State University and Wayne State University, are providing important education, research and engineering services to state and local governments in northwest Ohio and Michigan. As part of the ITI, the UTC has funded 28 research projects totaling more than \$2M, and education projects costing more than \$260,000 at the K-12 and university level. The UTC Veteran's Glass City Skyway Solar Array Performance Evaluation, funded by a \$1.5M Ohio Department of Transportation grant is helping to determine the viability of solar power in urban right-of-ways to offset the cost of electricity for roadway lighting. Designated as a Center of Excellence in Transportation and Logistics by the Ohio Board of Regents in 2010, the ITI continues to make significant contributions to intermodal transportation systems and supply chains, such as the \$13M intermodal transportation project in the city of Toledo which will promote both economic development and quality of life in this regional hub for road, rail, and shipping transportation.

5d. Internal and external constituencies value the services the organization provides.

The University's Technology Transfer Group is serving a critical role in converting UT faculty innovations and research into engines of economic growth. The Technology Transfer Office, partnering with UT Innovation Enterprises (UTIE), the Regional Growth Partnership, and Rocket Ventures, LLC, have collaborated on 167 UT patents, 450 patents pending, and 13 start-up businesses that have shared more than \$85M in venture capital funding. This outstanding record of success places UT in the top 10 among 60 peer institutions with up to \$125M in research expenditures. The Technology Transfer/UTIE/RGP and Rocket Ventures "lab to launch" partnership directly contributes to UT's mission to "improve the human condition."

The university has a successful track record of responding to its service-based constituents. It collaborates with several educational entities, emphasizing its

partnership with the Toledo K-12 education system. The University has been instrumental in providing education opportunities for returning students to pursue teaching careers in much needed technology, engineering, and mathematics professions, including licensures and master's programs, as well as an NSF grant for research on alternative energy. It participates at statewide levels to support transfer and articulation agreements among higher education institutions to train the next generation of the Ohio workforce. Community leaders also consistently praise the University for its service commitments. Equally, the University shows evidence of continued progress in service toward diversity initiatives that equally promote social goals, ranging from health sciences research to community outreach.

The University continues to meet the continuing education needs of licensed professionals throughout the northwest Ohio region. On average, the Office of Continuing Medical Education (CME) meets continuing education needs for more than 5,000 physicians and 10,000 other healthcare providers every year. The Area Health Education Center (AHEC) program connects rural healthcare providers from three regional centers with the latest medical information through the University's library and healthcare databases – helping physicians stay up-to-date on the latest developments without leaving their offices. Similarly the College of Nursing provides thousands of continuing education contact hours each year to nurses in the Toledo area. Collectively, these continuing education programs, and others like them offered by different UT Colleges demonstrate the university's capacity and its commitment to provide essential educational services to external constituents.

1. Evidence that Core Components are met

2. Evidence that one or more specified Core Components need organizational attention

Student interviews revealed that internship opportunities may be less accessible to students in the College of Languages, Literature and Social Sciences. This might be why just 57% of students in the 2010 Student-Centeredness Survey stated they were satisfied with practicum, internship, co-op, clinical, or field experiences at UT. Therefore, while the University is to be strongly commended for the experiential and service-learning opportunities many students get at UT, the institution is encouraged to provide even broader access to these opportunities for students in all colleges and majors whenever feasible.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and

require Commission follow-up. (Sanction or adverse action may be warranted.)

None

Recommendation of the Team

The criteria is met. No further commission action is recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change

B. Nature of Organization

1. Legal status: Public

2. Degrees awarded: Associate, Baccalaureate, Certificates, Masters, Specialist, Ist Prof, Doctor

C. Conditions of Affiliation

1. Stipulation on affiliation status

No Change

2. Approval of degree sites

No Change

3. Approval of distance education degree

No Change

4. Reports required

None. Even though there are no reports required, the commission recommends that the institution pay attention to the issues that have been identified for institutional attention. The team feels comfortable with the ability of the institution to address concerns listed under section requiring institutional attention.

