



**BOWLING GREEN STATE UNIVERSITY**  
OFFICE OF THE PRESIDENT

August 22, 2022

Randy Gardner  
Chancellor  
Ohio Department of Higher Education  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Gardner:

Bowling Green State University has completed an update of our plan to increase the number of degrees and certificates earned by its students. Consistent with our mission and strategic plan, the attached report describes our progress and efforts since the last report and establishes goals for the upcoming two years.

We anticipate that this report will be approved by the BGSU Board of Trustees on September 23, 2022.

Should you have any questions regarding the report, please contact me at your earliest convenience.

Regards,

A handwritten signature in black ink, appearing to read "Rodney K. Rogers".

Rodney K. Rogers, Ph.D.  
President

Enclosure

**BGSU**  
**BOWLING GREEN STATE UNIVERSITY**  
**COMPLETION PLAN UPDATE**  
**2022-2024**

**I. UNIVERSITY MISSION**

Bowling Green State University provides holistic and comprehensive educational experiences inside and outside the classroom that enhance the lives of our students, stakeholders, and the many publics we serve. BGSU graduates are prepared for lifelong career growth and for engaged citizenship, and leadership in a global society. Through our excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievement can benefit others in our region, the state of Ohio, the nation, and the world.

**A. Campus Student Body Profile for 2021-22**

- A total of 19,597 students were enrolled in Fall 2021, 17,651 at Bowling Green campus and 1,946 at Firelands campus
- Average ACT for Fall 2021 entering freshmen was 23; average high school GPA was 3.60
- 17.0% first-generation undergraduate students were enrolled in Fall 2021
- 22.8% of Fall 2021 students received Pell Grant
- 17.5% of the entering Fall 2021 class were minority students
- 6.7% of Fall 2021 undergraduate students were ≥ 25 years old, N=791
- 97.6% of the first-time, full-time Fall 2021 freshman cohort received some form of financial aid
- During the 2021-2022 academic year, close to 5,000 students resided in 10 residential communities.

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

The BGSU student population has historically been made up of traditional-aged students who live on campus for their first two years. Due to a declining pool of high school graduates in Ohio, BGSU continues to implement short- and long-term strategic recruitment and retention initiatives to grow enrollment from other student populations including nontraditional, online, transfer, international, and graduate. This broader portfolio has led to a diversification of BGSU's student body and fiscal model. Plans for recruitment efforts also take into consideration the need for adequate student support, faculty in critical areas with demonstrated need, new academic programs that meet the demand for jobs in the region and around the country, and infrastructure to support a future population of 25,000 students.

**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 students who complete 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
- Completing fewer than 15 credit hours per semester
- Changing majors or colleges and/or entering as undecided

**III. PROGRESS TOWARDS COMPLETION GOALS**

**A. Quantitative Metrics**

| Main Campus   | 2016-17                | 2017-18                | 2018-19                | 2019-20                | 2020-21                |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| Fall-to-Fall Retention First-Time/Full-Time Freshmen                                    | 77.0%                  | 77.2%                  | 77.1%                  | 79.4%                  | 78.3%                  |
| 4-year Full-Time Graduation Rate  | 41.9%<br>(2013 cohort) | 44.3%<br>(2014 cohort) | 46.4%<br>(2015 cohort) | 46.8%<br>(2016 cohort) | 48.8%<br>(2017 cohort) |
| 6-year Full-Time Graduation Rate  | 52.3%<br>(2011 cohort) | 54.8%<br>(2012 cohort) | 59.6%<br>(2013 cohort) | 60.5%<br>(2014 cohort) | 60.9%<br>(2015 cohort) |
| Average number of credit hours earned upon completion of bachelor's degree <sup>#</sup> | 136 credits            | 136 credits            | 136 credits            | 136 credits            | 136 credits            |

Data provided by BGSU's Office of Institutional Research.

