



BOWLING GREEN STATE UNIVERSITY

Office of the President

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June 20, 2014

John Carey
Chancellor
Ohio Board of Regents
25 South Front Street
Columbus, OH 43215

Dear Chancellor Carey:

Bowling Green State University has completed its plan designed to increase the number of degrees and certificates awarded to students. The plan is consistent with the mission and priorities of BGSU and includes measurable student completion goals. In addition, it is aligned with the state's workforce development priorities. The BGSU Board of Trustees approved this document at the May 9, 2014 meeting.

I am pleased to present this college completion plan for your review. Should any further information be needed, please contact me. I look forward to working with you as Bowling Green State University implements the plan.

Regards,

A handwritten signature in cursive script that reads "Mary Ellen Mazey".

Mary Ellen Mazey, Ph.D.
President

Enclosure

BGSU.
BOWLING GREEN STATE UNIVERSITY
COMPLETION PLAN

1. UNIVERSITY MISSION

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

A. Campus Student Body Profile

Main campus in Bowling Green and regional campus, BGSU Firelands, in Huron

- Approximately 20,000 students (2,400 at BGSU Firelands)
- 20:1 student to faculty ratio
- 200+ undergraduate majors and programs in seven undergraduate colleges
- 800 full-time faculty, 80% with terminal degrees in their field
- Students from all 50 states and 70 countries outside the USA
- Average ACT for entering freshmen is 22.6, average high school GPA is 3.31 (Fall 2013)
- 20% of entering 2013 Fall class are ethnic and racial minority students
- More than \$20 million in scholarships awarded annually
- 18 NCAA Division 1 intercollegiate athletic teams (men and women)
- 40% first-generation college students

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

Historically, BGSU's 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 the *2012 BGSU First-Year Student Questionnaire*, freshmen (N=3309) chose to attend college to prepare for a professional career (91%), believe it is necessary to have a college degree (84%), and to be able to get a better job (75%). Approximately 1/3 of the 2012 entering class took remedial courses (HEI). Students can complete remedial coursework while at BGSU, however, remedial courses do not count toward degree requirements, can result in into additional costs, and increased time-to-degree. Students who change majors at least once (44% of the students responding to the *2013 BGSU Graduating Senior Questionnaire*) take longer than four years to graduate. Due to a declining pool of high school graduates in Ohio, BGSU is in the process of creating both short- and long-term strategic recruitment plans to increase enrollment from alternate student populations (distance, transfer, international, and graduate) to create a more sustainable fiscal model. Plans for recruitment efforts also take into consideration the need for adequate student support, faculty, and infrastructure to accommodate the short and long-term growth in these populations.

2. BARRIERS TO PERSISTENCE AND COMPLETION

- Cost of attendance
- Need for remediation

- Students who complete fewer than 15 credit hours per semester (minimum 122 required for a bachelor's degree)
- Changing majors or colleges
- Working too many hours/family obligations
- Addition of a co-op/internship
- Lack of clear paths to degree completion
- Required courses not offered when needed (time and sequencing)

3. COMPLETION GOALS FOR 2014-2016

| Main Campus | Recent | Long-Term Goal |
|----------------------------------------------------------------------------|--------------------|----------------|
| Fall-to-Fall Retention First Time/Full Time Freshmen | 70.1% 2012 to 2013 | 80% |
| 4-year Graduation Rate – full-time | 36% (2006 cohort) | 50% |
| 6-year Graduation Rate – full-time | 58% (2006 cohort) | 70% |
| Average number of credit hours earned upon completion of bachelor's degree | 132.4 credits* | 128 credits |
| (Totally) Online Programs | Current | Long-Term Goal |
| Bachelor's | 5 | 15 |
| Master's | 9 | 12 |
| Certificates | 7 | 10 |

*HEI Completion: Bachelor's Degrees Awarded 2012-2013 at BGSU

Evaluation and Assessment of Goals

Each completion strategy or initiative has been developed with careful consideration as to the evaluation and assessment of its intended purpose, goal, or outcome. For most of the strategies described in this report, comprehensive data will not be available until after the 2015-2016 academic year is completed, and for freshmen who enroll for the first time in Fall 2014, their completion data will be available at the earliest, summer of 2016 (associate's degrees) or summer of 2017 (3-year bachelor's degrees). Nonetheless, there are additional measures that can be evaluated to assess progress toward the stated goals:

- Fall-to-fall retention rate of the first-time, full-time cohort is measured each year
- Tracking of students' credit hours earned to determine if they are progressing to the next academic level in a timely fashion (e.g., at the end of the freshman year, the student must have completed 30 credit hours to achieve sophomore status)
- Tracking activity related to major and college changes. Students who change majors take longer to graduate; some students change majors more than once
- Upon graduation, evaluate the number of credit hours students have earned vs. minimum hours required for the degree (by cohort, major, and college) to determine if institutional efforts are having an impact on excess hours
- successNET has provided for better communication among students, advisors, and faculty increasing the efficiency and capability of early alerts, attendance, kudos, and mid-term progress reporting; we will evaluate the academic success of students who use successNet vs. those who do not
- Increase in the number of totally online programs (associate's, bachelor's, certificate programs) added each year and enrollment growth in online programs

- Student involvement in activities outside the classroom can impact time-to-degree and support retention. The Division of Student Affairs conducts more than 140 assessment activities to evaluate student utilization of co-curricular programs and events, as well as services, satisfaction, learning/development, environment, and for benchmarking with other institutions
- Numbers of new internships/co-ops developed, new employers identified, and student participants in the JobsOhio key industries and Falcon Transition Program

4. COMPLETION STRATEGIES

In Fall of 2011, BGSU began a campus-wide initiative to address declining retention rates of its first-time, full-time, freshman cohort. A Retention Steering Task force set the tone and agenda for a retention committee and initiatives, including a structure for creating, implementing, and monitoring a campus-wide plan. During a series of workshops, the retention committee reviewed key enrollment and retention data and identified four populations for which retention strategies were to be developed: undeclared/undecided students, underprepared students, students with poor academic performance in the first year, and students with financial issues. A fifth category of strategies to benefit all students was added. These sessions resulted in the development of 27 retention strategies. A few were implemented immediately, but the primary focus was improving the retention rate beginning with the Fall 2012 freshman class. These strategies have served as the foundation for BGSU's course and degree completion efforts, including:

- Mandatory advising for all first-year students
- Incrementally increasing admissions standards of the freshman class
- Enhancing early alert and intervention systems/communications
- Re-calibration of new student orientation to focus on academics
- Introduction of linked courses
- Focus on undecided students to result in earlier and more informed major/career decision-making
- Modification of academic and administrative policy and practices that impede student success

A. CURRENT COMPLETION STRATEGIES

1. **Expanding Bachelor's Degree Attainment via BGSU Firelands.** Firelands, 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 on BGSU's Bowling Green campus. In addition to associate's and certificate programs, BGSU Firelands also offers nine 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's degree.
2. **3-Year Undergraduate Programs.** Students who take college courses while enrolled in high school 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 up to 30 credit hours before they graduate from high school, and once enrolled at BGSU, provide support for students who enroll in the eight programs offered by the College of Arts and Sciences (Creative Writing, Economics, English, History, Mathematics, Popular Culture, Psychology, and Sociology) and six in the College of Business Administration (Accounting, Finance, International Business, Management, Management Information Systems, and

Marketing) that can be completed within three years. (Plans are in place to have additional 3-year degree plans to meet or exceed 60% of the total number of undergraduate programs by June 30, 2014).