5. Other visits scheduled

None

6. Organization change request

None

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Timing for next comprehensive visit (2021-2022)

The team found the University's compliance with all 5 Criteria for Accreditation. The University had addressed all issues pointed out in previous visits and has stable and viable operations. The leadership of the University is dedicated to ensure the sustainability and growth of the institution in the future. There are several issues that could use institutional attention. The team feels that the University is adequately prepared and suited to address those issues cited in Evidence Level 2 of the Criteria that cited the need for institutional attention, without Commission follow-up.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

All of the stakeholders are positive about the outcomes of the merger. They support the merger unanimously and feel that the merger has created a stronger and a more effective institution. The team felt that the University fo Toledo in its current format is better equipped to address the needs of the region and to better serve their student population. The President is providing a strong leadership to growthe insitution into a more viable and sustainable institution.

WORKSHEET FOR THE EVALUATION TEAM ON FEDERAL COMPLIANCE REQUIREMENTS

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations.*

The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.

- ***Contractual Relationships:*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*
- ***Consortial Relationships:*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional Monitoring, if any:

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

UNIVERSITY OF TOLEDO
Toledo, Ohio

February 27-29, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Promod Vohra, Dean, College of Engineering & Engineering Technology, Northern Illinois University, DeKalb, IL 60115 (Team Chair)

Colonel Richard L. Fullerton, Vice Dean of Faculty, United States Air Force Academy, USAF Academy, CO 80840

Dr. Donald L. Gilstrap, Dean of University Libraries, Wichita State University, Wichita, KS 67260

Dr. Michael Grant, Professor, Associate Vice Chancellor for Undergraduate Education, University of Colorado, Boulder, CO 80503

Dr. Elaine M. Klein, Assistant Dean, Director, Academic Planning, Program Review and Assessment, University of Wisconsin-Madison, Madison, WI 53706

Mr. Steven Ludwig, Vice President for Administrative Affairs, St. Cloud State University, St. Cloud, MN 56301

Dr. Karen Pugliesi, Vice Provost – Academic Affairs, Northern Arizona University, Flagstaff, AZ 86011

Dr. Kenneth G. Ruit, Assistant Dean for Undergraduate and Graduate Education, Sch. Med. Health Sci., University of North Dakota, Grand Forks, ND 58202

Dr. Kirk Schulz, President, Kansas State University, Manhattan, KS 66506

Dr. Susan B. Twombly, Professor and Chair/Department Educational Leadership and Policy Studies, University of Kansas, Lawrence, KS 66045

Contents

I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The institution appears to be a stronger institution after the 2006 merger. The strategic plan developed in 2006 and later revised in 2011 has the financial as well as the stake holders' backing. The President of the university is providing a dynamic leadership with a strong backing from the Board as well as the community partners.

Conversations with the faculty, staff and students confirm the positive perception of the merger. The faculty, staff and students have high level pride and ownership for the institution and have adequate resources to function effectively. Students are provided with an environment which is conducive to learning. Student learning is a priority for the institution and improving student life is a university priority. The facilities are well maintained with the institution giving needed attention to deferred maintenance.

The infrastructure for enhancing experiential learning opportunities is commendable. There is a complex structure of entities collaboratively providing opportunities to student and faculty to explore their ideas and bring them to the society through innovation and commercialization. The team felt that the institution is well run, well poised and well placed to handle the challenges posed by the region and to take advantage of opportunities provided by the region.

II. CONSULTATIONS OF THE TEAM

A. Assessment and Effectiveness

Since the last comprehensive and focus visits, it is clear that assessment has become widely accepted as important to improving the teaching and learning mission of UT. Institutional representatives with whom committee members met are familiar with the challenges of maintaining a vigorous and useful program of student-centered assessment of learning on a large and complex campus. They are, in addition, even more aware of the difficulty of serving such a wide range of learners at this open-enrollment institution, from those in need of extensive academic support to those who are able to tackle the most challenging projects available to them in this rich academic environment. It is noteworthy that the potential for developing an understanding of "what works and what doesn't" to guide the investment of resources is not solely the province of the University Assessment Committee, either: people involved in student services, in providing academic and non-academic support, and even Athletics see value in knowing how well University of Toledo students are

doing. The current structure, which links the assessment of student learning to strategic planning, seems to be effective.