**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 student success. These student learning analysts conduct a variety of assessment initiatives, such as focus groups and surveys. Information gathered is shared with campus constituents and to improvements to the student experience. Student learning analysts also examine factors that impede or enhance persistence and completion.
- BGSU has processes in place to understand and assess student attrition and improve student support. Advising and support staff members routinely solicit and document reasons students do not return and the Office of Residence Life conducts a check-out survey each semester. Data gathered from these surveys and other measures is categorized by theme, shared across departments, and further investigated to inform retention and completion strategies.

**IV. INSTITUTIONAL GOALS FOR 2022-24**

BGSU's strategies to support degree completion are aligned with one or more objectives of the University's revised and updated strategic plan, *Forward*, which launched in 2021. The strategic objectives of *Forward* reflect BGSU's commitment to student success by addressing the persistence and retention of the first-year cohort; the degree completion of undergraduate students; and the promotion of diversity, equity, and inclusion across the University community, which includes eliminating equity gaps in retention and completion.

| Main Campus  | 2022-23              | 2023-24              |
|--|----------------------|----------------------|
| Fall-to-Fall Retention First-Time/Full-Time Freshmen                       | 80%                  | 82%                  |
| 4-year Full-Time Graduation Rate   | 50%<br>(2018 cohort) | 52%<br>(2019 cohort) |
| 6-year Full-Time Graduation Rate   | 62%<br>(2016 cohort) | 64%<br>(2017 cohort) |
| Average number of credit hours earned upon completion of bachelor's degree | 134 credits          | 132 credits          |

To accomplish these goals, BGSU is focusing on four primary areas that are closely aligned with the objectives found in *Forward* to improve retention and completion outcomes for students:

- Enhancing the orientation of new first-year students
- Enhancing personalized, holistic, and data-informed student support
- Enhancing pedagogy and the classroom experience
- Enhancing financial support

By improving in each of these four areas, BGSU is establishing conditions, systems, and institutional mindsets that enable students to learn, persist, and graduate. Section V outlines the specific strategies that fall into each of these categories.

## V. COMPLETION STRATEGIES

### Enhancing the Orientation of New First-Year Students

**University Orientation.** University Orientation is designed to support students' transition to college by providing them with personalized, timely information about their first semester at BGSU. University Orientation underwent significant reimagining in 2021 and 2022. In addition to adding opportunities for students to connect with Academic Advisors and Planners, Financial Aid staff, and other key support personnel, University Orientation also offered newly developed presentations and workshops on life design, health and wellness, and the importance of engaging parents and families as important partners in the orientation process.

BGSU partners with Get Inclusive to provide two online modules that new students complete after University Orientation but prior to the start of the semester. The two modules take approximately two hours to complete and provide information and education regarding alcohol and other drugs, diversity and inclusion, hazing, mental health, and sexual misconduct.

Participants complete a survey to determine their response to the event, whose results inform revision to future iterations of University Orientation.

Goals and/or metrics for AY23 and AY24 include the following:

- Decrease the number of students who attend University Orientation but do not matriculate
- Increase the number of students with schedules of 15 or more credits for the fall semester (tracked for the first time in 2022)

- 100% participation in online modules.

**Fall Welcome.** Fall Welcome is a comprehensive introduction to BGSU’s academic and social environment. During Fall Welcome, students meet their peers, faculty, and staff while engaging in a variety of specialized academic programs and interactive events on campus and in the local community. Throughout move-in weekend, students are engaged in small groups and in their residence hall led by upper-class students. Fall Welcome Leaders and Resident Advisors introduce new students to the resources and services available and answer questions in preparation for the first day of classes. Fall Welcome continues for all students during the first six weeks of the semester.

Goals and/or metrics for AY23 and AY24 include the following:

- Number of students who attend signature Fall Welcome events:
  - New Student Convocation
  - Educational presentations on what it means to be a member of the BGSU community
  - Campus Fest, an event that showcases numerous opportunities to get involved on campus and learn about experiential learning opportunities.