- 3. The Learning Commons.** Originally created from three independent learning centers (math, writing, and study skills), this full-spectrum academic center located within BGSU's main library (since Fall 2011) has become the academic hub of the campus, providing services and programming for both first-year and continuing students at all levels of academic ability. Using Accudemia (scheduling and tracking) software, student usage data and activity is reviewed against demographic information and informs faculty regarding student attendance. Group study, individual tutoring, and academic coaching sessions are offered six days a week. Supplemental instruction (peer-led group study and review) sessions are offered for historically difficult courses such as mathematics, biology, computer science, chemistry, physics, sociology, and finance. Services are evaluated on an ongoing basis to determine if student needs are met, and student academic achievements (grades) are monitored each semester. Students can drop in for tutoring or schedule appointments online; many of the tutors have been certified (Levels 1 & 2) by the College Reading & Learning Association. During the past two summers, academic advising sessions for new students have been held in the Learning Commons during orientation, introducing students to the library and its resources before classes begin. Faculty can request information about student participation in study and tutoring sessions. The Learning Commons was officially recognized in 2012 by the Higher Learning Commission (HLC) as "an excellent step toward the continuing improvement of student success efforts at BGSU."
- 4. Restructuring of Student Orientation, Advising, and Registration (SOAR) and Welcome Activities.** In Fall 2012, the structure and schedule for the one-day new freshman orientation was changed significantly in order to focus on preparing students for their success at BGSU. Four *Pillars of Success*: Academic Success, Career Development, Leadership and Engagement, and Personal and Fiscal Responsibility became the focal point of the one-day orientation event as well as move-in weekend and the first fall semester. Among SOAR's broad themes and specific messages to first-year students, academic success and strategies to achieve success in the classroom are of primary importance and emphasis. Students spend the largest segment of the day (75 minutes) in their college meetings, where faculty and advisors provide a broad overview of college policies and procedures, build affinity with students and the college, and introduce strategies for academic success. In the afternoon, students meet in small groups with an academic advisor from their college for approximately 30 minutes to discuss course options, review general questions and concerns, and register for classes.
- 5. Mandatory Academic Advising for First-Year Students.** Beginning Fall 2012, all first-year students were required to meet with their academic advisors prior to registering for the subsequent semester. Although all students meet with an advisor as part of orientation, students are no longer permitted to register until they have met with an academic advisor, who releases the student's registration hold after reviewing the student's planned course schedule. Colleges regularly hold group and individual advising sessions prior to registration periods. Colleges and Registration and Records now monitor student registration activity, and group and individual messages are sent to students by their colleges and the Student Enrollment Communication Center to remind students to meet with advisors in advance of their assigned registration period.

6. 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 Fall 2013, when 76% (2543) of new and transfer freshmen (3353) completed 1-4 linked courses. Students who completed at least one linked course Fall 2013 semester were retained to the Spring 2014 semester at 92.1%, a 5.3% increase over students (86.8%) who were not enrolled in linked courses. Given the positive and promising results, the linked course initiative will continue for Fall 2014.

<http://www.bgsu.edu/provost/presentations-reports/linked-courses.html>

7. Revising Policies that Impede Student Progress. One of the outcomes of the campus discussion on retention involved the administrative barriers that prevent students from progressing through their degree programs. Academic and program advisors as well as faculty shared examples of students who experienced delay and additional expense – not always as a result of their own actions. Some issues were related to inconsistencies in application of a policy across colleges and many long-standing policies had not been reviewed or modified to meet changes in curriculum or student circumstances. Modification of academic policies requires systematic review and evaluation, and changes must be approved by faculty committees. Since 2012, policies have been revised to improve student success:

- Changed the minimum GPA to transfer to BGSU from a 2.5 to 2.0, to align with the other public institutions in Ohio.
- Eliminated the minimum GPA required to transfer among colleges within BGSU. Students no longer have to earn a specific GPA to transfer from one college to another. (Note that students must meet individual program requirements within a college to be admitted to the major.)
- Students can now change a grade option (letter grade or pass/fail) up until the start of 12th week of the semester.

Administrative policies were also reviewed. Student billing protocols and the practice of cancelling classes for non-payment well into the semester prompted lively debate and discussion. Students who did not have sufficient resources found themselves dropped from classes and asked to leave the residence halls mid-semester. After considering historical data and patterns of payment behaviors, a difficult decision was made for the Fall 2012 semester to cancel the registration of students who had not made payment arrangements prior to the beginning of classes. This action, which was widely communicated via a variety of methods to students and families, prompted a call to action for students to tend to financial aid follow-ups, secure payment arrangements, and re-register for classes by the established payment deadlines. In a similar approach, first-year students were not permitted to move into their residence halls without approved payment arrangements; both practices have been continued. In an effort to respond to the concerns of the costs of higher education and affordability, BGSU is implementing an extended payment plan (10 payments over the course of the 2014-2015 academic year) and holding 2014-2015 instructional and general fees at the same rate as last year.

