



Action of the Board of Trustees
Bowling Green State University
June 22, 2018

**Approval of College Completion Plan Update for 2018-2020
Resolution # 68-2018**

Trustee Keller moved and Trustee Montgomery seconded that the Bowling Green State University Board of Trustees approve the College Completion Report Update for 2018-2020.

WHEREAS, Ohio Revised Code (ORC) sec. 3345.81 requires, not later than June 30, 2014, and at least once every two years thereafter, each institution of higher education to adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students;

WHEREAS, ORC sec. 3345.81 states that the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities;

WHEREAS, on May 9, 2014, Bowling Green State University's Board of Trustees adopted its first Completion Plan;

WHEREAS, on June 23, 2016, Bowling Green State University's Board of Trustees adopted its Completion Plan Update for 2016-2018;

WHEREAS, BGSU's Completion Plan Update for 2018-2020 contains updates on ongoing initiatives, such as online programming, three-year undergraduate programs, increased academic profile for the incoming first-year student class, personalized and technology-infused academic advising, intervention and support for students with academic skill deficiencies, College Credit Plus, transfer students, nontraditional and military students, expansion of degree pathway opportunities for students at BGSU Firelands, diversity and inclusion programs, and the Falcon Internship Guarantee; and

WHEREAS, BGSU's Completion Plan Update for 2018-2020 contains information on new initiatives, including changes to the academic calendar and the institution of a three-week Winter Session as part of Spring Semester, the Falcon Tuition Guarantee, and leveraging research and engagement to support degree completion.

NOW, THEREFORE, BE IT RESOLVED, that the Bowling Green State University Board of Trustees hereby adopts the attached Completion Plan for 2018-2020; and

BE IT FURTHER RESOLVED, that a copy of this updated plan be forwarded to the Chancellor of Higher Education.

The undersigned, the duly appointed President of Bowling Green State University, a state-assisted institution of higher education organized under the laws of the State of Ohio, hereby certifies that he believes the foregoing reflects the intent of the BGSU Board of Trustees as presented and adopted at a meeting duly called and held June 22, 2018.

The Board Secretary conducted a voice vote. All signed in affirmative. Motion carried.

To my knowledge, this authorization has not been amended or revoked and remains in full force and effect on the date hereof.

A handwritten signature in black ink, appearing to read "Rodney K. Rogers", is written over a horizontal line.

Rodney K. Rogers, Ph.D.
President, Bowling Green State University
June 29, 2018

BGSU
BOWLING GREEN STATE UNIVERSITY
COMPLETION PLAN UPDATE
2018-2020

I. UNIVERSITY MISSION

Bowling Green State University provides educational experiences inside and outside the classroom that enhance the lives of our students, other stakeholders, and the many publics we serve. BGSU students are prepared for lifelong career growth, lives of engaged citizenship, and leadership in a global society. Within our learning communities, we build a welcoming, safe, and diverse environment where creative ideas and entrepreneurial achievements of all can benefit others throughout our region, the State of Ohio, the nation, and the world.

A. Campus Student Body Profile

- Main campus in Bowling Green and a regional campus, BGSU Firelands, in Huron
- Approximately 19,300 students, including 1,970 at Firelands (headcount, BGSU Institutional Research Fall 2017 Census)
- Nearly 800 full-time faculty, 80% with terminal degrees in their fields
- 18.1 student to faculty ratio (2016-2017, BGSU Institutional Research)
- 200+ undergraduate majors and programs in seven undergraduate colleges
- Average ACT for entering freshmen Fall 2017 was 23, average high school GPA was 3.45
- 22.5% first-generation college students (Fall 2016 HEI Report, entering, returning, and transfer combined)
- 20% of the entering Fall 2017 class identified themselves as members of ethnic and racial minority groups
- 90% of all entering freshmen receive some form of financial aid
- Students from all 50 states and 75 countries outside the USA
- Nearly 6,000 students reside in 10 residential facilities
- More than \$25 million in scholarships awarded annually
- 18 NCAA Division 1 intercollegiate athletic teams (men and women)
- Nearly 325 student organizations
- Approximately 4,500 students work on campus annually
- 9.1% students ≥ 25 years old (Fall 2016 BGSU HEI Report, entering, returning, and transfer combined)

B. How the Student Body Profile and Mission Influence Completion Strategies

Historically, BGSU population has been traditional-aged students who live on campus for the first two years. Most undergraduate students attend full-time and are taught in real time by an instructor in a classroom or laboratory setting. According to BGSU's 2017 Freshman Survey, 89% of students chose to attend college to prepare for a professional career, 72% believe it is necessary to have a college degree, and 75% to be able to get a better job (BGSU Office of the Dean of Students), indicating first-year students' focus on jobs and careers. Due to a declining pool of high school graduates in Ohio, BGSU continues to implement short- and long-term strategic recruitment plans to grow enrollment from other student populations (online, transfer and nontraditional, international, and graduate) to create a more diverse student body and sustainable fiscal

model. Plans for recruitment efforts also take into consideration the need for adequate student support, faculty, new academic programs, and infrastructure to accommodate a future population of 25,000.

II. BARRIERS TO PERSISTENCE AND COMPLETION

Major Student Profile

- Traditional first-time, full-time (residential and commuter)
- Transfer students (from community colleges and four-year institutions)
- Nontraditional students (≥ 25 years old), veterans (prior service), and active duty military
- eCampus-totally online programs in seven-week terms
- College Credit Plus
- Graduate students
- International Students

Campus Context Factors that Impede Persistence and Completion

- Cost of attendance
- Need for Math and English remediation
- Students who complete fewer than 15 credit hours per semester (minimum 122 required for a bachelor's degree)
- Changing majors or colleges and/or entering as undecided

III. PROGRESS TOWARDS COMPLETION GOALS

Each completion strategy or initiative has been developed with consideration as to the evaluation and assessment of its intended purpose, goal or outcome.

Main Campus	2014-2016	2016-2018	2018-2020	Goal
Fall-to-Fall Retention First-Time/Full-Time Freshmen	70.12% 2012 to 2013	77.51% 2014 to 2015	76.97% 2016 to 2017	80% by 2020
4-year full-time graduation Rate	35.91% (2006 cohort)	34.07% (2009 cohort)	41.68% (2013 cohort)	50% by 2024
6-year full-time graduation Rate	57.54% (2006 cohort)	55.62% (2009 cohort)	52.27% (2011 cohort)	70% by 2026
Average number of credit hours earned upon completion of bachelor's degree [#]	2012-2013 132.4 credits	2014-2015 130.7 credits	2016-2017 131.1 credits	128 credits
100% Online Programs	May 2014	May 2016	May 2018	Goal
Bachelor's	5	7	6	15
Master's	9	11	13	16
Certificates	5	8	10	10

Retention and graduation rates provided by BGSU's Office of Institutional Research, based on Census Data.

[#]HEI Data Provided by ODHE.

A. Quantitative Metrics

- Fall-to-Spring persistence and Fall-to-Fall retention rate of the first-time, full-time cohort is measured each semester/year.
- Average number of credit hours students earned vs. minimum hours required for the degree (by major and college) to determine if institutional efforts are having an impact on excess hours.

- Average of credit hours completed each term/year; advance in class standing (progress towards degree)
- Tracking activity related to major and college changes. Students who change majors take longer to graduate.
- Number, type, and timing of retention and persistence-related communications to students; the Student Success Collaborative has provided for better communication flow among students, advisors and faculty increasing the efficiency and capability of early alerts, attendance, and mid-term progress reporting.
- Certain metrics of students who utilize the Learning Commons and change over time, including GPA, course completion, and degree completion as compared to the general student population.
- Percentage of first-time, full-time students in residential learning or theme communities.
- Percentage of students in the Deciding Students Program who declare a major prior to the beginning of their sophomore year and thereafter.
- Percentage of students completing an experiential learning activity, project, clinical, program, etc.
- Number of prior Learning Assessments/courses completed/credit hours awarded each semester.
- Number of totally online programs (associate, bachelor's, certificate programs) added each year and enrollment growth in eCampus programs.
- Student participation and involvement. The number and types of selected co-curricular activities outside the classroom can affect time-to-degree and support retention. The Division of Students Affairs conduct more than 140 assessment activities to evaluate student utilization of co-curricular programs and events, in addition to services, satisfaction, learning/development, environment, and benchmarking with other institutions.
- Number of new internships/co-ops developed, new employers identified, and student participants.

B. Qualitative Metrics

- In 2016, the Office of Academic Assessment developed a program in which a team of undergraduate students investigate issues pertaining to learning environments and teaching. These student Learning Analysts conduct a variety of assessment initiatives, such as focus groups and surveys, and use the information gained to make recommendations for enhancing students' learning experience at BGSU (i.e., to inform practice). The Learning Analysts also examine factors that impede and/or enhance persistence and completion and provides an enhanced context of understanding, such as academic major changes.
- The Academic Affairs Retention Committee, composed of faculty and administrators from across campus and disciplines, meets regularly to monitor retention data, identify categories of students and barriers to retention, and recommends specific interventions to remedy retention deficits.
- BGSU has a variety of processes in place to understand and assess student attrition and therefore improve student support. For example, advising and support staff routinely solicit and document reasons students do not return, and the office of Residence Life conducts a "check-out survey" each semester, which includes students' intentions to return to BGSU in the subsequent semester, and feedback about their experience at the University. Data gathered from these interviews, focus groups, and surveys are categorized by theme, shared across departments, and further investigated.

