

The University of Toledo

Addendum to the Self-Study Report

FOR THE HIGHER LEARNING COMMISSION

Several notable developments related to the five major criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools have taken place at The University of Toledo since it submitted its self-study report for continued accreditation in December 2011.

INTRODUCTION

- **Correction:** The Medical College of Ohio first gained accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools in 1980, not 1972 as is printed on pages 32 and 36 in the introduction to the report.
- To familiarize administrators, faculty and staff members, and students with the findings and recommendations of the self-study report, more than 40 orientation programs directed by three members of the Steering Committee were held in January and February 2012. The programs allowed more than 480 members of the University community who were individually invited by the University president to the sessions to comment, to review the site visit schedule, and to ask questions about the site visit. Orientation programs also were presented to several faculty, staff and student groups. Those who attended received copies of the self-study report executive summary and flyers detailing information about faculty, staff, and student open forums.
- The University's efforts to encourage third-party comment were extensive. Public notices appeared in the local daily newspaper, *The Blade*, on Sunday, Jan. 8, 2012, and Sunday, Jan. 15, 2012. A general press release with extended reach into Detroit, Chicago, Columbus and Cleveland zip codes was sent Jan. 12, 2012, by the Office of Marketing and Communication. An information postcard was sent in January regarding the HLC process to every active student, employee and faculty member currently employed or enrolled in classes — some 26,000 in total. The Office of Alumni Affairs sent emails Jan. 19, 2012, to more than 62,000 alumni, corporate partners, retirees and others with ties to the University urging them to contact the Higher Learning Commission of the North Central Association of Colleges and Schools if they wanted to comment and providing an address to write.

CRITERION ONE: MISSION AND INTEGRITY

- The University's administrative governance structure changed in December 2011 with the appointment of a new vice president for medical affairs and associate dean for clinical affairs. His responsibilities include improving health-care quality, enhancing safe patient care, and integrating advances in both areas into educational curriculum. The new vice president also serves as chief medical information officer.
- Three new members attended their first meeting of The University of Toledo board of trustees in December 2011. A Columbus attorney, Juan Jose Perez, and a Toledo health-care executive, Gary P. Thieman, were appointed by Ohio Gov. John Kasich. A student from Castalia, Ohio, Joshua Robert Beekman, was appointed a student member of the board to serve through July 1, 2013.

- The associate vice president for equity, diversity and community engagement was named in January 2012 one of six “Emerging Leaders” selected by the African-American Legacy Project of Northwest Ohio who have promised to provide examples for students in the Scott learning community. As a partnership between Toledo Public Schools and the Legacy Project, the six men and women will visit and speak at central city elementary schools in hopes they can inspire a new crop of leaders.
- Additional evidence of the University’s commitment to integrity in its co-curricular programs came in January 2012 when the University announced that its student-athletes earned a collective grade point average of 3.167 in the fall 2011 semester, the highest mark in school history. The previous record was 3.166, set in the spring of 2011. It’s the third time in the last four semesters that University of Toledo student-athletes have broken the GPA record.

CRITERION TWO: PREPARING FOR THE FUTURE

- To increase efficiency and cost savings and to easily store and retrieve important academic, student and administrative documents, a number of colleges, divisions, and departments are using a document imaging and storage system known as ApplicationXtender.

The department of information technology is working closely with academic colleges, departments and administrative units interested in implementing the system.

The College of Adult and Lifelong Learning, for example, uses the software system to check transcripts not yet loaded for evaluation, graduation and admission applications, and admissions worksheets for conditional admits. The college also is imaging all graduation files to conserve space and discussing use of the system for electronic advising notes for students who are undecided about their major and students who are working on meeting admission requirements for their desired major.

The Gateway advising programs are using the system extensively. They have converted their paper folders to electronic files for students which include adviser notes, copies of contracts with students, email correspondence, letters, and various other forms of communication. In addition, they also directly connect to the imaging portion of ApplicationXtender through the records office, which allows them to pull up transcripts and other documents that have been imaged into a student’s file such as applications, special letters, and letters of support for admission to the University of Toledo.