8. Leveraging Technology to Increase Course Completion and Degree Attainment. Although efforts to set expectations and provide connections focus on students new to BGSU, similar efforts are in place to support students until they graduate. In addition to meetings with advisors, opportunities to participate in student organizations and clubs affiliated with career fields and complete co-ops or internships, students have a variety of different options for co-

curricular activities that help them integrate their classroom learning and real world experience. The Student Enrollment Communication Center (SECC) employs and trains highly engaged students who monitor and respond to student and parent questions about a variety of topics. Facebook cohort pages (Class of 2015, 2016, 2017, etc.) are monitored by current students who provide accurate and detailed responses. The SECC staff makes thousands of calls, texts, and tweets each year to remind new and continuing students to take important actions that promote their success and degree completion (meet with advisor, complete financial aid paper work, time to register, etc.). BGSU uses popular social media (Facebook, Twitter, text messaging) to engage students, but is also developing new applications to provide interactive tools for faculty and staff as well as self-guided applications for students – all to improve student success.

9. Math Emporium. A computer-based learning center designed to help students learn math at their own pace by interacting with a team of instructors and the MyLabsPlus software program, the Math Emporium opened at the beginning of the Fall 2013 Semester in a newly renovated Innovative teaching space. Using MyLabsPlus, students work through their courses, take a series of quizzes, tests and exams to evaluate whether the concepts learned are also retained. Students can manage their study time to focus on the information they do not know, using resources such as eBooks (interactive textbooks), instructional videos, and personalized study plans. The lead professor and instructional team serve as coaches, providing individualized teaching and support as needed. At the end of each class, there is a comprehensive assessment. Currently, the courses taught in the Emporium include Basic Algebra, Intermediate Algebra, and College Algebra 1, and courses designated as remedial (high-school level) by Ohio's Math Transfer Module Committee. In 2014, College Algebra 2 will be offered in the Math Emporium. The MyLabsPlus software provides detailed accounting for each student, including what module they are working on, how they are doing, and what they have learned. Faculty can see students' responses to questions, time spent on each topic, and what they have studied inside and outside of class. As a new teaching and learning concept in a new space, there were some challenges at the beginning. Having the appropriate level of instructional and logistical support in the classroom and the appropriate technology resources available to trouble shoot problems were addressed throughout the early weeks of the Fall Semester. In addition, feedback suggested that incoming students would benefit in knowing that instructional methods in the Emporium are different from traditional classroom teaching. Assessment of teaching and learning in the Math Emporium is ongoing.

10. Programs and Services that Impact Transfer Student Degree Completion. Although most undergraduate students attend BGSU immediately after high school, BGSU has worked strategically and collaboratively with local and regional community and technical colleges to provide for a more planful and efficient transfer experience based on planning, advising, and communication, which includes:

- Signed articulation agreements with 14/22 community/technical colleges in Ohio
- Completed six individual program-specific agreements with community/technical colleges; 27 more are in process awaiting signatures
- On-site academic advising at community colleges (creating individual plans for successful transfer to BGSU)
- General Education Course Equivalency Guides for 22 Ohio community colleges to BGSU (posted on Registration and Records website) to reduce excess hours and time to degree completion
- Pre-enrollment BGSU advising in preparation for course selection at transferring institution

- Transfer Students-only orientation sessions focused on assisting in the transition to BGSU, address the “transferability” of courses, the applicability to degree program, create/review degree completion plan/timeline, and connect students with academic resources (Learning Commons, Library, advisors, etc.)
- Welcome Weekend events in fall and spring semesters to assist students’ transition to a new campus, become connected to peers and academics, and address any additional transfer issues
- Assistance for on-campus as well as e-campus students with registration issues, course substitution concerns, and barriers to degree completion before and during their time at BGSU

11. Students Who Stop Out on the Way to a Bachelor’s Degree. While responding to *Credit When It’s Due* (reverse transfer) initiative in 2013, a similar methodology was used to expand BGSU’s *Finish What You Started* efforts. The credentials of students who stopped out before completing a bachelor’s degree were reviewed, and 241 students had fulfilled requirements for an associate’s degree. In December 2013, BGSU awarded 195 Associate of Science and 46 Associate of Arts degrees to students. Review of stop-outs will continue on a regular basis.