- Experiential education has a positive impact on students' persistence and completion. To enhance knowledge about what students gain from their internship/co-op experiences, the Falcon Internship Guarantee (FIG) program provides several opportunities for students to share their experiences in online discussion boards and during community building events where students share how their "real world experience" in a variety of work environments helped them develop professional and leadership skills.

IV. INSTITUTIONAL GOALS FOR 2018-2020

BGSU's strategies to support degree completion are aligned with one or more specific goals and objectives of the University's strategic plan. The following are select institutional goals and objectives that reflect BGSU's commitment to student success, retention of the first-year cohort, persistence, and degree completion of undergraduate students.

Engage undergraduate students in a unique BG learning experience that fosters engaged citizenship, global leadership and career preparedness which will lead to life-long success

- Respond to workforce needs by creating at least three new academic programs and / or providing new modes of instructional delivery for current programs.
- Further increase students' participation in the BG Experience. (Increase internships by 5-10%, education abroad by 5-10%, research projects by 5-10%, community projects, and learning communities' participation).
- Ensure all graduates as of the Fall 2019 entering class have a career/life plan (Falcon Flight Plan) at time of graduation.
- Enhance the quality of teaching and learning through creative use of the technology, active learning strategies, and inclusive teaching pedagogies.
- Refine programs designed to increase retention and student success for all students.

Expand academic, research, and public service partnerships with regional communities, the State of Ohio, and other universities; and with national and global private, nonprofit, and government entities.

- Expand the number of relationships/partnerships, at the University level and at the college level with companies, organizations and communities to further the vision and mission of BGSU.
- Use the Collab Lab to assist with economic development in Northwest Ohio.
- Implement the findings from the reviews of the centers and institutes to enhance their impact and effectiveness and align with areas of focus of the academic plan.
- Emphasize entrepreneurial activities to build BGSU's reputation.

Advance global engagement through learning, discovery and service.

- Increase the level of global engagement in the areas of research; academic and co-curricular programming, number of students traveling abroad/afar and attending conferences.
- Expand recruitment efforts for international students, faculty and staff.
- Develop new and expand current partnerships with international universities.

Build a campus and community that fosters diversity and inclusion.

- Develop programs and strategies to increase the recruitment, retention of underrepresented and diverse students, faculty, and staff.

- Enhance support services and initiatives to support the retention and success of underrepresented and diverse students, faculty, and staff.
- Promote programs designed to celebrate gains, and further develop programs, centered on diversity and inclusion.
- Support “Not in Our Town,” “It’s on Us,” and “We Are One Team” initiatives.
- Engage and dialogue with the campus and community about the importance of difference and the educational benefits of diversity.

Enhance the well-being and quality of life of BGSU students, faculty, staff, alumni and friends.

- Offer professional and personal development opportunities and programming (e.g. leadership, compliance, and wellness) for faculty and staff to support their growth and development and enhance the student experience.
- Implement recommendations developed by the sexual assault task force.
- Reinforce a campus culture of outstanding service and student success.
- Enhance town-gown relationship through intentional collaborations with city and country officials and offices.
- Expand and support wellness options and programs faculty, staff, students, alumni and friends.
- Continue to engage alumni and friends through programming and events.

Develop a physical, organizational, and financial infrastructure that ensures the short-and long-term success of the BG experience and enhances the development of the BG Family.

- Continue to increase student body to 25,000 head count by achieving and sustaining a retention rate of 80% while increasing 4- and 6-year graduation rates and by robust recruiting of traditional and non-traditional students including Firelands and eCampus.
- Continue to implement the campus master plan and revise the student housing plan.
- Integrate the concepts of value and quality into the University brand.
- Continue to implement program reviews and complete appropriate accreditations successfully for academic and support programs.
- Ensure efficiency and effectiveness of all operations.

V. COMPLETION STRATEGIES

BGSU has developed a variety of strategies, actions, and activities to promote student success. Since the first report on degree completion, BGSU has made significant progress in implementing the initiatives described two and four years ago while developing new strategies for the future.

A. Increased Academic Profile of the Incoming Freshman Class

BGSU’s Office of Admissions strategies have yielded success in the recruitment of its most recent cohorts by incorporating a territory management model where admissions counselors gain a deeper understanding of the high school culture, economics, interests, and career paths of students in specific territories. By focusing on fit and strategic use of complex analytical data (beyond test scores and GPA), and leveraging scholarship funding, BGSU has increased both the academic profile of the freshman class and has made some positive gains in the first-time, full-time retention rate. (In Fall 2013, the average ACT score of the freshman cohort was 22.0; in Fall 2015, it was 22.7; in Fall 2016, it was 22.8 and in Fall 2017 it was 23.)

B. Setting Clear and Consistent Expectations for Students

An ecosystem of student success and the path to degree completion is built upon the establishment,

communication, and monitoring of clear and consistent expectations at the onset of the collegiate experience. Students must know what is expected of them, and they must also be challenged and supported to establish goals as well as clarify their expectations of themselves. In addition, students must also understand what they can expect from BGSU in terms of programs, teaching, experiential learning, support, and resources. Beginning with the admissions process and on-boarding experience, and extending throughout the student life cycle, creating opportunities to discuss and communicate these expectations among faculty, staff, and peers is essential in order to establish strong academic expectations and community standards for both for both new and continuing students. These expectations are discussed and shared with students in a variety of ways and through various efforts and initiatives, including:

- 1. Student Orientation, Advising, and Registration (SOAR).** The SOAR program is designed to provide students with an overview of expectations (such as completing 15 credits each semester) and resources available to ensure students' success. In addition to meeting with an academic advisor and registering for classes, students meet with other incoming and upper-class students as well as with faculty and staff.
- 2. Opening Weekend.** BGSU provides students' first days on campus with a comprehensive introduction to the academic and social environment at BGSU. During Opening Weekend, students meet their peers, faculty, and staff while engaging in a variety of specialized academic programs and interactive events on campus. Throughout the weekend, students are engaged in small groups led by upper-class students who share what it takes to be successful. Orientation Week Group Leaders introduce new students to the many resources and services available and answer questions in preparation for the first day of classes.
- 3. Fall Welcome.** Programming includes nearly 75 events throughout the first week of the semester, including Labor Day weekend. New students have opportunities to continue meeting peers, faculty, and staff who will help shape their BG Experience.
- 4. First Year Seminar (BGSU 1910) and First Course in the Major (FCM).** Both initiatives are designed to provide students opportunities to work closely with a faculty member and fellow students on a topic of the faculty member's choice (BGSU 1910) or within the students' identified program of study (FCM). These courses enable students to engage intellectually in a challenging experience from the start of their college career and to appreciate the relevance of the course topic outside the classroom and within the community. Goals include engaging students in the intellectual life of BGSU and the relevance of the discipline or seminar topic, connecting them with a faculty member and peers in the class, and involving them in appropriate co-curricular opportunities. Best practices include experiential activities and projects, including those that introduce students to community engagement learning outcomes.
- 5. Linked Courses.** When students share classes and outside of class experiences, they do better both socially and academically—which impacts retention and program completion. After a small pilot of linked courses in Fall 2012, the positive response suggested that the linked course strategy be continued and expanded for all new freshmen. In the Fall of 2014, 75% (2,258) of new freshmen were enrolled in at least one pair of linked courses with a 2.3% (93.5% vs. 91.2%) higher persistence rate and a 4.4% (78.6% vs. 74.2%) higher retention rate than students who were not enrolled in a linked set of courses. For the Fall of 2015, 76% (2,571) of new freshmen were enrolled in a linked set of courses with a 2.9% (92.9% vs. 90%) higher persistence rate over students who were not enrolled in linked courses and an 8.14% (81.8% vs. 74.79%) higher retention rate. For the Fall of 2016, 73.46% of new freshmen were enrolled in a linked set of courses with a 3.49% (83.5 vs 81.6%) difference in persistence and a 4.19% (79.99% vs. 74.5%) higher retention rate over students who were not enrolled in linked courses. In the Fall of 2017, 70.69% of new freshmen were enrolled in linked courses, with a negligible difference in persistence. The decline in the percentage of students enrolled in linked courses can possibly be attributed to the increase in both the number of students coming to BGSU with earned college credit

and the number of credits they have upon enrollment at BGSU. The linked course initiative will continue for 2018-2019.