**Parent and Family Connections.** Parent and Family Connections is a programmatic function within the Office of the Dean of Students. Staff engage and communicate with families in a variety of ways, including participation at prospective student events, a dedicated session during University Orientation, postings and newsletters via the Falcon Family Portal, printed family calendars distributed at move-in, Falcon Family Weekend, and monthly Facebook Live events. These communication efforts provide just-in-time information that parallels key milestones in the student experience, such as Early Alerts and registration. Family members are encouraged to share concerns about their student via the Student Support Referral form so that staff can intervene and provide prompt and individualized assistance.

Goals and/or metrics for AY23 and AY24 include the following:

- Development and implementation of communication plan for parents and families
- Participation rate in live events.

### Enhancing Personalized, Holistic, Data-Informed Student Support

**Life Design.** In 2020, BGSU launched the Life Design initiative, a framework that uses design thinking principles to help students develop agency and self-efficacy; reframe problems; and identify and forge connections between their curricular and co-curricular experiences. This approach to student success was developed at Stanford’s Life Design Lab and is central to Objective One of BGSU’s strategic plan: Driving Public Good Through Redefining Student Success.

- In AY21, 615 first-year students were assigned to a Life Design Coach
- The number of Life Design Coaches was increased from six to twelve in the summer of 2021, and 1,402 students successfully completed the first-year seminar on Life Design in fall 2021
- In fall 2022, 12 Life Design Coaches will work with approximately 1,000 first-year students, in addition to their caseload of returning students.

The Geoffrey H. Radbill Center for College and Life Design begins working with students on or before the first day of classes to ensure students are positioned for success and supported as they begin to navigate their college journey: exploring campus involvement and experiential learning opportunities,

connecting to campus resources, and prioritizing their overall well-being. The Radbill Center's Life Design Coaches teach a first-year seminar on Life Design, meet with students for one-on-one coaching, and provide workshops and programming.

The Michael and Sara Kuhlin Hub for Career Design and Connections brings together career services, internship and co-op support, student employment, pre-professional programming, and non-credit professional development programming to establish connections and interaction among students, alumni, employers, and organizations to generate opportunities that help students pursue their academic, career, and post-graduation objectives.

Goals and/or metrics for the next biennium include the following:

- Increase in fall-to-fall retention of students engaged in the program over the previous year
- Increase in student outcomes in the following areas through pre- and post-testing assessments: academic confidence, sense of belonging, sense of purpose, well-being, and career self-efficacy.

**Centralized Academic Advising.** In 2021, BGSU implemented a centralized academic advising structure to support students from all colleges in completing their degree. Academic Advisors and Planners are grouped into pods that correspond with primary academic units.

This centralized advising model allows BGSU to maintain standard practices that support registration and continued enrollment for new and returning students. These include the following:

- consistent communication about appointment campaigns and key enrollment deadlines
- reporting in Navigate that ensures information about students is accurately represented and shared
- consistent outreach to non-registered or registered students at risk for not returning
- uniform training on University policies and procedures to ensure they are applied equitably.

This structure also ensures students have a consistent advising experience regardless of major or college and provides purposeful redundancy: if a student's assigned advisor is unavailable, they can still be seen by another advisor with similar expertise.

Academic Advisors and Planners help students make informed decisions about selecting a major, understand university curriculum requirements and policies, build and monitor graduation plans, and connect with academic resources. Academic Advisors and Planners also conduct outreach to non-registered students, support BGSU's Early Alert initiative, and create appointment campaigns that provide registration communication.

Goals and/or metrics for AY23 and AY24 include the following:

- Increase in number of students who complete 30 credits in their first year
- Increase in number of first- and second-year students who meet their Academic Advisor and Planner during peak advising periods
- 100% of first-year students will have a four-year graduation plan on file by the end of their first semester
- Increase in number of first-year students who register on their assigned registration date
- Implementation of a survey to gauge student experience with academic advising and planning appointments.

**Enhanced Early Alert.** BGSU has enhanced its early intervention strategy to increase course completion rates and retention. Historical student success data demonstrates that students who receive early alerts retain at significantly lower rates – an average of 20% – than peers who did not receive an alert. Students of color and first-generation college students are disproportionately represented in the population of students who receive early alerts.