12. Undecided Students. Students who are undecided or uncertain about their career path, major, or program are at risk for degree completion. If students choose *undecided* as a major, they are affiliated with the Office of Pre-Major and Academic Planning (PMAP), where they receive individualized advising and support until they declare a major and transition to an academic college at BGSU. Students can also be categorized as undecided within a particular college; the colleges have programs and strategies for working with their undecided students. Any student who is undecided or questioning a major or career choice can also work with Career Center advisors to explore occupations and careers. Students who are in PMAP meet frequently with their advisors to focus on career exploration and career decision-making, and participate in programs, assessments, and activities that help them choose a major and career path that best aligns with their values, interests, and skills. Advisors in PMAP closely monitor students to ensure that they are on track to declare a major and transition to a college as soon as possible to minimize time-to-degree and accumulation of excess credit hours. Students in PMAP were strongly encouraged to enroll in UNIV 1310: Career and Life Planning, a 2-credit, graded course that utilizes interest inventories, assignments, and research projects to guide students in the career decision-making process, and in doing so, identify majors that will lead to a job or graduate school upon graduation. Beginning in Fall 2014, all students in PMAP will be required to take UNIV 1310, which will form the core curriculum of the Pre-Major Pathway (described later in this report).

13. Pre-Professional Programs. In Fall 2013, BGSU established the office of Pre-Professional Programs to guide Pre-Health and Pre-Law students to identify courses required by professional schools, inform students about the application process, specific admissions tests (MCAT, DAT, PCAT, VCAT, LSAT, etc.), and curricular as well as co-curricular activities that enhance their competitive edge when applying to professional schools. The Pre-Professional advisor works closely with the student and the student’s college advisor on plans for professional school and to identify opportunities to gain specific experiences that enhance and define career goals. Students who are not academically competitive in their original major receive career advising regarding alternate majors and career plans so that they can transition to another program and stay on course to graduate in a timely fashion.

14. Advising. Academic advising is critical and contributing factor in student retention, progress toward degree, and degree completion. From fall of 2011 through summer of 2013, BGSU's advising policies and practices were reviewed and evaluated by college deans, associate deans, academic and program advisors, and stakeholders from Student Affairs and Academic Affairs. Broad and detailed efforts to assess the status of academic advising at BGSU included a student survey, a 3-day advising Kaizen, workshops, a high-level and broad advising plan and recommendations, and an advising plan implementation work group, which resulted in the University's Advising Plan Report in July 2013. Included in the report is the Advising Plan Implementation Work Group's recommendation that BGSU adopt a *Comprehensive Academic Advising and Faculty Mentoring Model*, operationally decentralized, yet centrally coordinated across colleges. The recommendations of the report were to:

- Create a centralized staff position to coordinate, plan, and assess advising practices. This individual is be responsible for serving as a liaison to each college Dean and/or Associate Dean, Senior Advising Council, Undergraduate Council, and other key departments related to advising and faculty development initiatives.
- Establish consistent and standard operating procedures and measures of accountability for each college advising office.
- Establish clear roles and responsibilities for advising staff and faculty mentors.

The advising plan report, available online at <http://www.bgsu.edu/provost.html> contains detailed action items, defined advisor and faculty mentor roles through the student life cycle, outcomes, and a plan to assess overall advising effectiveness.

15. successNet. One of the recommendations from the 2011 retention discussions was to improve the existing early alert and mid-term grade reporting system, a cumbersome process that had limited faculty response. In the Fall of 2012, faculty, students, and advisors began using successNet (Starfish Retention Solutions) to monitor students' academic performance, generate warning notifications (raise flags) and give positive messages (kudos) to students regarding academic performance, preparedness for class, attendance, classroom behavior, and quiz/test scores. Faculty and advisors make specific recommendations to individual students about campus resources, such as the Learning Commons and Disability Services via successNet. Students use successNet to schedule appointments with advisors and faculty. Information remains confidential and is accessible to the student and faculty/advisor via the MyBGSU web portal. The use of successNet by faculty and advisors continues to grow each semester, with faculty offering notes of encouragement (*Keep up the good work* was the most popular kudo issued Fall 2012 semester). Reports indicate a slight increase in the GPA of first year students and the percentage of hours completed each semester since the successNet initiative was launched Fall Semester 2011.