6. **Academic Advising.** Academic advising provides students with the opportunity to build a relationship with their advisors for the purpose of gaining assistance in planning their educational career, learning the skills needed for academic success, and how to access the variety of resources and services available to them on the BGSU campus and online. All first-year students are assigned a professional advisor from their respective college or program. Advisors help students establish educational and career goals, develop academic degree plans, and explore experiential learning opportunities such as study abroad, service learning, internships, undergraduate research, and many other co-curricular opportunities. These expectations and resources are further explained in the *Advising Syllabus*, which is distributed to new students at SOAR, and available online.
7. **Falcon Forward.** Falcon Forward First Year Success is an online extended orientation program offering topic-oriented transition-to-college information to support students' success both inside and outside of the classroom. Housed within Canvas, BGSU's learning management system, F2FYS introduces and reinforces information students can access at any time, including financial literacy, academic expectations, and degree completion planning, career exploration and resume development, time management, study skill tips, health and wellness, and important information about key student service offices and initiatives, all serving to assist students' transition from high school to BGSU.
8. **Academic Expectations in the Classroom.** The course syllabus serves as a reference for faculty expectations for student learning, how the course will be taught, how assignments will be graded, and faculty contact information and office hours. Beginning 2016-2017, all students have access to a syllabus for each course on or before the first day of class each semester, and the syllabus includes specific information regardless of the course, e.g., course expectations, schedule and methods of assessment, support for student success, and teaching methods used in the course. The commitment of the faculty and the significance of providing a syllabus for each course is such that it is mentioned in the current version of the faculty collective bargaining agreement. At BGSU, faculty use the institution's learning management system (Canvas) to provide information related to the course and communicate updates to the syllabus, change in course location, as well as to disseminate information about academic and personal support services available to students. By ensuring that all students are provided a comprehensive syllabus, faculty set the stage for success in the classroom.

C. Personalized, Technology-Infused, and Data-Directed Advising

Academic advising continues to be a critical and contributing factor in student retention, progress toward degree, and degree completion. A significant investment and restructuring of the advising program in 2014 included revisions to key advising policies, standardization of several advising practices, an increase in professional advising staff (reduction of advisee to advisor ratio to less than 350:1), the creation of an assessment plan and measures of accountability, the implementation of an advisor-specific annual evaluation process, the development of an online portal for housing all advising tools/technology, and centralized leadership of advising. The goal of these efforts has been to enhance the personalized and consistent advising experience for undergraduate students, along with fostering a data-rich environment for professional advisors. Additional recent and planned investments and initiatives related to academic advising include:

1. **Leveraging the Student Success Collaborative (SSC).** The web-based SSC platform combines technology, student data, and predictive analytics to help advisors positively influence persistence, retention, and graduation outcomes, particularly with at-risk and off-path students. This application is accessible online, and uses current and historical BGSU student data to provide advisors, faculty, and other key stakeholders at-a-glance information to identify students who may be off their degree completion path,

at risk of becoming off-track, and/or need some type of intervention, such as a change in major. Use of this platform has been expanded to include academic early alert, tutoring and academic support tracking, reporting, and on-demand appointment scheduling with advisors and tutors. In addition to the web-based SSC platform, BGSU also launched a companion mobile platform, *SSC Guide*. This free application allows students to schedule advising and tutoring appointments, reminds students of upcoming important deadlines and dates, major exploration tools, and the ability for the University to send targeted push-polls to students based on students' intake survey, as well as their affiliations and characteristics.

2. **Development of an Enhanced Degree Audit.** Since the implementation of an enhanced degree audit (u.achieve) for the spring semester of 2017, students are able to view how their classes (both current and completed) apply to their current program through real-time analysis and simple graphics. The degree audit system also allows students to explore alternate majors by providing them an accurate list of how their completed courses will apply to other majors of interest. In addition, the University has provided students a schedule building application (Schedule Builder) to enhance students' ability to explore and identify classes prior to their registration period. This allows students to build their academic plans within the context of their personal schedules. Currently BGSU is building a degree building application where students will be able plan their academic careers (future courses by semester) and post their completion plans for advisors to review. This system will also provide more detailed course demand information to more efficiently offer classes as students require them to progress through their career.
3. **Academic Planning Tools.** Since 2014, BGSU students have had the ability to automate the planning and personalization of their semester schedules based on their required courses and preferred schedule obligations such as work, athletic practices, or personal time. BGSU is currently developing companion software which will automate degree completion plans based on students' major, electives, and general education courses. This graduation planning software will enhance the Graduation Plans/Four-year Degree Pathway Project noted on page 17.
4. **Advisor Training and Professional Development.** A committee of advisors and student support professionals from across the University meet regularly to assess the training and professional development needs of their peers and colleagues. This group also plans and coordinates monthly workshops and other activities related to the identified needs and best practices in advising. An indication of its commitment to enhance advisor's knowledge and skill development, more than 50% of the University advising staff attended a national or regional conference in 2017-2018.
5. **Ohio Analytics Collaborative.** In 2016, representatives from Ohio public institutions convened in Columbus to hold informal discussions and to share insight and best practices using the Education Advisory Board's Student Success Collaborative (SSC) platform for advising and predictive analytics to measure and improve student success. Held at BGSU in 2017 and Miami in 2018, BGSU and other Ohio institutions will benefit by the relationships established at this meeting and resulting future opportunities for collaboration.
6. **The College Transition Collaborative.** Since summer of 2015, BGSU has participated in a multi-institutional experimental research study designed to measure the impact of a social belonging intervention among incoming first-year students. More than 20 additional institutions were involved in this project, including: The College of Wooster, Clemson University, Cornell University, Indiana University, Michigan State University, Stanford University, the University of Oregon, and Yale University. Early results from the data show that students who complete the treatment achieve higher GPA when compared to their peers. Although the research partnership has concluded, BGSU will continue to implement this intervention with incoming students with the goal of increasing sense of belonging, particularly among underrepresented and socially disadvantaged students.

D. Identification, Intervention and Support for Students with Academic Skill Deficiencies

Beginning with pre-enrollment placement testing (math and English), self-identified needs (First-Year Student Questionnaire and SSC Guide intake survey and push-polls), and faculty reports (early alert and mid-term grades), BGSU has a number of planned interventions and support systems in place to address gaps in preparation or skill sets. Academic and program advisors use the SSC to monitor student progress during the semester and after grades are posted. By leveraging the technology and resources of the Student Enrollment Communication Center, a series of general and specific messages (calls, text, and email) are delivered to a handful of students or the entire undergraduate community for a call to action.

- 1. Moving from Remediation to Corequisite Support.** Students who are not prepared for college-level courses have been traditionally placed in developmental classes, thus paying for courses that do not count, and increasing the number of semesters (and cost) to earn a bachelor's degree. BGSU is transitioning from front-loading students with remedial courses to a corequisite model as recommended in *Complete College America: Corequisite Remediation: Spanning the Completion Divide* (completercollege.org/SpanningTheDivide). Both math and English composition (General Studies Writing) departments are piloting new corequisite models in the 2018-2019 academic year. In GSW, some students who place in developmental writing will take a credit-bearing writing course that is linked to a seminar where they will get the additional writing assistance they need. In math, some students who place into developmental math will be placed in a 4-credit, 5-contact hour credit-bearing course that, when completed, will earn students credit in college algebra. Furthermore, some students who place into MATH 1220: College Algebra II will be enrolled in the same 4-credit, 5-contact hour credit-bearing math course and will earn credit in college algebra when they successfully complete the course. This pilot course will be graded A/B/C/NC (No Credit); students who do not earn credit can enroll in the course in the subsequent semester, picking up where they left off.
- 2. Efforts to Improve Math Competency.** Retention and graduation rates of students who place into developmental math is an ongoing concern at BGSU and nationally. The Math Emporium is a computer-based learning center designed to help students learn math at their own pace by interacting with a team of instructors (NTTF faculty, graduate assistants, and undergraduate assistants) and specialized software, ALEKS. Students work through their courses and take a series of quizzes, tests, and exams to evaluate whether the concepts learned are retained. The lead professor and instructional team serve as coaches, providing individualized teaching and support as needed. The courses currently taught in the Emporium include MATH 99: Algebra Review and MATH 1220: College Algebra II.

As part of the *Strong Start to Finish* grant (Ohio Department of Higher Education), faculty teaching in the Emporium will give a much more extensive overview of how the ALEKS software (web-based learning system that identifies concepts students know and don't know, and then instructs students in those areas where they are weak) works and provides mini-lessons in class when they identify a particular topic that where multiple students are having difficulty. Furthermore, efforts will be made over the summer to reach out to incoming students who place in developmental math. Students will receive a "Friday Factoid" about a particular math function, with an explanation of that function and a question about it. This will help prepare students for the emporium experience in the fall.