In fall 2021, BGSU introduced the role of Outreach Coordinator (OC) to enhance personalized outreach to students who receive alerts. OCs receive immediate notification when an alert is issued and serve as the single point of contact for students who receive alerts and coordinate an appropriate response with campus support partners.

Two additional enhancements will be implemented in fall 2022:

- Launching an Early Intervention Team (EIT) that is made up of campus leaders in student support divisions who will provide centralized case management for students identified through the early alert process as facing multiple or intersecting challenges that inhibit success
- Increasing faculty engagement in early intervention efforts. These efforts include adding a new alert faculty can raise to encourage students to connect with them directly and providing more detailed information about the early alert process and its impact on student success.

Goals and/or metrics for AY23 and AY24 include the following:

- Faculty participation
  - In AY23, increase faculty participation in issuing early alerts to 80%
  - In AY24, increase faculty participation in issuing early alerts to 90%

**Enrollment and Retention Communication Strategy.** In fall 2020, the Office of Marketing and Brand Strategy assigned a communications strategist to partner with University offices that directly impact student outcomes and retention efforts to streamline enrollment and retention communications.

An improved enrollment and retention communication plan that included 31 communications designed to encourage students to engage in behaviors conducive to retention and completion launched in spring 2021. These communications were segmented based on a set of student characteristics (e.g., number of credits completed, academic progress status, number and type of registration holds, etc.) to provide a clearer, timelier, and more personalized approach to outreach. For example, instead of sending all undergraduate students one email directing them to where they can find their assigned class enrollment date, each student received a personalized email with their exact enrollment date.

Preliminary analysis suggests that the campaign is leading to desirable results:

- The average BGSU email open rate is 24%, with a click rate is 3%. This segmented communication approach resulted in an average open rate of 34.3% and a 5.6% click rate
- 1,800 fewer students had an outstanding balance on the first day fall semester payments were due in 2022 than did in 2021
- More than 90% of students who eventually registered for the fall 2022 semester did so on their scheduled day.

Goals and/or metrics for AY23 and AY24 include the following:

- Increase in open and click rates
- Increase in student behaviors that lead to continued enrollment: bill-paying, signing up for

- advising appointments, registering on a student's scheduled registration date
- Assess correlation with improved enrollment and retention outcomes

**Mentor Collective.** Mentor Collective is a third-party peer mentoring program that provides support and guidance for students as they navigate their transition into BGSU and through their first year. The program matches upper-class student peer mentors with first-year student mentees. Peer mentors receive training in how to be effective in this role and connect with mentees through text, email, or in person. This initiative launched in Fall 2020, with 762 first-year students assigned to mentors. 890 students were matched in Fall 2021, and we are on track to exceed that number in Fall 2022.

Goals and/or metrics for AY23 and AY24 include the following:

- AY23: 1,200 first-year students matched; retention of mentees = N+3% of non-mentored students
- AY24: 1,500 first-year students matched; retention of mentees = N+5% of non-mentored students

**Residence Life Initiatives.** BGSU has a two-year residency requirement. Living on campus provides students with a supportive and diverse living and learning environment which includes personal growth. Professional staff, graduate assistants, and faculty work collaboratively to provide a learning environment, programming, and support that complement students' classroom experiences.

The Office of Residence Life hosted over 1,000 programs during in AY22 academic year, and Resident Advisors intentionally engaged over 52,000 times during that same period, at a 12% higher rate than in AY19.

The Office of Residence Life also supports the Resident Success Mentor Program. Residential Success Mentors work with small groups of students of specific, self-identified populations such as students of color, first-generation college students, LGBTQIA+ students, and international students or students seeking assistance with a particular academic skill such as time management, note-taking, and study skills.

Goals and/or metrics for AY23 and AY24 include the following:

- Increase in number of documented interactions between Resident Advisors and students
- Increase in number of programs per hall
- Increase in retention rate of first-year students living on campus.

**Support for Military and Nontraditional Students.** BGSU was ranked 5<sup>th</sup> in the nation and 1<sup>st</sup> in the Midwest as "Best for Vets" by Military Times 2021-22. BGSU 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. BGSU's support for the military population was acknowledged by receipt of the Ohio Collegiate Purple Star award in May 2022.