B. ENHANCED COMPLETION STRATEGIES

1. College Credit Plus. BGSU is currently reviewing its dual credit program (earning high school and college credit concurrently) to promote enrollment, create efficiencies, and to ensure that the policies and practices align with the recommendations made by the Ohio Board of Regents. As an indication of BGSU's commitment, the University is applying for a grant from the *Straight A Fund* to establish collaborations among school districts, educational service centers, and BGSU to transform college courses by incorporating innovative and best practices in online teaching. High school teachers will co-teach dual credit courses in close collaboration with expert college

faculty using active learning strategies to enhance student motivation, engagement, and academic achievement, with teachers providing local student support to provide a unique critical support structure to optimize student success. Of particular interest in the plan is that teachers will have the ability to earn qualification to teach dual-enrollment courses in online master's degree programs to expand impact to other schools throughout Ohio.

2. **Falcon Advising, Career, and Engagement system (FACEs).** FACEs is an integrated technological solution which delivers complementary student-facing and intelligent self-service tools to support successful course and degree completion. Currently in development and created by BGSU staff, this application will allow advisors to focus less on check-sheet management and more on student coaching and mentoring, especially for the students who most need individualized support. FACEs:

- Centralizes all related BGSU systems and applications for students and advisors
- Better clarifies and simplifies degree requirements
- Improves students' ability to create degree and career maps
- Emphasizes the connectedness of course curriculum over meeting degree requirements and completing a check sheet
- Increases advisor awareness of possible delays in students' degree progress
- Allows advisors to focus on students who require more intentional face-to-face advising because of the easy review of students who are on target and making progress

The second phase of the FACEs project (implementation for Fall Semester 2015 scheduling) will allow students to plan their academic careers (future courses by semester) and post plans for advisors to review, provide for class scheduling (up to 8 semesters in the future) and provide better information for hiring and/or scheduling of faculty.

3. **Student Success Collaborative.** BGSU is in the process of implementing a software package, the *Student Success Collaborative* from Education Advisory Board, which combines technology, research, and predictive analytics to help advisors positively inflect outcomes with at-risk and off-path students. This application will be 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 are off their degree completion path, at risk of becoming off-track, and/or need some type of intervention, such as a change in major. The Student Success Collaborative pilot is scheduled to begin mid-May 2014. Academic advisors in Nursing, Biology/Microbiology, and Adolescent to Young Adult Education program, and College of Business Administration will be the first to use this innovative technology solution.

4. **Four-Year Degree Pathways Project.** The creation of sample class schedules and key milestones/success markers for an 8-term degree completion plan for each major/degree will serve as a companion to the static degree check-sheet by laying out the curriculum in a recommended sample schedule, term by term. Key milestones for each program serve to provide students with achievement and completion outcomes along the way. Degree Maps are being developed collaboratively with college advisors, office of Registration and Records, and department faculty who are reviewing and approving each plan. Pathways for all undergraduate degree programs will be completed by June 30, 2014. Once completed, they will be available in electronic form in the FACEs portal, and eventually will interface with BGSU's current degree audit application.

5. **New BG Perspective Program 2015 (General Education Curriculum).** BGSU's general education curriculum is currently undergoing significant revision to create an intentional program of courses to provide students a foundational knowledge on which to build their upper-level work, to encourage active learning, and to incorporate ongoing formal assessment. Review of the BGP aligns with the Higher Learning Commission's requirement that BGSU engage in ongoing assessment practices, and ensures compliance with the Ohio Board of Regents requirements for general education. Once implemented for Fall 2015 and operational, the new BGP will streamline student choices, connect course offerings with multiple majors, and will be better aligned with the Ohio Transfer Module, which will provide more efficient planning for new and transfer students, with the potential to reduce excess credit hours and shorten time-to-degree.
6. **Schedule Planner Feature.** Beginning April 2014, students have access to a new feature called Schedule Planner, which allows students to enter their requested classes, block off times for work, community service, athletic practice, and other regularly scheduled events, and then have Schedule Planner generate possible schedule combinations. Students then view all schedule scenarios available and place their preferred option in their shopping cart. During their scheduled registration time, students then import their selected schedules from their shopping cart to register for classes. This feature will provide students the opportunity to choose the best option available based on the courses they need, and will aid in demonstrating the ease in which a 15-credit hour load can fit into students' schedules, helping to promote faster degree completion and reduce time-to-degree.
7. **Ziggy Points.** The Ziggy point program was created to encourage student engagement and involvement in academic and co-curricular events. During its first year, 25+ academic and student resource departments across campus sponsored 50+ events, including programs in the colleges, the library, Learning Commons, Career Center, and athletics. Students earn Ziggy points by swiping their ID cards at events they attend, and once a certain level of points is achieved, they earn a BGSU reward. At the highest participation levels, students also earn raffle tickets for a grand prize drawing held in April. During Fall Semester 2013, more than 8,000 students attended events associated with the Ziggy points program.