The evolution of the Math Emporium has not been without growing pains—location, space, and operational challenges; setting student expectations for course delivery; attendance policies, technology, instructional methods and grading schemas. Each facet of the Emporium has undergone regular evaluation and review. Ongoing assessment of instructional methods, curriculum, and learning in the Math Emporium will continue to inform practice and guide service delivery. The following are some

recent enhancements:

- To assist students in staying on track, suggested deadlines are in place and students are incentivized to complete them on time or early and have the opportunity to re-take any tests upon which they score poorly, as long as deadlines are met.
- Students can complete up to two classes during a semester, without an additional charge for the second course. This incentive provides both a financial savings and the opportunity for students who are motivated and doing well in the courses to work at a faster pace (In Fall 2017, 48 of the 50 students who chose the 2-course option passed both successfully).
- Undergraduate and graduate students serve as Math Emporium Assistants and provide just-in-time assistance to students as they work through the courses during class periods.
- MATH 99 leverages the ALEKS software, which has yielded data and an opportunity to develop MATH 1000, a 4-credit co-requisite course being piloted 2017-2018, and if successful, will allow for the revision of MATH 1220, College Algebra II, thus eliminating the developmental math course (MATH 99).

After five years, the success (grades, retention and persistence) of students using the Math Emporium continues to be monitored closely to identify connections among pre-entry characteristics, placement testing, curriculum, and instructional methods, as the University moves toward a co-requisite model of instruction. Faculty and staff are focused on continuous improvement of teaching, learning, and identifying the best methods that support student success.

3. Improving Quantitative Literacy.

BGSU has partnered with Owens Community College on a \$3 million National Science Foundation grant titled *Project SEA Change: Using Social Connectivity to Improve Quantitative Literacy and Transform Undergraduate Science Teaching*. The focus of the grant is to improve undergraduate students' quantitative literacy skills in STEM fields, resulting in improved degree completion/attainment at two- and four-year schools, as well as increasing access and transfer from community colleges to a four-year schools for students from low-income backgrounds and first-generation college students. This is being accomplished with a variety of strategies that include: a Design Challenge Workshop attended by STEM faculty and administrators who developed innovative plans for improving student quantitative literacy; seven grants awarded in 2017 and eleven grants awarded this year to a total of 37 faculty who proposed plans for improving student learning and academic achievement in STEM coursework; and informal lunch discussions held on Fridays, devoted to a variety of STEM education topics including improving quantitative literacy, led by experts in those topics. This project addresses especially the "Gateway" courses in STEM degree programs and is intended to substantively increase student success and thus persistence and degree completion in these fields.

- ### **4. The Learning Commons.**
- Open in Fall 2011, The Learning Commons is a significant part of the academic culture at BGSU, serving students from all academic disciplines and academic abilities with a variety of new and existing program offerings each year. The multi-service academic support and resource center located within BGSU's main campus Library continues to experience an increase in student traffic (10,339 visits in 2011-2012 and 20,622 visits in 2017-2018). Similarly, the percentage of undergraduates using the Learning Commons has increased from 17.2% to 20.1% during the same time period. Since first co-locating math, writing, and subject tutoring support in the library seven years ago, there has been a steady increase in the cumulative GPA of the students who use the Learning Commons for study groups, tutoring, review sessions, or group projects. During the next two years, the Learning Commons will focus on targeting specific student groups and populations (including supporting students participating in the Falcon Learning Your Way program) and will

undergo a review of the student services offered and the existing assessment plan, including the incorporation of metrics such as GPA, grade level, course completion, and degree completion, as well as the development of specific learning outcomes for each program.

- 5. Falcon Learning Your Way.** New in 2016-2017, Falcon Learning Your Way (FLY) is a fee-based program available to students who have been diagnosed with specific learning disabilities and/or ADHD. BGSU was the first state institution in Ohio to offer this type of individualized support. Participants are provided an individualized study plan and structured academic support designed by full-time Learning Specialists within the Learning Commons. Enrollment has grown from an initial cohort of 20 students Fall 2016, to a cohort of 40 in the Fall 2017. The impact of the FLY program has been positive, based on student persistence. At the end of the 2016-2017 academic year, 18 of 19 students continued at BGSU and 18 of 19 students remained in the FLY Program. At the end of the Fall 2017, 39 of 40 students continued enrollment at BGSU, with 38 of 40 remaining in the FLY Program.

E. Special Populations

Over the past few years, BGSU has ramped up the amount and types of data being gathered about and the intentional programming put into place for certain groups and subpopulations of students. Data is gathered from multiple sources on campus into one central database, analyzed and used to build predictive models. Working with offices in Academic Affairs and Student Affairs, data is leveraged to aid in the development of targeted programs, interventions and methodologies to support persistence, retention, and graduation.

- 1. College Credit Plus.** Ohio's College Credit Plus program continues to provide the opportunity for 7th-12th grade students to enroll in college courses to meet both their high school graduation requirements and begin to consider college-degree pathway options. When CCP began in the Fall 2015 semester, 1,067 high school students were enrolled in college courses at the Main and Firelands campuses and at partner high schools. In the academic year 2016-2017, total BGSU enrollment climbed to 1,928 due in large part to a state-funded grant that enabled high school teachers to enroll and complete the graduate credits needed to be credentialed or qualified to deliver college courses at BGSU's high school partner sites. High school sites offering BGSU courses increased from 26 partner schools in 2016-2017 to 33 total partner schools in 2017-2018. CCP enrollment has increased during the summer terms as well. The total number of CCP students in summer 2016 was 112 and 164 in summer 2017. Enrollment figures for BGSU's College Credit Plus program was near 2,020 students in 2017-2018 and will most likely continue to increase similar to state enrollment trends. One indication of the impact of CCP on college completion were the eight students who earned an Associate of Science from BGSU Firelands upon graduation from high school late spring 2018.

BGSU is investing more time and effort into recruiting CCP high school students as well as expanding subject areas to train high school teachers who are working to obtain the six courses or 18 hours of graduate credit in math, political science, and sociology. To provide administrative support, an assistant director position has been added to the Bowling Green campus office and a search is being conducted for a full-time dedicated CCP advisor. BGSU's CCP program has been identified as an exceptional model by Ohio's director of CCP. BGSU pairs each high school teacher with a faculty member in the same discipline to strengthen communication and provide ongoing support while teaching. At the annual TeachBG in-service day, faculty mentors are introduced/reconnected with teachers to aid in collaboration or share best practices in the curriculum. Beyond the classroom, BGSU offers its CCP high school teachers and their students the opportunity to schedule a co-curricular campus visit to engage via lectures in their subject areas,

participate in lab experiments, and have consultations with Library faculty on accessing resources to conduct research. The campus visit also includes a campus tour, lunch in a dining facility, and getting a BGSU ID card. During the 2017-2018 academic year, 28 partner schools brought 598 students to campus.

2. First Year Students

- a. **Linked Courses** (see page 6).
- b. **First Generation Students.** Focused efforts with this group of first-year students began in 2017-2018. A website, Generation Falcon, now provides resources, including information that helps students self-identify as first generation, and apply for the first summer-bridge program scheduled immediately before classes begin Fall 2018. A first-year transition course was offered for the first time in the Fall of 2017, and additional sections will be added for Fall 2018. Plans for a faculty mentor program are underway, along with the development of assessment metrics, and professional development opportunities regarding the characteristics and perspectives of first generation students for faculty and staff.
- c. **Commuter Students.** Recognizing that first-year commuters have many of the same transition issues as on-campus students, without the benefit of a supportive residence life environment, additional efforts to connect new freshmen with campus life included (for 2017-2018): a specialized communication plan that parallels messages to first-years living on campus; enhancements to the commuter sessions and messaging at SOAR; including best practices in the creation of intentional, holistic commuter experiences; continuing to engage commuter coaches (a.k.a. Off-Campus Student Advisors) support; and development of a feedback and assessment plan to measure the impact of the commuter-focused retention initiatives.
- d. **Residence Life Initiatives.** BGSU has a two-year residency requirement, with limited exceptions. Living on campus provides students with a supportive and diverse learning environment in addition to opportunities for friendship, fun, and personal growth. Professional staff, graduate assistants, and faculty work collaboratively to provide a learning environment, programming, and support that complement students' classroom experiences. Moreover, students who live on campus are retained at a higher rate than students who commute.

Academic Peer Mentor (APM) Program. This program is designed to connect Academic Peer Mentors (APMs), undergraduate students who receive specialized training, with residents to help them succeed academically. APMs provide individual mentoring and hall-wide programming focused on promoting academic success. Each APM holds evening office hours in the residence halls and delivers programs geared toward supporting students' academic success.

Residential Learning and Theme Communities. Learning (N=12) and Theme (N=7) Communities allow students to live together in a residence hall where they can study and attend class within the community; engage with faculty and graduate assistants inside and outside of the classroom; utilize and take advantage of the residence hall's community and resources; and remain connected to the friends, colleagues, and the core values of each respective community. BGSU's learning and theme communities focus on students' special interest areas including music, fine arts, teacher/educator development, service learning and leadership, personal discovery, natural and health sciences, language and cultures, business, health and wellness, forensic science, aviation, construction management, and Honors Scholars. For the Fall 2017 cohort, 498 of the 2,959 total number of on campus first-year students who resided in a learning community, 87.95% have already registered to return Fall 2018, a 6.5% difference compared to all students who lived in residence halls at this point in

time. Similarly, first-year students who were members of a themed community Fall 2017 are currently registered for Fall 2018 at a 4.5% higher rate than all students who lived in the residence halls.