Although UT vests considerable responsibility for assessment oversight in faculty committees (University Assessment Committee and Faculty Senate), the decentralized nature of a comprehensive research university suggests that a permanent position in the provost's office be created to promote and oversee assessment. Given the pragmatic interest in understanding basic assessment questions, the team recommends that the University continue to ensure that there is a leadership position devoted to this function. This is particularly important in light of the team's impression that since the 2005 focused visit, there have been a few false starts and revisions in implementing UT's assessment strategy: without dedicated leadership, UT may find itself stuck in planning and re-conceptualizing, instead of conducting, assessment. Without a high-level administrator dedicated to this task, it is hard to keep assessment front and center. Such an administrator is necessary to coordinate assessment activities across campus.

The team especially recommends added attention to assessment of interdisciplinary programs. Continued attention is needed to sustain energy and interest in assessment in general; however, that attention will be essential if the institution is to avoid the pitfalls that may lie in the burgeoning interest in interdisciplinary programs. Team members found (in the assessment report of the College of Languages, Literature, and Social Sciences) that several interdisciplinary programs (BA American Studies, BA in Urban Studies, BS in General Studies) lack assessment plans. The courses for these programs "are evaluated for other programs" or they are cross-listed (which makes sense). Given that academic programs should be more than an accumulation of coursework, and they should (one assumes) be defined by a particular benefit or outcome of combining those courses, these programs should have their own learning outcomes and should be evaluated in light of those outcomes. For existing interdisciplinary programs, those specific learning outcomes should be identified and assessment strategies devised and implemented.

As UT strives to develop more cross-disciplinary programs and "opportunistic intersections" between programs, it should strive, too, to articulate for each a philosophy and benefit for pursuing those combinations. As the university moves toward more interdisciplinary programming, it will not suffice to expect work done for other degree programs to comprise a coherent program of study and to deliver interdisciplinary learning outcomes. If the benefits of interdisciplinary programs are to be achieved, learning must be intentional; and these programs should have their own learning outcomes that are assessed. One of the well-established challenges of interdisciplinary

programs is helping students make connections. They benefit from guidance in pulling those threads together. In this case, assessment may be even more important for these programs, since it will provide information to program leaders about the extent to which students are making these complex connections. At this moment in its history, the University of Toledo has an opportunity to foster intentional and strategic combinations, and it is incumbent upon the university to explain to students the benefits of the various programmatic combinations, such that they may understand why those combinations are meaningful. Students will also learn to participate in, and create those meaningful combinations, and together with the institution, they and the faculty will be able to address a feature that is distinctive at UT and which adds value beyond what a student might stumble upon without direction. Carefully designed assessment of these programs is essential to the success of achieving intended outcomes of interdisciplinary programs whose faculty are spread across multiple departments.

Given the robustness of the data that will accumulate, the University Assessment Committee may wish to consider how it will develop processes that bring interesting questions about learning to the surface (and to distinguish between those questions that are merely interesting, and those that are truly important). The Committee might consider sponsoring an assessment grant project to fund research projects focused on these assessment data, open to both academic and student services area, with an emphasis on improving student learning, student success, or eliminating barriers that may prevent students from achieving their academic goals. The University Libraries acquisition budget was cut by \$500,000 in 2011 which could lead to deficits in research activity in the future. It is hoped the university will continue to monitor budgets for the libraries based on emerging research and programmatic areas while comparing data to peer institutions. It is recommended that the university maintain the administrative autonomies of the main campus, law center, and health science campus libraries while paying particular attention to combining data among the libraries as a library system

B. General Education

The institution has an ambitious, but reasonably sound, plan for assessing general education – but that plan had not yet been implemented. At the time of this visit, there was still no consistent assessment of the General Education program, and no data on the performance in the program was available. Thus it is essential that the institution continue to pay attention in this area. The existing plan contains some features that will present challenges. If every instructor is conducting some level of assessment in many dimensions all the time, people may get “burned out” implementing them. The work may

become mechanical or disconnected from “the big questions” related to student learning and performance. The Assessment Committee and UT leadership should consider how they can best ensure that instructors understand their roles as field workers who are harvesting data that will help the university engage in large scale, general projects.