C. ENHANCED COMPLETION STRATEGIES FOR FIRST-YEAR STUDENTS 2014-2015

In a collaborative effort between Academic Affairs and Student Affairs, plans are underway to enhance first-year students' academic experiences both inside and outside the classroom:

- **First Year Course in the Major/Program** – will combine academic and transition-related content, usually a linked course, and serves as an entry to a four-year pathway to degree completion. This builds on existing courses, in which more than 60% of first year students are enrolled. It includes a new Pre-Major Pathway program which will enroll undecided students into UNIV 1310, Career and Life Planning, to enable timely decisions about choice of major. Departments/programs drive the first year courses, with collaboration across programs and resources (learning outcomes, assignments and projects, workshops and faculty development, etc.).
- **BGSU 1910 First Year Seminar Pilot** – 1 credit hour elective, seminar style. Designed to engage students with faculty and peers, prepare for academic life, and reinforce college level expectations. Interested faculty will propose topics in their areas of scholarship and interest. Students will be encouraged to engage in campus life outside of class, as well. There will be 10-12 pilot sections in the Fall. (Topic courses to engage students include *Getting the Most Out of Your Brain*, *Dust in the Wind: A Stardust Journey*, *You Are What You*

Post: The Psychology of Social Media; Hoagies, Grinders, and Subs: What's For Lunch? – which is about regional differences in language and speech.)

- Living-Learning Communities, Themed Learning Communities, and Residence Life Programming – Expand Centennial Hall Academic Program (piloted in 2013-2014). Faculty volunteer mentors maintain a formal and informal presence in a freshman residence hall; serve as academic mentors, attend social events, lead group discussions. Similar academically-focused pilots in additional residence halls (Harshman, MacDonald) are scheduled for 2014-2015.
- Online Transition Resources and Tools – enhance use of online tools such as successNet Early Alert system via the above programs and other enhancements. Provide college transition modules connecting students with support offices and individuals. Implement a Canvas Bridge Course to engage students (and their families) between SOAR and Opening Weekend.
- Non-residential Learning Communities/affinity groups – Utilize linked courses, student groups (ROTC, President's Leadership Academy, student leaders, graduate assistants, etc.) to connect new students with peer mentors and academic coaches.

5. WORKFORCE DEVELOPMENT PRIORITIES AND THE JobsOhio KEY INDUSTRIES

Whether helping first-year students explore occupations, or identifying new employer partners, BGSU leverages engaged faculty, committed career advisors, excellent relationships with alumni and recruiters, and resources such as *OhioMeansJobs.com*, to maximize opportunities for students and employers. Together with the initiatives below, BGSU will continue to play a significant role in efforts to promote Ohio as a vibrant and future-focused state that has the talent and skills employers seek and where graduates have opportunities to thrive and prosper.

A. Ohio Means Internships and Co-ops. BGSU actively engages in initiatives to align with the state's workforce development priorities, and one such engagement is participation in the Ohio Means Internships and Co-ops (OMIC) Grant. For spring 2013 – spring 2014, BGSU was awarded \$697,260 to provide new opportunities for students to engage in hands-on-learning and deepen relationships with Ohio employers aligning with the JobsOhio key industries. The majority of the funding was used to subsidize intern/co-op wages to offset employer partners' cost of recruiting, hiring, training, and supervising interns/co-ops. Additionally, BGSU used grant funding to hire an employer developer to cultivate relationships with regional employers aligning with the JobsOhio key industries, and she has made more than 65 targeted site visits with Ohio employers to discuss internship and co-op opportunities and workforce development needs. To date, approximately 40 OMIC employer partners have hired 70+ BGSU interns/co-ops, and these students have earned a total of more than \$380,000.