- 3. Deciding Student Program.** Students who enter BGSU without having selected a major or who are uncertain about their career path, major, or program persist at lower rates than peers who enter the University with a declared major. The overall goal of the DSP is for students to declare a major before their third semester. Through a partnership between Undergraduate Advising and Academic Services (UAAS) and the Career Center, the retention rate of students who select “Undecided” is being closely monitored as new efforts to move students closer to declaring a major are introduced. From Fall 2015 to Fall 2016, 46% (123/266) of returning DSP first year students had declared a major or college. By Fall 2017, 85.59% (202/236) of the remaining DSP students in the 2015 cohort had declared a major or college. Retention (and completion) efforts for DSP students include individualized advising support, participation in career exploration programs and assessments, and high-touch strategies designed to have students declare a major (or college), including:

 - All new students who declare “undecided” are enrolled in UNIV 1310: Career and Life Planning their first semester. The 2-credit course utilizes interest inventories, assignments, and occupational research projects to guide students in the career decision-making process, and in doing so, identify a major/majors that lead to graduate school or a job upon graduation.
 - UNIV 1310 instructors place early alerts and midterm progress reports into the campus-wide communication system as a preemptive retention strategy.
 - The Career Center conducts “Deciding a Major” workshops during the spring semester.
 - UNIV 1310 instructors encourage their students to register for the subsequent spring semester.
 - Career Center hosts DSP advisor and UNIV 1310 instructor training and dialogue sessions to increase and streamline communication and retention efforts.
 - UAAS offers “Registration Roundup” sessions in site in the residence halls to conduct intrusive outreach within the first-year student residence halls.
 - All UAAS, including advisors and directors, and Career Center liaison to the DSP program conduct text, phone and email outreach to unregistered students.

- 4. Transfer Students.** Growing transfer enrollment is a key initiative of BGSU's strategic enrollment plan, and improving students’ experience and success is an area of institutional focus. The transfer orientation program has been overhauled to provide information, guidance, and resources specific to the BGSU transfer population, including 6 orientation dates for a fall start and 4 orientation dates for a spring start. The half-day program includes interaction with college advisors and class registration. In addition to articulation and dual admission efforts, BGSU's efforts to support transfer students to degree completion include:

 - A designated Transfer Advisor to provide individualized academic advising for prospective transfer students. This concierge approach provides for better transition planning, development of specific pathways to a bachelor degree, and reduction in the number of courses that do not apply (as well as the corresponding expense).
 - Scheduled academic advising appointments with the Transfer Advisor on site at regional community colleges.
 - Ongoing efforts to develop a transfer-friendly culture through campus wide education regarding the barriers transfer students encounter and the means to mitigate their impact.
 - Standardized streamlined, and efficient/timely process for evaluating transfer courses and credit submitted to BGSU outside of the OTM, TAGs, and previously equated courses.

- General Education Course Equivalency Guides to document general education equivalencies between community colleges and BGSU’s BG Perspective program.
- More frequent and more convenient monthly transfer-only student orientation and registration events/sessions focused on assisting with the transition to BGSU, addressing the “transferability” of courses, the applicability to degree programs, creation/review of degree completion plans and timelines, and connecting students with academic resources.
- The transfer Opportunity Scholarship, a \$2000 renewable award for students who demonstrate financial need, have a college GPA of 2.5 or higher, and transfer from an accredited two- or four-year institution. The scholarship is for full-time students and renewable for one academic year.
- The Robert and Ellen Thompson Scholarship Program for Working Families is a new award designed to assist students from working families who struggle with the cost of higher education. Eligible students receive a \$10,000 renewable scholarship based on financial need and academic success (30 credit hours of transfer coursework with a college GPA of at least 3.0), with preference given to active duty military or veterans.
- Concierge-type support for students in the process of transferring to BGSU as well as ongoing support for students enrolled in the eCampus, such as assistance with registration, course substitution concerns, financial aid, bill payment, and advising.
- Creation of Transfer Ambassador Program to help onboard transfer students and connect them with a current student who previously transferred to BGSU.

Guaranteed Transfer Pathways. Ohio Guaranteed Transfer Pathways (GTP) is a state initiative grounded in Ohio Revised Code with an expected outcome that students who follow one of several meta-major Pathways at community colleges should need only 60 additional credit hours to degree completion upon transfer to a University. The first Pathway to be implemented across the state will be business, and BGSU is pleased that all 14 of its BSBA specializations can be completed after following the Pathway and transferring to BGSU. The GTP is an opportunity to create consistent statewide transfer programs improving upon individual program-specific agreements. Creating the Pathways has been a positive experience for faculty bringing discipline experts together across two and four-year institutions.

BGSU Transfer Program. BGSU has created partnerships with large-volume 2-year feeder schools, including development of program-specific articulation agreements with targeted community colleges. In order to reduce transfer students' time-to-degree and gain more efficient degree completion (avoiding unnecessary courses and associated costs), BGSU created dual admission agreements with two community colleges and has plans for additional partners. These dual admission agreements are among the first in Ohio and will provide for real-time transcription of community college coursework in BGSU's advising system *as the credits are earned*. Once fully operationalized, students can track their progress toward their BGSU bachelor’s degree while attending Owens Community College or Cuyahoga Community College.

5. **Nontraditional and Military Students.** Given the projection that 64% of jobs in Ohio will require a post-secondary credential by 2020 (ODHE’s *Ohio Attainment Goal Proclamation* March 2017), BGSU is striving to increase the educational attainment of adults already in the workplace. Although the strategies are not new, the strategies implemented during the last two years for military and nontraditional students will be our continued approach for the next two years.
 - **BGSU continues to be recognized** nationally as “Best for Vets” by Military Times among four-year schools and first in Ohio. BGSU has consistently been on the Advanced Military Education

list, continues to meet the requirements of the Department of Defense MOU and HB 488, and is fully compliant with those best practices for BGSU's military population.

- **As a result of feedback from nontraditional and military student populations**, students reported the transferability of previous coursework and military training as barriers to their success. BGSU has addressed the issues of accessibility and flexibility by offering more courses online, creating the eCampus (100% online degrees taught in 7-week sessions), and streamlining the transfer evaluation processes. An advisor in Nontraditional and Military Student Services now conducts more detailed reviews of nontraditional and military students' transfer and military credits to determine if out-of-state coursework and military training experience can be applied to general education requirements and/or degree completion, identifying efficiencies to reduce time-to-degree and cost savings.
- **Nontraditional and Military Student Services (NTMSS)** specializes in the two populations with a focus on solving transition and transfer barriers. Two academic advisors provide specialized support to each group while a third staff member is focused on addressing the applicability of military training and other coursework to students' degree programs. As part of BGSU's centralized/decentralized model of academic advising, NTMSS provides direct and individualized support by adopting best practices that have been found to increase retention and persistence in these populations. The military advisor conducts outreach to all military students including Veterans, active duty, members of the National Guard, and their dependents. The nontraditional advisor is available to work with all students 23 and older as they navigate balancing life, work, and academics. The staff provides programming and support services, such as specialized resume writing workshops to address the experience that military and nontraditional students often develop through service and employment.
- **Prior Learning Assessment (PLA)** is being offered to students who have extensive work and/or military experience. This individualized effort provides an efficient pathway to degree completion while preventing duplicate courses, resulting in lowering costs and time-to-degree. A PLA Self-Assessment Survey has been developed and provided to students in BGSU's degree completion programs. Although not every student completes the self-assessment, 17 of 49 students contacted in 2017-2018 are now in the process of completing portfolios based on their prior service and experience. The success of the PLA Self-Assessment has resulted in the expansion of assessment to more nontraditional and military students. During the next two years additional academic programs will be added to the PLA Assessment outreach efforts.
- **Intrusive Advising and Peer Mentoring** has been expanded for nontraditional and military students to address the challenges of a life, work, and school balance. Throughout 2017-2018, the nontraditional advisor met informally with students for coffee twice a semester and hosted monthly drop-in pizza lunches. Peer mentoring is offered to new military students in their first and second semesters, including a combination of pre-start outreach efforts and phone/email contacts. Efforts to support nontraditional students address three questions: How long will it take, how much will it cost, and how will my previous credits transfer? Intrusive advising, the use of Prior learning Assessment, and peer mentoring during transitions has created a supportive pathway to successful degree completion.

6. **Online Students and eCampus.** The creation eCampus, a combination of one-stop/concierge enrollment and support unit where students enrolled in eCampus' 100% online programs receive concierge-type service is one strategy in the University's plan to grow enrollment to 25,000 students. Providing access to higher education for nontraditional/adult learners, military

populations, and transfer students supports Ohio's goal to have 64% of the workforce obtain a post-secondary credential by 2025. Offering courses (7-week classes), programs, academic support, and administrative assistance in a format designed to meet the needs of busy adult students has had promising results. The Office of Online and Summer Academic Programs assists colleges and faculty in developing and implementing fiscally sound summer enrollment strategies, and the creation of new online programs to promote enrollment of adult and transfer students, and increase degree completion rates. By coordinating efforts of faculty, administrators, and student support; creating a concierge model to deliver and connect students with individualized services; and offering 7-week courses to create multiple entry points during the year, the eCampus model has significant potential for growth. Enrollment in eCampus grew from 293 students in 2014-2015 to 422 students for 2015-2016, 764 for 2016-2017, and 1098 students in 2017-2018 as of May 17. Summer semester new enrollment numbers will be finalized after the second session begins the end of June 2018.