The team encourages UT to engage these “field workers” in the “big questions” about student learning. The proposed assessment strategy is an efficient mechanism for locating assessment where the work is already being done (adding only marginally to faculty workload, while also ensuring that instructors are attending – one hopes - not only to the course-level learning outcomes, but also to program-wide outcomes). In discussions with the team, faculty were optimistic that this course-level strategy will allow UT to mine these data in interesting ways, looking not only into effectiveness at course and requirement level, but also at across-the-board competencies and all students, and, in addition, allowing retrospective and cohort studies that will drill down to course and instructor level if need be. Further, UT should devise a system for sharing information about assessment questions asked and answered, so these “field workers” can see, on a regular basis, confirmation that their efforts are valued and valuable.

C. Branding the Student Experience

When team members challenged the faculty and staff with whom we spoke to express, as clearly as possible, what the UT experiences should be for every student - in essence, to help us understand “what a Rocket is”, very few staffers could articulate their vision of what students at UT should know or be able to do. One person suggested that UT students should be “self-directed learners”, while another suggested that they should be “engaged”. Student leaders, in contrast, laid claim to a vision of Rockets as being people who are connected with the world around them in meaningful ways, who convert what they learn in class to making a difference in their communities. Students with whom we met are *proud* to be at this university, and they take pride in knowing that *they will make connections that make a difference in their worlds*. We encourage UT to leverage this pride and the distinctive opportunities for connection to help the greater community, state, nation and world understand that these students are making a difference.

UT should confront directly and explicitly the potential effects of implementing a selective admissions protocol for some parts of the campus, the shift in state funding to a completion model, the emphasis on STEM plus the elimination of some remedial opportunities for students. In many ways, these elements, in combination could dramatically change the nature of the UT

student body and so those potential changes should be recognized and dealt with early on rather having to do so in a reaction mode.

D. Faculty Qualifications

UT's Institutional Research website contains an annual portrait of its faculty, and yet the data provided to the team about the highest degree levels of its faculty and the numbers in each category was confusing and unclear. Even when the team was given a corrected version of the data, an unusually high number of faculty members appeared in an "unlisted" category. Moreover, significant numbers of faculty hold the master's degree as the highest degree. Individuals the team met with were unable to explain who these individuals are. The team recommends that the "unlisted" category be clarified.. UT needs to be able to identify the number of faculty members in each category of highest degrees and to explain the numbers. We assume that new faculty data systems will allow UT to do this.

The 'shared governance' concept remains one that needs continuing attention. Assessments of the degree to which 'effective shared governance' actually prevails at UT vary widely according to verbal reports to the study team. There are some members of the campus community who perceive the extant process and structure in favorable terms while there are some other members of the campus community who perceive it as being quite ineffective and that governance is being conducted predominantly by administrative fiat. Those in the latter category tend to be associated with the main campus.

E. Organizational Structures

UT has an unusually high number of matrix organizational and administrative structures. An example is the vice president for the student experience. The individual in this position is directly responsible for student life units but described a coordinating and collaboration role with other units that do not report to her but also directly affect student life. Another such example, is the interesting composition of people and offices put together in the College of Innovative Learning. Although the current dean of this college is able to make this arrangement work effectively, such matrix-type arrangements may be overly dependent on personality of individuals in office. These kinds of units can either offer cutting-edge service to students or can allow important services to fall through the cracks. Although the team observed that the current units are functioning well, we encourage UT to regularly evaluate these arrangements to ensure that students continue to be well-served.

Related to this is the use of the label "college" for the College of Innovative Learning. The team realizes that there is great variation nationally in how

terms such as college and school are used. That said, such units typically offer degree programs. The designation of this unit as a college may make sense internally for UT faculty, administration and staff, but it caused some confusion among team members and may as well for other external constituents. We just raise this as a matter that UT may want to think about.