BGSU has further engaged in workforce development efforts by participating in the second version of the OMIC grant. BGSU was awarded \$650,000 for the OMIC II grant, which will focus on creating infrastructure to increase internships and co-ops in the JobsOhio key industries over a two year period (2014-2016). BGSU will use funding to continue to support the employer developer and subsidize intern wages for 21 participating employer partners. This wage subsidy will decrease during the second year to prepare employers to fully fund these experiences. A second area of focus for the OMIC II grant is the creation of a group internship program. The goal of this group internship program is to connect students and employers by having students work in collaborative, multi-disciplinary groups to solve real-world, company problems. In a

sense, we would be “insourcing” employers to meet their workforce needs by bringing the employers to the students.

Additionally, BGSU is using funds from the OMIC II grant to create an economic development internship model using spatial analysis models to help select potential internship opportunities in northwest Ohio and those that align with the JobsOhio target industries. Furthermore, BGSU will use OMIC II funds to support a feasibility study of the Associate of Applied Science in Industrial Technology: Manufacturing at BGSU Firelands campus. The goal of this study is to better understand how a college and community-based manufacturing program with an integral internship component could best be realized in our region. Finally, the OMIC II grant will aid workforce development efforts by supporting the creation and implementation of advocacy boards composed of successful alumni and employer partners. These advocacy boards will share their expertise/insight and advise colleges on curricula, alumni affairs, student mentorship, internships and co-ops, job placement, and faculty engagement with related industries. At least 96 new internship/co-op experiences in key JobsOhio industries will be created for BGSU students, thanks to the combined investment of \$1.9 million from the Ohio Board of Regents and several businesses with operations or interests in Ohio.

- B. Economic Impact.** BGSU’s Center for Regional Development (CRD) has created a toolkit to help businesses identify the most advantageous location for their organization. Adapting these tools, the CRD will use its spatial analysis models to help select potential internship opportunities in northwest Ohio. These models help determine the selection of firms that are in alignment with the JobsOhio target industries. CRD also will identify the growing industries in the region that can provide internship opportunities, as well as potential sites within declining regions where BGSU interns could provide greater economic resources that are not currently available. As a result of the CRD’s efforts, BGSU will be better able to connect interns with industries that may not normally be associated with their academic degree programs, significantly broadening the impact of the OMIC grant. In addition, the CRD will conduct an economic impact analysis of the internships that were developed by BGSU as a result of the grant, which will provide the opportunity to calculate the return on investment.
- C. Falcon Internship Guarantee.** BGSU is committed to student success, and experiential learning is a vital component in students’ ability to integrate coursework and “real world” experience. Students, faculty, and employers understand the value of experiential learning, and many programs have a required experience, e.g., student teaching, clinicals, practicums, and internships, built into their curricula. Students who choose to complete an internship or co-op for the experience and/or to increase the chance of having a job upon graduation may find themselves enrolled for one more semester than they originally planned. Early and intentional planning – the key component of the Falcon Internship Guarantee – provides students a four-year structured program (including career advising and preparation) that guarantees students the opportunity to participate in an internship or other experiential learning activity (for new freshmen beginning Fall 2014).
- D. Falcon Transition Program.** Building on the growth and development provided by an internship or co-op experience, seniors will have the opportunity to participate in the Falcon Transition Program during 2014-2015. The FTP goes beyond job fair preparation by providing a series of workshops and hands-on activities to provide students with the critical interpersonal and networking skills essential for a successful transition to work or graduate school. Students have

the option to attend weekly sessions during fall semester and benefit from feedback with employers and career professionals as they participate in mock interviews (in person and via Skype) and sessions on targeted job search techniques, professional etiquette and dining, professional presence/dress, using social media effectively, and building a personal brand. Participating seniors will also have the option to make site visits to employers and attend regional graduate and professional school fairs. One outcome of seniors' participation in the FTP will be the development of individualized and detailed action plans to help them leverage content knowledge, professional preparation, and experience for a successful first year on the job or in graduate/professional school. At the Senior Reception – *Countdown to Commencement* – career professionals will review and provide feedback to students to help fine-tune their career plans. Scheduled for implementation beginning Fall 2014, at least 30% of senior students are expected to participate in the Falcon Transition Program.