- 7. International Students.** Establishing expectations and conditions for success are built into the strategy for recruiting international students and aligns with BGSU's institutional goal to build a campus that celebrates and appreciates diversity. Students from more than 77 countries are currently enrolled at BGSU. Increasing targeted recruitment efforts, including partnering with ELS Language Services on the BGSU campus, providing assistance with admissions and the visa application process, offering an orientation program designed specifically for the international student populations, offering social and professional development events, assisting students to secure internships to expand their educational experience in the USA, and the International Student Ambassador Program (international students assisting their peers in navigating and connecting with University faculty and staff, programs, and services) all help to support new and continuing international students. By adding campus-wide recognition (International Education Week), developing partnership agreements to create pathways for international students to attend BGSU (including transfers), and implementing the recommendations of the campus committee on the International Student Experience, BGSU continues to support the success of its international students.
- 8. Pre-Professional Programs.** The Office of Pre-Professional Programs (PPP) currently supports more than 625 undergraduates in their pursuit of post-baccalaureate programs in Dentistry, Law, Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, and Veterinary Medicine. First and second year students gain insight by reviewing the expectations and responsibilities of being a competitive candidate through the utilization of planning guides, tools and resources, programming efforts, campus visits, mentorship and experiential learning activities. Upperclass students find support in the application process through free test prep workshops; application, personal statement and essay review; guidance in seeking letters of reference, and interviewing techniques (including Multiple Mini Interview rotations). The PPP office also develops partnerships with professionals in the field as well as professional programs through early admit, early assurance, and MOU agreements for those desiring early decisions. Recruitment efforts are enhanced by hosting three summer camps: Future Meds: Exploring Health Careers, a Pre-Vet, and a Pre-Law camp to provide high school students first-hand knowledge about careers in law and medicine. The Pre-Professional Programs pre-track enrollment increased 9% from last year. In 2018: 70% of the 88 graduates maintained a 3.5 or above cumulative GPA. It was also reported that 16% of PPP students completed their degrees in 3 years, 53 % of students completed their degrees in 4 years, 11% in 5 years, 14% were transfer students and 6% took more than 5 years to complete their degree programs.

F. Other Strategies

- 1. Individual College Success Plans.** Each of the undergraduate colleges has developed its own retention and persistence initiatives, goals, and action plans based on specific majors, programs, and perceived barriers to graduation. Leadership from each of the colleges meets at least once per semester to discuss progress toward goals and the potential for new opportunities for collaboration.
- 2. Three-Year Undergraduate Programs.** Students who earn college credit while in high school through AP, IB, CLEP, and College Credit Plus have the opportunity to test themselves against the academic challenges of college and shorten time-to-degree. BGSU advisors work with students to identify ways for them to complete college credit before they graduate from high school, and provide support for students who enroll in any of BGSU's degree programs, particularly those posted online with three-year templates. Approximately 90 undergraduate degree programs have guides posted online, including programs representing four of the academic colleges.
- 3. Graduation Plans/Four-Year Degree Pathways.** Creation of sample class schedules and key milestones/success markers for an 8-term or earlier degree completion plan for each major/degree serves as a companion to the degree audit and check-sheet by detailing the program requirements and curriculum in a recommended sample schedule, term by term. Key milestones and prerequisites for each program serve to provide students with achievement and completion outcomes along the way. Degree Maps have been developed collaboratively with college advisors, Office of Registration and Records, and department faculty.
- 4. Expanding Bachelor's Degree Attainment via BGSU Firelands.** Firelands College, BGSU's regional campus in Huron, offers fifteen associate's degrees, five certificate programs, and general education coursework for students to begin one of more than 200+ undergraduate majors and programs offered at BGSU's Bowling Green campus. In addition to associate and certificate programs, BGSU Firelands also offers eight bachelor's degree programs in association with its sister colleges in Bowling Green, providing opportunity and convenience to place-bound students in the region who want to further their education beyond an associate degree. Since 2015, Firelands has made significant progress to expand bachelor degree opportunities. The Bachelor of Science in Respiratory Care is awaiting approval in Columbus. In May, the Bachelor of Technical and Applied Studies with a Small Business Concentration was approved by the BGSU Board of Trustees. Additionally, plans are for the Bachelor of Science in Resort and Attraction Management to be submitted for review and approval in the coming academic year.
- 5. BG Perspective Program (General Education Curriculum).** BGSU's significantly-revised general education curriculum—which provides students with a foundational knowledge on which to build their upper-level work, encourages active learning, and incorporates ongoing formal assessment—was implemented in Fall 2015. Review of the 2015 program aligns with the Higher Learning Commission's requirement that BGSU engage in ongoing assessment practices, and ensures compliance with the Ohio Department of Higher Education requirements for general education. The 2015 program streamlined student choices, connected course offerings with multiple majors, and was better aligned with the Ohio Transfer Module, thereby providing more efficient planning for new and transfer students, with the potential to reduce excess credit hours and shorten time-to-degree. Modifications and refinements continue, largely in response to the general education assessment data gathered from all general education sections each semester. Based upon this data and feedback from faculty, in 2017-2018, the BG Perspective General Education Committee completed the following:

- Organized and conducted “Closing the Loop: BGP Assessment Workshop” in November 2017. This workshop provided an opportunity for faculty to review assessment results and consider goals and future directions for the general education program.
 - Organized and conducted a workshop session at the Teaching and Learning Summit to discuss issues with faculty regarding teaching within their domains, and began a discussion regarding the state of student writing in general education classes.
 - Gained approval for a Natural Sciences lab requirement in the general education program.
 - Approved three courses for inclusion in the program.
 - Held a half-day off campus workshop for general education committee members and other interested faculty from the various colleges to begin discussion of the state of student writing in BGP courses and beyond.
 - Drafted a faculty survey that will assess faculty’s perceptions of student writing in general education courses and beyond. This group will continue its work in academic year 2018-2019.
 - Completed work with the Quantitative Literacy Taskforce which was formed during the past year to explore reasons for lower student achievement within this domain group compared to the other six domains—resulting in the creation of improved assessment tools that were better aligned with the Q.L. learning outcomes. Quantitative Literacy assessment data significantly improved in the fall semester as a result of the work of the Q.L. Taskforce; spring data is forthcoming.
 - Convened a task force on General Education Upper Level Academic Experience to make recommendations for an upper-level academic requirement that incorporates the essential elements of a liberal education (critical thinking, problem solving, communication, etc.) without extending time-to-degree.
6. **Credit When It’s Due.** BGSU continues to assist students who have some college credit but have “stopped out” on their way to a bachelor’s degree. Aligned with Ohio’s Credit When It’s Due initiative, every two years the transcripts of BGSU students who have ended their baccalaureate studies are reviewed to determine if they have met the requirements for an associate degree. As a result of the Finish What You Started initiative, 200 students received an Associate of Science in August 2016, and in May 2018, 175 students received their A.S. degree.
7. **Leveraging Summer Enrollment/Discounting Summer Tuition.** In 2015, BGSU documented a number of initiatives to reduce the cost of a four-year degree (*Meeting the 5% Challenge*). Two of the initiatives, leveraging the summer as an opportunity (for students to catch up and get ahead) and offering a discounted tuition were implemented for summer 2016 and have continued. The \$50 per credit hour discount (main campus undergraduate students) has contributed to an overall positive effect, as headcount and SCH totals have continued to grow each summer.
8. **Career Pathways to Graduation and Careers.** BGSU is committed to providing students with career selection, job preparation resources, and guidance to connect students with in-demand careers. Beginning with preparing students for seeking a part-time job on campus or in the community, many new freshmen will make their first connection with Student Employment Services and Career Center staff when they upgrade their high school resumes or prepare for their first job interviews. Students in leadership and peer mentoring positions across campus receive training in the types of programs and services offered by the Career Center and help promote the benefit of working with the Career Center to first-year students. BGSU is intentional about providing students with a variety of career resources and job preparation activities including:
- **The Deciding Students Program (DSP)** To evaluate their self-knowledge and occupational educational options, students complete a pre- and post-test called My Vocational Situation

(MVS). My Vocational Situation measures vocational identity, occupation information, and barriers. Based on the Fall 2017 MVS data, students' vocational identity, or ability to have a clear and stable picture of one's career goals increased significantly during the course. It was also found that students need for additional occupational information, as well as barriers to choosing an occupation, significantly decreased after completion of UNIV 1310.