Changes in the operational environment of the university require greater ability to adapt to short and long term shifts in conditions. This places strain on practices of shared governance. In the aftermath of the merger, followed by the economic downturn and consequent reductions in state appropriations, the university has increasingly turned to ad hoc groups and processes to manage change. Some sectors of the university community feel disenfranchised by what is perceived to be insufficiently inclusive decision making. It would benefit the university to invest energy in a re-visioning of institutional values and practices of shared governance that balances participation of key constituencies with the imperatives of a rapidly changing environment.

The team recommends that most of the senior administrative positions (Dean's level and up) be filled following national searches for that often validates the perceived quality of those selected and may increase the stability of those positions over time.

F. Community Engagement

University of Toledo is deeply embedded in its community and has a breadth of community engagement that warrants recognition. The university should consider seeking the Community Engagement classification by the Carnegie Foundation. Application for this designation will facilitate moving toward greater coordination of outreach and engagement efforts and may aid in developing a portal for community engagement, as is suggested in the university's self-study document.

G. Internal Engagement/Governance

Changes in the operational environment of the university require greater agility to adapt to short and long term shifts in conditions. This places strain on practices of shared governance. In the aftermath of the merger, followed by the economic downturn and consequent reductions in state appropriations, the university has increasingly turned to ad hoc groups and processes to manage change. Some sectors of the university community feel disenfranchised by what is perceived to be insufficiently inclusive decision making. It would benefit the university to invest energy in a re-visioning of institutional values and practices of shared governance that balances

participation of key constituencies with the imperatives of a rapidly changing environment

The changes being experienced in Ohio regarding state funding models wherein funding for remedial education has been minimized or removed entirely and where funding rests more directly on course completions rather than enrollment is recognized as likely impacting the University's commitment to its diverse urban constituency. UT has worked to devise mechanisms to continue that serve students. One strategy is to determine if developing connecting processes with local community colleges may help address this challenge. The university has responded adequately to financial challenges and emerged as a viable institution for the future.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

The President's office was routinely cited as a primary source of the comprehensive, and remarkably effective, diversity programs across the entire university.

The current administrative structures put in place to strengthen and sustain the institution's diversity goals are quite impressive, quite effective and to be lauded.

The tailoring of services to various groups is a common and useful practice. The coordination or leveraging of the efforts among these offices was not entirely clear in the documents and review by the University may result in even more effective use of these resources to advance the mission. One particularly noticeable practice was the appointment of a specific ADA compliance individual for every college who served as a source of advice, counsel and recipient of complaints for identified problems.

In principle, the collective bargaining structure provides a method of formal engagement of various employee groups in the governance process. In practice, however, the situation we observed appears to be operationally challenging and complex. In particular, there are some UT members who are formally part of the collective bargaining group and other UT members who are not. These two groups have a good working 'side by side' within a single administrative unit.

It is recommended that a formal program review process for administrative structure and function could be quite productive, given that 5+ years have now occurred since the merger. We are aware that several recent structural changes were implemented but we think a review by a team from outside UT might have some valuable recommendations to make.

The University of Toledo is deeply embedded in its community and has a breadth of community engagement that warrants recognition. The university should consider seeking the Community Engagement classification by the Carnegie Foundation. Application for this designation will facilitate moving toward greater coordination of outreach and engagement efforts and may aid in developing a portal for community engagement, as is suggested in the university's self-study document.

Unit-level reports consisting mostly of compliance audits (gauging against the template) reveal that a great majority of programs have assessment plans in place, though little detail is provided about program level outcomes and impacts. This audit strategy indicates that several plans have specific areas warranting improvement. While exposing a degree of variation in implementation, this process nevertheless provides evidence of the institution's insight into the need to develop good assessment processes to support effective assessment practice. Thus, structures exist to provoke appropriate recognition of the need for improvement, and the UAC is organized to provide good support with respect to education and improvement for assessment processes. Systematic monitoring processes and feedback will support continual improvement. Although there is a wide degree of variation across units/programs, there is sufficient evidence to believe that UT has made great inroads in establishing a foundation for effective assessment.