Specific initiatives to support nontraditional and military students include the following:

- An advisor in Nontraditional and Military Student Services conducts detailed reviews of 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.



- BGSU participated in the national Degrees When Due (DWD) project for degree reclamation. DWD's goal was to identify students who had earned sufficient credits to receive a degree that was never awarded and to identify and address policy barriers to degree completion. Through degree audit reviews, the pilot DWD project at BGSU identified policy barriers that will be reviewed during the coming year.
- Credit for Prior Learning (CPL). BGSU added a question to the admission application in spring 2020 to provide the opportunity for students to indicate that they hold professional certificates and/or work experience that may be used for college credit.
  - In AY22, 16 students completed portfolios for 44 credits and several more portfolios are in progress. The industry credentials option will continue to increase for the foreseeable future
  - In fall 2022, BGSU will implement a self-assessment survey for nontraditional students with significant work and/or military experience who did not reply to the Admissions survey question about prior learning.

Goals and/or metrics for AY23 and AY24 include the following:

- Beginning in 2022 NTMSS, will track retention of two distinct military populations:
  - First-Time, Full-Time (FTFT)
    - Serving in the Ohio National Guard or Reserve units
    - Direct from high school, living in residence hall, traditional college experience
    - Challenge is academic disruption due to military service: trainings, activations, and deployments
  - First Time In College (FTIC)
    - Active duty (currently serving in full-time Armed Forces) or Veteran
    - Not living on campus, may have family, full-time job, usually nontraditional student
    - Significant break in education
- Increase in the number of completed CPL portfolios
- Increase in the number of students responding to the self-assessment survey for credit for prior learning eligibility from AY23 to AY24.

**Supporting Students with Minoritized Identities.** The Division of Diversity and Belonging oversees programs and opportunities for engagement to connect students with the campus community through programming, education, and support.

- The Office of Multicultural Affairs (OMA) supports the retention of a diverse student body via mentoring, educational programming, cultural programs, and social gatherings to help students with the transition to college and achieve success in the classroom.
- Multicultural Summer Link (MSL) is a five-day summer program for first-year students of color. Incoming students meet and connect with peers, learn about the BGSU experience, and participate in academic and co-curricular activities. The program provides participants with tools and resources contributing to the success of their first year in college and includes a seminar course that allows students to learn life design principles and practice accessing campus resources.
- BGSU's Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) community is served by staff members who provide educational programming, support, and advising services and oversee the LGBTQ+ resource center.

- BGSU has a long 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.
- The Students of Color Retention Committee (SOCRC) has worked for the past three years to address retention and graduation disparities among Black, Latino/a/x, and Multiracial undergraduate students. The research that the SOCRC has done has informed several recommendations outlined in a report that was shared with the Board of Trustees Diversity Committee in May 2021. One recommendation that has led to action is concerted outreach to increase literacy around academic progress. BGSU hosted two email campaigns to ensure Black, Latino/a/x, and Multiracial students understand the impact completed credit hours have on their graduation date. The first campaign was launched in spring 2021 and directed at students in cohort 2019 who were lagging in their academic progress. For this particular campaign, the students targeted had an 18.80% click-through rate and a 54.7% open rate (compared to BGSU's average click-through rate of 3.3% and open rate of 24.1%), and we are in the process of analyzing the impact on credit completion.

Goals and/or metrics for AY23 and AY24:

- Increase in the number of students with minoritized identities completing 30 credits each year
- Increase in retention rate for students of color in the first-year cohort by 4%.

**Community of Care.** BGSU launched the Community of Care campaign in spring 2022 to create campus-wide responsibility for acting on situations that can have significant impact on individuals and the community. Community of Care topics include alcohol and substance misuse and abuse, diversity and inclusion, hazing prevention and education, mental health and well-being, physical health and wellness, food and housing insecurity, as well as sexual misconduct and Title IX. Reporting mechanisms and university response protocols are another component of the initiative.