- **Parallel Degree Planning Initiative** supports students who are not succeeding in their chosen major based on their grades in their major coursework. Academic advisors use success markers and predictive analytics (from SSC) to advise students as to alternate/parallel majors and career paths so that students can make early adjustments and move into a program that better aligns with their competencies and interests while minimizing additional coursework toward a degree.
- **FOCUS 2: A Career and Education Planning System** is a career resource that helps students identify their career readiness. New entering students are encouraged to complete Focus 2 prior to their first advising appointment at SOAR. Students complete various self-assessments to clarify their skills, values, and interests and explore various career and major options. All students have access to the resource via their MyBGSU web portal.
- **OhioMeansJobs** resources are recommended to students for career exploration and job preparation, and a link to this resource can be found on the Career Center's website. BGSU encourages students to use the OhioMeansJobs resources and promotes the Interview Practice (Big Interview software) resource during interview workshops, mock interviews, and career counseling appointments. Additionally, BGSU encourages students to utilize OhioMeansJobs resources such as Career Pathways, Occupational Search, and Career Profile, and promotes their use during first-year courses, career exploration workshops, career counseling appointments, and advising appointments. Some of these services are embedded in courses, such as resume and mock interview assignments, while others are coordinated by the Career Center directly, such as resume workshops, resume critiques, Skype interview workshops, mock interviews, job and internship search workshops, networking events, and career counseling appointments. Overall, BGSU is committed to supporting students with their career selection and job preparation regardless of career interest or level of preparedness.

9. **Leveraging Student Connections: Student Enrollment Communication Center (SECC)** The student employee callers in the Student Enrollment Communication Center help recruit and retain students through phone calls, text messages and maintaining a live chat service. Admissions professionals know that prospective students like to talk to current students about admission requirements, next steps, housing, and campus life, among other topics. The SECC calls more than 2,000 students, incoming and current, each night and sends text messages to those who do not answer. The call campaigns include next steps for application and completion, filing the FAFSA, scholarship deadlines, midterm grades, orientation reminders, and housing payments. The phone calls and text messages are planned in collaboration with the director of enrollment communications, who coordinates emails, print pieces, and social media to ensure the messages are consistent and complementary. The director oversees the social media pages that include cohort and parent pages. The messages on each Facebook page, for example, are based on where the student is in the student life cycle. A page for incoming students focuses on BGSU bragging points, application deadlines, scholarship info, housing info, getting to know each other, and deciding on a major. Pages targeting a cohort that is moving through its first year tend to focus on issues related to retention such as coping with homesickness, building a personal and professional

network through student organizations, navigating campus resources, registering for classes for the upcoming semester, reminding students when bills are posted to their MyBGSU accounts, and how to pay them. A cohort that is further along the path toward degree completion sees information on their feed targeted toward persistence and continued academic and professional success. Such posts include information and events pertaining to leadership, internships and co-ops, career readiness, loan repayment, financial responsibility and graduation. Finally, parents' pages help to keep students' families in the loop by providing updates on deadlines for financial aid, housing and placement exams as well as a forum where experienced parents can support and advise their peers who are just beginning the college journey with their own children. Monitoring BGSU's student and parent social media feeds also provides immediate and valuable information about student and parent concerns and allows for quick and accurate responses to keep students on track and parents informed as to University policies and responses.

- 10. Impactful Supplemental Services.** During 2016-2017, the Division of Student Affairs underwent a major divisional reorganization. With a renewed focus on enhancing student well-being and fostering a community of inclusion, the staff continues to develop and deliver programs and services that both challenge and support students as they participate in co-curricular activities and events that prepare them for challenging and successful careers beyond BGSU. Programs and services to engage, involve, and support students from orientation through graduation appeal to students' sense of community and support their personal and professional development. Examples of degree completion efforts include programming and services include:

The Center for Leadership oversees a number of programs that facilitate leadership development for individual students, groups of students, and students in leadership roles at BGSU. The Falcon Leadership Institute targets first-year students and aspires to instill participants with confidence, ability, and passion to be actively engaged leaders in their own communities. On average, ninety-five percent (95%) of students who completed the Falcon Leadership Institute in 2017-2018 are enrolled for Fall 2018, and 150 students have enrolled in the Falcon Leadership Institute for the 2018-2019 academic year. The BGSU Leadership Certificate program is a self-paced program designed to provide students a structure to develop their leadership and provide support throughout their time as a student. Since the program began in 2010, ninety-eight percent (98%) of all students enrolled in the BGSU Leadership Certificate program either continue at BGSU or have graduated. BGSU's best-known and nationally recognized undergraduate leadership program, The Sidney A. Ribeau President's Leadership Academy (PLA), is a four-year leadership program that focuses on scholarship, experiential learning, and community services. Acceptance to PLA requires an application, essay, and on-campus interviews. Members of the PLA receive a four-year scholarship up to the cost of in-state tuition and follow a four-year leadership curriculum that includes directed leadership development, academic, social and service experiences outside the classroom; increased interaction with faculty, staff, and students; and an understanding and appreciation for diversity and inclusion. One hundred percent of the cohort who began the program in 2017-2018 are enrolled for Fall 2018; 95% percent of the cohort who started the program in 2016-2017 are enrolled for Fall 2018; and 100% of the cohort who enrolled in Fall 2014 either graduated or are on track to graduate by December 2018.

Access, Diversity, and Inclusion programs help students connect with the campus community through programming, education and support:

- The Office of Multicultural Affairs (OMA) and staff support the retention of diverse student populations via academic coaching, social events, education programming, and cultural

programs to help students with the transition to college and success in the classroom. OMA's mission also includes providing diversity education and culturally-focused programs for all students, faculty, staff, and the surrounding community. Students of color who participate in OMA programs are retained at a higher rate than students who do not (Student Affairs Assessment Committee). OMA undergraduate student ambassadors represent the office across campus, engage students and others regarding cultural awareness and issues of diversity and inclusion to create a welcoming, socially just, and inclusive campus community.

- **The Falcon Success Initiative**, grounded in the appreciative advising approach to academic advising, facilitates students' personal and professional growth by providing holistic support; involvement with social activities, group meetings, and multicultural events and programs; connecting with University resources and allies; and guiding students to become advocates for themselves.
- BGSU's **Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+)** community is served by a dedicated staff member who provides educational programming, support, and advising services and oversees the LGBTQ+ resource center.
- BGSU has a long-standing history of supporting student success through participation in the Department of Education's **TRIO programs** to provide educational access and support for students who have been traditionally underrepresented. Student Support Services provides advising, tutoring, academic support, and scholarships for 350 students (low-income and first-generation, students with a disability, academically underprepared) each year. The Ronald McNair Scholars Program encourages degree completion by providing academic support, research opportunities, and faculty mentors to prepare undergraduate students (approximately 30 total participants annually) for graduate study. In addition, BGSU helps to connect students with a variety of resources and affinity groups, from personal counseling services, spiritual and religious groups, and student organizations for students who want to connect with others who share the same background and interests, or want to learn about and engage students from different backgrounds and cultures.
- **Career Readiness Competency Preparation with Student Affairs Staff.** Beginning 2018-2019, the Career Center will work with leaders from the Division of Student Affairs to design programs that feature new college graduates and career readiness competencies as established by the National Association of Colleges and Employers (NACE). The Career Center is also conducting ongoing outreach to underserved populations to ensure they have the opportunity to participate in career exploration and job preparation activities. For example, students utilizing TRIO Student Support Services, Office of Multicultural Affairs FSI (Falcon Success Initiative) and MSL (Multicultural Summer Link) programs will be enrolled in the Falcon Internship Guarantee program in the Fall of 2018.

G. Linking the BGSU Curriculum and Experiential Learning to the OhioMeansJobs In-Demand Jobs

A consistent expected outcome of a co-op or internship experience is that students can apply their academic coursework and interact with employers in a "real world setting" while developing skills and clarifying professional career goals. Along with using OhioMeansJobs.com as an integral component in orientation programs, workshops, and individual student appointments, the Career Center, employers, and BGSU students have benefitted from the funding provided by the Ohio Means Internships and Co-ops (OMIC) Grant. The University receives funding from the State of Ohio to increase internships and co-ops with the goal of retaining more workers in Ohio. This funding is provided to employers as a partial wage and benefit

subsidy. BGSU serves as the lead institution for the Northwest Ohio Region Team, and is committed to helping increase college completion to a variety of ways. The following are some examples:

- OMIC 2.0 provided a partial wage subsidy to employers across the state of Ohio to increase internship and co-op opportunities for students. To date, 100+ students have benefitted from the grant's overall objective.
- OMIC 2.5 involved five northwest Ohio institutions working collaboratively with a shared purpose of creating experiential learning opportunities through the use of programs and reporting such as the spatial internship model. The spatial analysis and economic impact reports are tools used to visually identify potential businesses in targeted industries to develop and expand internship/co-op programs.
- OMIC 3.0 funds were distributed among eight colleges and universities to further support the grant's initiative allowing for various pilot projects and scholarships. For example, Lourdes University provided stipends for participants in Diverse Foundations for Diverse Workforce Program, which were used to eliminate barriers that prevent student participation (e.g., transportation and childcare expenses)
- OMIC 4.0 primarily focuses on addressing the gap between high school early college and workforce development gaps. BGSU's Career Center received funding to create its first College and Career Readiness Camp in July 2018. This camp will provide incoming first-year students a unique opportunity to connect with employers and learn more about potential careers, as well as identify and practice the top eight career readiness competencies determined by the National Association of Colleges and Employers.