The Center for Teaching Excellence was reconstituted as the Center for Teaching and Learning, signaling a shift in emphasis from what teachers provide to what students learn. Relocated yet again, responsibility for faculty orientation, development and the student observer program rests in Learning Ventures and the College of Innovative Learning. Learning Ventures and the College of Innovative Learning offer professional development to teachers at all levels (new faculty, graduate students, skill-building for continuing faculty). Other mechanisms and incentives such as teaching fellowships, grant programs, technology support, and expert consultation for curricular redesign exist to promote teaching improvement. These resources help instructors in different categories and in different phases of their professional careers acquire or polish the skills needed to teach in the 21st Century Classroom. The College of Innovative Learning creates a space where effective collaboration among units is modeled and where innovative instructional tools extend the reach of the university via publication and generate revenue to support the unit.

The Department of Geography and Planning already offers a certificate program in Geographic Information Science and Applied Geographics. Given this resident GIS expertise, the department might consider seeking accreditation/certification from the United States Geospatial Intelligence Foundation (USGIF). The USGIF's mission is "promoting the geospatial intelligence tradecraft and building a stronger community of interest across industry, academia, government, professional organizations and individual stakeholders." Since UT already has much of the expertise in place to teach students in this growing field of study, it might be fairly straightforward and inexpensive to obtain this geospatial

intelligence certification. That has the potential to offer several benefits to UT students, including access to USGIF scholarships (in 2012 the USGIF plans to award \$100,000 in student scholarships), and possible access to more internships and future job placements for UT students willing to make a career in the geospatial intelligence field supporting national security objectives.

While it was noted that UT students majoring in business, engineering, nursing, education, law, pharmacology, and medicine have many opportunities to participate in internships and service learning programs, these opportunities appear to be less accessible to students in the College of Languages, Literature, and Social Sciences (LLSS). During interviews, LLSS students expressed a strong desire to participate in internship programs as part of their UT education. Therefore, UT could meet the needs of many of these students by establishing more formal relationships with organizations that could benefit from having student interns, and making available information about internship opportunities more widely available to LLSS students.

The university administers regular surveys to understand the needs of its students. In 2010, 90% of student respondents in the Office of Equity, Diversity and Community Engagement climate survey said they believed UT offered a culturally inclusive climate. Approximately 70% of respondents in the 2007, 2008, and 2010 student-centeredness survey administered by the Office of Institutional Research reported being satisfied with their educational and overall experience at UT. These survey results were corroborated by students interviewed during the HLC visit. However, while students express largely positive attitudes towards their UT experience, one facility/service most students are not satisfied with is *Rocket Solution Central*. In every survey since 2007, student satisfaction with Rocket Solution Central has been less than 38%. In HLC interviews students also reported dissatisfaction with Rocket Solution Central, especially with regard to customer service. So, although the university is clearly making an effort to understand its students' needs, Rocket Solution Central could benefit from attention by UT leadership so students will know the university is working to address challenges that are identified in student surveys.

The merger of the University of Toledo with the Medical University of Ohio in 2006 has been advantageous and has increased research facilities for the university.

According to the Associate Dean of the College of Business, 80-85% of business students complete a for-credit internship. According to the Director of the College of Engineering Career Management Center, more than 11,000 engineering students have been placed in cooperative education programs (co-ops) as a mandatory part of their curriculum.

Assets of the university have increased by approximately \$ 39.4Mn between 2010 and 2011. Total liabilities have decreased by approximately \$ 28 Mn

between 2010 and 2011, primarily as a result of debt restructuring. However, considering the debt and operating losses incurred by the university's integration of the health center campus, the university was operating fairly well.