Completed goals include the following:

- The See It. Hear It. Report It. website was updated in 2022 to consolidate various university reporting forms onto a centralized online presence
- A session dedicated to Community of Care added to University Orientation in 2021
- 119 students received assistance to address food and/or housing insecurity via the Student Emergency Fund during the 2021-22 academic year
- 79 students utilized a food assistance program via the Office of the Dean of Students
- Over 1,300 reports of student issues/concerns were received and addressed during the 2021-22 academic year.

Goals and/or metrics for AY 23 and AY24 include the following:

- Completion rates of educational modules for students, faculty, and staff
- Number of programs offered by newly hired Health Educators.

**Career Pathways to Graduation and Careers.** The University is committed to supporting students in exploring and selecting majors, securing experiential learning and employment opportunities, and providing career-related guidance to connect students with in-demand careers. Many new first-year students will make their first connection with the Student Employment Services and Career Center teams, who are part of the new Kuhlman Hub for Career Design and Connections, to create or update their résumés and seek part-time employment. Additional resources include the following:

- **FOCUS 2:** This resource is designed to help students assess their interests, skills, values, and personality. Once completed, FOCUS generates a list of occupations that match students' assessment results to explore occupations, career paths, degree programs, and majors. Students can also create action plans from their results that align with their career and educational goals.
- **Handshake:** This is a platform that connects students with more than 85,000 on-campus and off-campus employers. Students can post their résumé, apply for positions, and register to attend career-related events
- **OhioMeansJobs:** This resource is recommended to students during academic advising and career counseling consultations, career-related events, and first-year courses. Students are encouraged to use the different tools within this resource such as the Career Pathways, Career Profile, and Occupational Search. This resource also is located on the Career Center's website
- **What Can I Do with A Major In...?** This resource outlines each major offered at the University with potential career paths. Students have access to the following information: major overview; top industries; related career titles, student organizations, and professional associations; and potential companies that recruit for the selected major. This resource also is recommended to students during academic advising and career counseling consultations, career-related events, and first-year courses.

Goals and/or metrics for AY 23 and AY24 include the following:

- Increase in the number of virtual and in-person student and alumni interactions with the Career Center through targeted recruitment fairs, classroom presentations, and one-on-one consultations.

**Data Literacy Institute.** BGSU will participate in the 2022-23 Data Literacy Institute (DLI), which is co-sponsored by the APLU (Association of Public Land Grant Universities) and AIR (Association of Institutional Research). The DLI designed to promote the effective use of data analytics in support of equitable student success, and includes coursework, lectures, and team-based learning along with the opportunity to design and carry out projects using BGSU data to improve student success outcomes. BGSU's contingent includes 20 faculty, staff, and administrators who will dedicate weekly effort to activities associated with the institute. These activities will culminate in a public presentation on projects designed to improve retention and completion rates.

Goals and/or metrics for AY 23 and AY24 include the following:

- Successful completion of the Data Literacy Institute by all participants
- Presentation given by each member of the institute to colleagues in their home unit.

### Enhancing Pedagogy and Improving the Classroom Experience

**Signature Work and Integrative Learning.** BGSU's Signature Work and Integrative Learning initiative challenges students to integrate various aspects of their undergraduate curriculum, co-curriculum, and lived experiences as they address a complex, multifaceted and society-relevant problem. This work prepares students for their first and subsequent careers in their chosen fields by asking them to engage in authentic learning practices. Authentic learning practices require students to engage in complex, systems-level thinking; identify and complete necessary sub-tasks that lead toward an articulated goal; reflect upon connections between their academic work and real-world experience; and encourage students to integrate disparate elements of their curricular and co-curricular experiences.

BGSU has made significant progress toward achieving each of these goals since work began in 2019. A taskforce with representatives from each college modified the Integrative Learning VALUE Rubric (ILVR) to support the development of Signature Work courses. The modified ILVR has been shared broadly with college and departmental leadership along with faculty in all academic units.