Using the system, the College of Pharmacy and Pharmaceutical Sciences has converted to electronic student files that contain items like advising notes, email correspondence, student photos and photo release forms, plans of study, application to the Professional Division, and professional pledges.

Other users include the Judith Herb College of Education, Health Science and Human Service; department of human resources and talent development; Provost’s Office; undergraduate and graduate admissions; Office of Student Records; Registrar’s Office; Office of Research and Sponsored Programs; undergraduate and graduate admissions, financial aid, grants accounting, student records and the Police Department.

CRITERION THREE: TEACHING AND LEARNING

- **Addition:** The University wishes to add data for the 2010-2011 academic year for college programs with explicitly defined student learning outcomes and for assessed college programs reporting assessment methods for students' learning and mastery of program learning outcomes. The data for the 2009-2010 academic year are found in tables 3.1 and 3.2, respectively, on pages 163 and page 164 of the self-study report.

Table 3.1 Summary of college programs with explicitly defined student learning outcomes in 2010-2011 assessment reports								
Year	Undergraduate programs		Undergraduate certificates		Graduate and professional programs		Post-baccalaureate/certificates	
	N Programs	N (%) with SLOs	N Programs	N (%) with SLOs	N Programs	N (%) with SLOs	N programs	N (%) with SLOs
2009-2010	97	69 (71%)	4	2 (50%)	141	117(83%)	24	17(71%)
2010-2011	83	78 (94%)	1	1 (100%)	156	127 (81%)	21	19 (90%)

Source: 2009-2010 and 2010-2011 Assessment Reports

Table 3.2 Summary of assessed college programs reporting assessment methods for students' learning and mastery of program learning outcomes								
Year	Undergraduate programs		Undergraduate certificates		Graduate and professional programs		Post-baccalaureate/certificates	
	N Programs	N (%) with SLOs	N Programs	N (%) with SLOs	N Programs	N(%) with SLOs	N Programs	N (%) with SLOs
2009-2010	97	67(69%)	4	2(50%)	141	117 (83%)	24	17(71%)
2010-2011	83	76 (92%)	1	1 (100%)	156	132 (85%)	21	18 (86%)

Source: 2009-2010 and 2010-2011 Assessment Reports

New programs or programs with no students currently enrolled were not counted in the tables above.

In addition to the academic programs listed in the tables above, eight associate degree programs and six service units also submitted assessment reports for the 2010-2011 academic year.

- To recognize teaching excellence, University students in December 2011 nominated and selected 25 professors for a new award, the Student Impact Award, choosing teachers who the Student Government president said shared an “uncommon effort” and connection with their students. The award goes beyond recognition, as each winner received a \$5,000 bonus from the University. Nominations were solicited from students online, and final winners were selected by a group of students. The award was jointly developed and implemented by Student Government and Medical Student Council. Students picked the winners, and the University provided the funds. Nomination forms asked students how teachers demonstrated their commitment to students and impacted their life. The winners will be recognized by the Toledo City Council this spring.

- A task force established in January 2011 that involves more than 30 faculty and staff members is now addressing areas that have shown to be important in student retention. It held its first meeting on Feb. 3, 2011. The task force is exploring ways to create a distinctive, nationally recognized student experience by realigning the university culture and climate; to better prepare students for the college experience; to implement an early-alert system for students who are at risk academically; and to end the late registration option of students deemed “at risk.”

The task force also is studying development of an academic advising plan based on effective advisement strategies; better promotion of career-counseling services; programs to teach students effective study and learning strategies; and development of programs to improve the teaching skills of faculty members instructing first-year students.

Also being studied are further use of learning communities to promote academic success and ways to improve the academic performance, retention and graduation rates of minority students. Also under examination is the success of current programs at the University, with an eye toward expanding those that have the most promise of success. Improving the academic success of students is critical to the University’s mission and is an institutional priority.