Through OMIC funding, BGSU has partnered with local and regional employers to sustain existing and create new In-Demand internship opportunities in Northwest Ohio. While the list of employer partners continues to expand, there are employers who have demonstrated ongoing and significant support and a dedicated partnership throughout the duration of each of the OMIC grants: Dana Incorporated, Emerson Climate Technologies, Keller Logistics Group, Service Spring Corporation, Speedway, and Erie-Ottawa International Airport. Of the 100+ students who have benefited from the grant, more than 40% of those students have completed an internship at one of these organizations.

College and Career Readiness Camp, with funding from Ohio Means Internships and Co-ops Grant 4.0

The most recent version of the grant will provide the opportunity for incoming first-year students to learn more about potential careers, internships and experiential learning opportunities available in the state of Ohio. Participants will live on campus and have several opportunities to network with industry professionals, the BGSU employer advisory board, and participate in employer site visits. Participants will also interact with the BGSU Career Center staff to explore major options and assess their career interests to prepare for college and beyond. The College and Career Readiness Camp is an example of how BGSU is working to address the gap between high school, college and the workforce.

VI. WORKFORCE DEVELOPMENT PRIORITIES AND THE JOBSOHIO KEY INDUSTRIES

Legislative language (ORC Sec. 3345.81) calls for campus plans to "align with the state's workforce development priorities." In addition to programs and initiatives shared elsewhere in this report, the following are examples of BGSU's academic and support services that respond to regional and state needs:

A. Falcon Internship Guarantee

Beginning in the 2104-2015 academic year, the Falcon Internship Guarantee (FIG) program has provided students the opportunity to prepare for an internship in their chosen career fields. BGSU guarantees

students who complete the Falcon Internship Preparation Program in two years the opportunity to participate in an internship or other experiential learning activity during their undergraduate career. Experiential learning options include clinical, community based learning, cooperative education, design studio, education abroad, internship, juried exhibition, performance, or competition, performance studio, practicum, public policy project, or undergraduate research and scholarship.

Each fall, first-year students register for the FIG and work through self-paced assessments, workshops, and other activities such as resume development, informational interviewing, performing an internship search, participating in Skype mock interviews, and attending one or more career fairs. Students who enroll in the FIG work closely with Career Center staff to gain competence and confidence in professional networking, goal setting, and articulating their skills and abilities to secure an internship and integrate classroom and workplace learning:

- The four primary competency areas of the FIG are Self-Assessment, Leadership and Soft Skills, Networking, and Global Awareness.
- FIG students who complete an experiential learning experience may do so for course-bearing credit or a non-credit transcript notation.
- FIG participants are organized into 16 career clusters, which helps to ensure strategic, intentional marketing of services and events aligned with students' career goals. The 16 Career Clusters go beyond the nine key industries and provide a wide array of options for any student to gain experience and confidence that will help them secure a position after graduation, the most popular (by numbers of students in all four cohorts of the FIG) are the clusters of Arts, A/V Technology, and Communications; Health Sciences; Science, Technology, Engineering, Math; Business, Management, & Administration; and Human Services.
- Enrollment in the FIG continues to grow each year, from 413 in Fall 2014, 621 Fall 2015, 684 in Fall 2016, and 717 in Fall 2017 (source: Canvas course records 5.25.2018)

B. Linking Curriculum and Programming to OhioMeansJobs in-Demand Jobs

BGSU has worked methodically to evaluate and realign its academic programs, from scheduled program review, to duplicate programs in northwest Ohio, to low-enrolled programs. Many BGSU's new, modified, and in development programs, majors, and specializations introduced since the last completion update align with Ohio's key industries:

- Advanced Manufacturing: BS in Software Engineering, BS in Technology: Mechatronics Engineering Technology.
- Aerospace and Aviation: BS in Aviation was named as a unique degree program; was formerly was major within the BS in Technology. Students can choose from three specializations, Flight Technology and Operations; Aviation Management & Operations, and Aviation Engineering Technology.
- BioHealth: Insurance: Specialization within the BSBA; BS in Forensic Science: Forensic Biology, Forensic Chemistry, and Forensic Examination.
- Energy: BS in Geology: new specialization Hydrogeology.
- Financial Services: BSBA: Insurance Specialization; Data Science Minor (Arts & Sciences); BS in Education: Family and Consumer Science-Workforce Education & Development; BA in Advertising; BS in Math with Specialization in Data Science.

- Information Services and Software: BS in Computer Science, Software Engineering specialization; BS in Software Engineering; Data Science Minor (Arts & Sciences).

Additionally, the occupations with the predicted highest forecasted need (In-Demand Occupations Report 10/1/2017) and bachelor degree required with fewer than five years of experience include: Software Developers; Accountants and Auditors; Mental Health and Substance Abuse Social Workers; Financial Managers; Electrical Engineers; Computer and Mathematical Occupations; and Financial Services. BGSU's new and updated academic programs in these disciplines include: Data Science Specialization, BS in Mathematics; Software Engineering Specialization, BS in Computer Science; new Major: BS in Software Engineering; new Minor: Data Science (College of Arts and Sciences); BS in Public Health; BS in Allied Health; Minor in Child Development; and new minor and new specialization in Insurance, BSBA.

Preparing students for the health and helping professions continues to be a focus in BGSU's efforts to serve northwest Ohio. The BS in Public Health and BS in Allied Health both align with working adult schedules. The new Child Development minor in the College of Education and Human Development, Sports Medicine Specialization (BS in Education), Pre-Health Biology specialization, and BS in Respiratory Care at BGSU Firelands (to be submitted to ODHE for approval in June) all reflect a focus in meeting health and wellness needs of the region.

C. New Focus on Workforce Development via Community Engagement and Investment in Research
(see VII.C. below)

VII. PLANS FOR THE FUTURE

A. Changes to the Academic Calendar

In January 2019, BGSU will offer its inaugural Winter Session. By restructuring the academic calendar to accommodate a new, 3-week session as part of the Spring Semester, students will have additional opportunities for learning. There is an assortment of 80 courses currently scheduled in strategic categories including online, experiential learning, general education, "catch-up," and "get ahead." Although the demand will not be known until late fall semester, the intent behind this shift in the academic calendar (moving from 16 to 15 week semesters each fall and spring and the addition of a three-week Winter Session) is to provide students additional opportunities to complete a course, conduct a research project, or study abroad/study afar to enhance their BG Experience and move closer to degree completion.

B. Falcon Tuition Guarantee

The FTG provides all undergraduate, first time students and their families the certainty that tuition, on campus room and meals, out-of-state surcharge, special purpose fees, and course and class fees will not increase over their four academic years at BGSU. In effect for 2018-2019, the FTG provides transparency and predictability about the cost of attending BGSU; which will assist students and their families in planning financial aspects of their BGSU careers.

C. Leveraging Research and Engagement to Support Degree Completion

BGSU has leveraged existing academic structures and budget to create the Division of Research and Economic Engagement. With a focus on increasing research and knowledge by aiding and informing the public about societal issues and challenges, one of the goals of the division is to support and grow BGSU's centers and institutes such as the Center for Business Analytics and Center for Community and Civic

Engagement. Through investment in strategic faculty hires; creation of the Collab Lab; developing new high-level partnerships with area corporations, major non-profits, and governments, there will be additional opportunities for collaboration on projects, faculty research, and student/faculty engagement, which will result in additional experiential learning activities in current and emerging disciplines. Ongoing projects in the northwest Ohio region include work with The Andersons (business analytics), ProMedica (opioid education prevention), Toledo Museum of Art (robotics camp), and Toledo United Way (data analysis), which add value to the credentials of students who graduate from BGSU.

A Public University for the Public Good

Bowling Green State University continues to make gains in enrollment, the academic strength of the incoming first year class, and retention of the first-time, full-time cohort. Just as University leadership, faculty and staff have focused on increasing enrollment and retention, BGSU is equally committed to identifying and implementing strategies designed to increase the number and percentage of students earning meaningful postsecondary credentials. As evidenced by the strategic goals and objectives directly related to degree completion, BGSU continues to emphasize the BG Experience as we work collaboratively across departments and divisions to identify and mitigate barriers to student success while creating programs and pathways that take into consideration a diverse student body. During the next two years, there will be increased efforts focusing on the characteristics and learning needs of nontraditional, military, transfer, and international students. Most importantly, as the University strives for continuous improvement—through thoughtful assessment of student learning and evaluation of programs and initiatives to promote student success, the information gained will be leveraged to improve practice and develop new initiatives to support the changing student populations served by the faculty and staff of Bowling Green State University. As a public university, it is our mission to serve our local communities in northwest Ohio. We educate our students and prepare them to “do well,” but with that, we also want them to “do good” wherever they go. Ultimately, it is essential that BGSU drive economic and cultural vitality as we serve our local, regional, and global communities as a *Public University for the Public Good*.