As of June 2022, 72 or 185 programs have Signature Work courses approved or in the approval process:

- 11 Signature Work courses were approved and will be taught in the 2022-23 academic year
- 20 proposals are in the approval process with final approval expected in fall 2022. These courses will be taught in spring 2023
- 41 more proposals are in the early stages of the approval process with final approval expected in spring 2023. These courses will be taught in the 2023-24 academic year.

Goals and/or metrics for AY23 and AY24 include the following:

- In fall 2022: finalize a timeline for the development of the remaining courses
- By spring 2024: approve remaining courses.

**ACUE (Association of College and University Educators) Initiative.** In spring 2022, the Office of the Provost and the Center for Faculty Excellence (CFE) launched an initiative to facilitate a 25-week online Effective Teaching Practices (ETP) course created by the American Council of University Educator's (ACUE). The goal of the BGSU's ACUE initiative is to create a culture open to exploring innovative, engaging, and evidence-based teaching practices. BGSU launched three cohorts of the ACUE ETP course in February 2022 with a total of 64 full-time faculty participants, who together instructed approximately 5,000 students that term. Three additional sections of the course will launch in AY23 with a goal of engaging approximately 60 additional faculty participants.

Goals and/or metrics for AY23 and AY24 include the following:

- Total number of ACUE certified faculty
- Faculty achievement of course learning outcomes
- Faculty perceptions of changes to their knowledge, skills, and abilities associated with course concepts
- Faculty perceptions of their ability to apply new knowledge, skills, and/or approaches to their practice
- Faculty satisfaction with the design, implementation, and outcomes of the course
- Changes in student perceptions of belonging, engagement, and self-efficacy in courses taught by ACUE certified faculty
- Retention and completion rates for courses taught by ACUE certified faculty.

**Faculty Learning Communities.** The CFE supports sustained inquiry and reflective practice through semester-long Learning Communities led by CFE affiliated faculty that are open to all who teach (faculty, instructors, staff, and graduate student instructors). Learning Community topics are related to teaching and learning, address the professional development needs of those who teach, impact student success, and align with the BGSU strategic plan. All Learning Community participants are required to complete a culminating project or experience (e.g., action research project, new or modified course design, action plans, conference presentation, manuscript, etc.).

Beginning in fall 2022, the CFE will launch four Learning Communities with the goal of engaging 60 participants. The CFE plans to launch three new Learning Community topics each academic year for the next biennium.

Goals and/or metrics for AY23 and AY24 include the following:

- Total number of Learning Community participants
- Participant achievement of the Learning Community learning outcomes
- Participant perceptions of changes to their knowledge, skills, and/or abilities related to the Learning Community topic
- Participant perceptions of their ability to apply new knowledge, skills, and/or approaches to their practice
- Participant satisfaction with the Learning Community design, implementation, and outcomes.

### Enhancing Financial Support

**Falcon Tuition Guarantee.** The Falcon Tuition Guarantee (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. Since 2018, the FTG has provided transparency and predictability about the cost of attending BGSU, which will assist students and their families in planning financial aspects of their BGSU careers.

**Improved University Freshman Academic Scholarship (UFAS) Distribution.** In the summer of 2021, BGSU conducted an analysis of the university freshmen merit award program, which enabled the university to increase all levels of merit awards for incoming freshmen. Discount rates were increased to match the increase in instructional fees that had occurred from fall 2016-2021, further enhancing the affordability of undergraduate education at the institution.

**Increased Support for Thompson Working Families Scholarship Program.** In collaboration with generous donors, BGSU has established and increased the awards for the Thompson Working Families Scholarship Program, which provides a full tuition scholarship for students with an expected family contribution of \$11,000 or less. Beyond the financial component of the scholarship, this program strives to provide holistic support for each recipient and to serve as a springboard for growth while creating opportunities to connect, engage, and serve from the time they arrive at BGSU through graduation. The program began in 2014 with 15 students and now has over 1,000 students in fall 2022, which includes 200 new incoming first-year students. The Thompson Working Families Achievement Scholarship supports rising sophomores who have excelled in their first year at BGSU.