The institution must be applauded for increasing its Foundation assets by \$ 33 Mn between 2010 and 2011. These factors combine to show a net asset increase of approximately \$70 Mn between 2010 and 2011.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: University of Toledo, OH

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 2/27/12 - 2/29/12

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, S, D

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has been approved under Commission policy to offer up to 5% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: No Change

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2001 - 2002

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2011 - 2012

TEAM RECOMMENDATION: 2021-2022

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Toledo, OH

TYPE OF REVIEW (from ESS): Continued Accreditation

No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	21	
Bachelors	120	
Programs leading to Graduate		
Masters	165	
Specialist	11	
First Professional		
Doctoral	50	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	Toledo (University of Toledo - Health Science Campus)	
Additional Locations:	None	
Course Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Distance Education Programs:

Present Offerings:

Associate - 11.0101 Computer and Information Sciences, General (Associate Degree in Computer Software Specialist) offered via Internet; Associate - 11.0101 Computer and Information Sciences, General (Associate Degree in Information Services and Support) offered via Internet; Associate - 11.0101 Computer and Information Sciences, General (Computer Network Admin) offered via Internet; Associate - 11.0201 Computer Programming/Programmer, General (Associate Degree in Programming and Software Development) offered via Internet; Associate - 30.9999 Multi-/Interdisciplinary Studies, Other (Associate Degree in Technical Studies) offered via Internet; Associate - 52.0201 Business Administration and Management, General (Associate Degree in Business Management Technology) offered via Internet; Associate - 52.0302 Accounting Technology/Technician and Bookkeeping (Associate Degree in Accounting Technology) offered via Internet; Bachelor - 11.0103 Information Technology (BS in Information Technology) offered via Internet; Bachelor - 13.1209 Kindergarten/Preschool Education and Teaching (Early Childhood Education) offered via Internet; Bachelor - 14.0901 Computer Engineering, General (Computer Science and Engineering Technology) offered via Internet; Bachelor - 24.0101 Liberal Arts and Sciences/Liberal Studies (BA in Liberal Studies) offered via Internet; Bachelor - 30.9999 Multi-/Interdisciplinary Studies, Other (BA or BS in Interdisciplinary Studies Individualized Programs) offered via Internet; Bachelor - 43.0104 Criminal Justice/Safety Studies (BS in Criminal Justice) offered via Internet; Bachelor - 51.0702 Hospital and Health Care Facilities Administration/Management (Health Care Administration) offered via Internet; Bachelor - 51.0706 Health Information/Medical Records Administration/Administrator (Health Information Administration) offered via Internet; Bachelor - 51.3801 Registered Nursing/Registered Nurse (Registered Nurse - Baccalaureate of Science in Nursing) offered via Internet; Bachelor - 52.0299 Business Administration, Management and Operations, Other (Applied Organizational Technology) offered via Internet; Certificate - 22.0208 Health Law (Elder Law) offered via Internet; Certificate - 22.0302 Legal Assistant/Paralegal (Certificate in Legal Secretary) offered via Internet; Certificate - 30.1101 Gerontology (Contemporary Gerontological Practice) offered via Internet; Certificate - 51.0701 Health/Health Care Administration/Management (Post-Baccalaureate Certificate in Health Care Administration) offered via Internet; Certificate - 51.1504 Community Health Services/Liaison/Counseling (Patient Advocacy) offered via Internet; Certificate - 51.3801 Registered Nursing/Registered Nurse (Nursing Education) offered via Internet; Certificate - 51.3817 Nursing Education (Nursing Education Certificate Program) offered via Internet; Doctor - 51.3801 Registered Nursing/Registered Nurse (Doctor of Nursing Practice) offered via Internet; Master - 13.1001 Special Education and Teaching, General (ME in Special Education/Early Childhood) offered via Internet; Master - 13.1210 Early Childhood Education and Teaching (ME in Early Childhood Education) offered via Internet; Master - 14.0101 Engineering, General (MS in Engineering) offered via Internet; Master - 24.0101 Liberal Arts and Sciences/Liberal Studies (Master of Liberal Studies) offered via Internet; Master - 31.0101 Parks, Recreation and Leisure Studies (Master of Arts in Recreation and Leisure Studies - Recreation Administration) offered via Internet; Master - 51.3817 Nursing Education (MSN in Nurse Educator) offered via Internet

Recommended Change:

(+ or -)

Correspondence Education Programs:

Present Offerings:

None