CRITERION FOUR: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

- **Correction:** The University wishes to amend the passage rates of the NCLEX exam that are contained in Table 4.8 of the self-study report on page 250. The correct passage rates are listed below.

Table 4.8 Passage Rates on Professional Licensure Examinations								
College of Nursing	Licensure Test	Licensure Received	Year #Candidates (% first-time pass)					
			2005	2006	2007	2008	2009	2010
<i>BSN- UT Candidates</i>	NCLEX	RN	78 (82%)	97 (96%)	90 (92%)	90 (89%)	96 (96%)	109 (89%)
<i>BSN- BGSU Candidates</i>	NCLEX	RN	55 (87%)	56 (93%)	69 (87%)	69 (88%)	47 (89%)	50 (88%)
<i>MSN</i>	NCLEX MSN	RN	N/A	23 (96%)	23 (87%)	27 (96%)	27 (93%)	16 (88%)

Source: College of Nursing

- To promote more interdisciplinary research collaboration, a new program called Nexus was established in January 2012. Sponsored by the Office of Research and Sponsored Programs, Nexus gives faculty members an opportunity to showcase their research.

CRITERION FIVE: ENGAGEMENT AND SERVICE

- As part of its ongoing effort to provide services that students value, the University opened a new space, the Student Health and Wellness Center, on Health Science Campus in January 2012 to give students access to a variety of health and mental services.

- The YMCA and JCC of Greater Toledo and The University of Toledo have partnered to strengthen healthy living initiatives available to the community to promote wellness and maximize the amount of resources going to those seeking healthy living services. The YMCA and the University signed a contract to begin a partnership managing the YMCA's Healthy Living initiatives. The partnership, which was announced in January 2012, will offer relevant internships and professional experiences for University students studying in health and wellness fields. Also, the University of Toledo and the YMCA plan to work to create more scholarship and education opportunities at the University for YMCA staff and will strive to find mutual research and grants relative to community health and wellness.
- Business and engineering online graduate programs at the University earned national recognition in *U.S News & World Report's Best Colleges 2012* rankings. The recognition was announced in January 2012. The online offering of courses in the master of business administration program was ranked second nationally in the area of student services and technology and no. 42 for student engagement and accreditation. The College of Engineering's online graduate programs were ranked seventh nationally in admissions selectivity, no. 12 in student services and technology, and no. 24 in student engagement and accreditation.
- In the January 2012 issue devoted to identifying the "Best Schools for Public Service," the *National Jurist* magazine named the College of Law a top school for preparing law students for criminal law practice. The college was recognized as one of the top 20 schools in the U.S. for preparing students for prosecutor and public defender positions. The magazine looked at employment data, curriculum, standard of living, and loan forgiveness programs in evaluating schools.

FEDERAL COMPLIANCE

- As noted on pages 3 and 4 of the federal compliance materials, the University complies with the Higher Learning Commission's expectations for maintaining student complaints and disposition records. The University maintains a complaint process for online students that is designed to comply with U.S. Department of Education regulations. A description of the process is found online. <http://www.utoledo.edu/dl/main/complaint.html>
- In addition to the processes used in selection and certification of proctors that are outlined on page 6 of the federal compliance materials, Learning Ventures has developed procedures to ensure the academic integrity of online testing by assigning accountability to instructors as well as students. Instructors complete the form at <http://www.utdl.edu/utlv/IPERF/> to identify when, where, and how the test will be given. Tests are provided one week in advance to Learning Ventures.

Students complete the form at

https://www.utdl.edu/proctor_exam_request_form/index.php within the first two weeks of the semester. Learning Ventures contacts the proctor to verify the information and, after the verification is complete, the instructor and student are informed via email that they have a valid proctor. The test with the instructions is sent to the approved proctor via email with a disclosure and confidentiality form: (only professional email accounts, not personal accounts, are used.) Once completed, the test and signed disclosure and confidentiality form are faxed or scanned and emailed to Learning Ventures.