**VI. WORKFORCE DEVELOPMENT PRIORITIES AND THE JOBSOHIO KEY INDUSTRIES**

The Ohio Revised Code (ORC Sec. 3345.81) calls for campus strategic plans to “align with the state’s workforce development priorities.” In addition to programs and initiatives outlined in other sections of this report, the following are examples of the University’s academic and career resources and services that respond to and align with regional and state needs:

- A. Linking the BGSU Curriculum and Experiential Learning to the OhioMeansJobs In-Demand Jobs.** In addition to the benefits of OhioMeansJobs.com, the University, employers, and students have benefited from the Ohio Means Internships and Co-ops Grant Program. The University receives funding from the State of Ohio to increase internships and co-ops with the goal of retaining more workers in the state. This funding is primarily provided to employers as a partial wage and benefit subsidy and focuses on companies that align with JobsOhio Target Industries. BGSU serves as the lead institution for the Northwest Ohio region on these grants and remains committed to supporting and increasing college completion through student participation in experiential learning.
- B. Linking Curriculum and Programming to JobsOhio Industry Clusters.** BGSU has worked methodically to evaluate and realign its academic programs including program reviews, review of duplicate programs in northwest Ohio, and low-enrolled programs. Many of BGSU’s new, modified, and in development undergraduate programs, majors, and specializations align with Ohio’s key industry clusters:

| Industry Cluster                  | Degree Name  | Specializations                    |
|-----------------------------------|--|------------------------------------|
| Aerospace and Aviation            | BS in Aviation   | Flight Technology and Operations   |
|                                   |  | Aviation Management and Operations |
| Automotive                        | BS in Technology, Mechatronics Engineering Technology  |                                    |
| Business Functions                | Bachelor of Technical and Applied Studies              |                                    |
|                                   | BS Resort and Attraction Management                    |                                    |
| Energy                            | BS in Geology  | Hydrogeology                       |
|                                   |  | Geographic Information Systems     |
|                                   |  | Human Dimensions of Climate Change |
| Financial Services                | BS in Business Administration                          | Insurance and Risk Management      |
|                                   | BS in Education: Career Technology Workforce Education | Family and Consumer Science        |
|                                   | BS in Mathematics                                      | Data Science                       |
| Healthcare                        | Minor in Data Science                                  |                                    |
|                                   | BS in Nursing  |                                    |
|                                   | RN to BSN  |                                    |
|                                   | BS in Forensic Science                                 | Forensic DNA Analysis              |
|                                   |  | Forensic Drug Analysis             |
| Forensic Examination              |  |                                    |
|                                   | Bachelor of Applied Health Science                     |                                    |
| Information Services and Software | BS in Software Engineering                             |                                    |
| Insurance and Risk Management     | BS in Business Administration                          | Insurance and Risk Management      |

**C. Leveraging Research and Engagement to Support Degree Completion**

**The Division of Research and Economic Engagement.** Objective 2 of the University Strategic Plan *Forward* is for BGSU to create public good through research, creative activities, partnerships, and engagement. As such, the Division of Research and Economic Engagement continues to support the scientific research activities of the university's Center for Fresh Waters and Human Health to address the problem of harmful algae blooms, the Center for Photochemical Sciences and their focus on engaging in applied industrial research, and Center for Family and Demographic Research who are studying a variety societal issues facing our families. BGSU is also devoting resources to help improve the lives and economic well-being of the citizens of Northwest Ohio through two new initiatives. The first is the Center for Advanced Manufacturing and Logistics which exists through funds received from the State of Ohio as a formal collaboration between a public 4-year university (BGSU), a public 2-year community college (Owens Community College) and a private 4-year university (the University of Findlay). The Center's mission is to answer the workforce and logistics needs of the advanced manufacturing base of our region through the offering of non-credit credentials and training certificates, and the pursuit of applied research projects which address the specific needs of companies. The second is the Center for Regional Development's Re-imagining Rural Regions (R3) initiative which is a community-led and student driven program to assist communities in improving their quality of life and help them retain and attract young talent. This rural placemaking effort is funding both by the State of Ohio and the US Department of Agriculture (USDA).

## **VII. 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. All members of the BGSU community 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. 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. 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*.