

BOWLING GREEN STATE UNIVERSITY OFFICE OF THE PRESIDENT

Submitted via email: <u>hbarrera@highered.ohio.gov</u> May 9, 2024

Chancellor Mike Duffey Ohio Department of Higher Education 25 South Front Street Columbus, OH 43215

Dear Chancellor Duffey:

In accordance with ORC 3345.81, Bowling Green State University has updated its Campus Completion Plan for the 2024-26 biennium. This report includes information on progress toward meeting degree completion goals and descriptions of initiatives that support student success. It also contains student disenrollment and associate degree obtainment data as stipulated by ORC 3345.351.

BGSU's Board of Trustees approved the report on May 3, 2024.

Please let me know if you have questions or need additional information.

Regards,

Rodney Kir Zegen.

Rodney K. Rogers, Ph.D. President

Enclosure

BGSU BOWLING GREEN STATE UNIVERSITY CAMPUS COMPLETION PLAN REPORT UPDATE 2024-2026

I. UNIVERSITY MISSION

As a public university for the public good, Bowling Green State University provides holistic and comprehensive learning 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, 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 benefit others in our region, the state of Ohio, the nation, and the world.

A. Campus Student Body Profile for 2023-24

- 18,966 degree-seeking students were enrolled at BGSU in Fall 2023, with 17,028 at the Bowling Green campus and 1,938 at the Firelands campus. 3,014 were graduate students.
- Average high school GPA of the Fall 2023 cohort on the Bowling Green campus was 3.67.
- 16.4% of enrolled undergraduate students in Fall 2023 were minority students.
- 6.2% of undergraduate students enrolled on the Bowling Green and Firelands campuses in Fall 2023 were 25 years old or older.
- During the 2023-24 academic year, 5,500 undergraduate 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 recent high school graduates who live on campus for their first two years. Because of a declining pool of this category of student in Ohio, BGSU continues to implement short- and long-term strategic recruitment and retention initiatives to grow enrollment from other populations including nontraditional, online, transfer, international, and graduate students. Plans for recruitment efforts also take into consideration the need to provide outstanding 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 an infrastructure that meets the present and future needs of our campus community.

II. BARRIERS TO PERSISTENCE AND COMPLETION

Major Student Profile

- Residential and commuter first-time, full-time students
- Transfer students from community colleges and four-year institutions
- Nontraditional students (≥25 years old), veterans (prior service), and active-duty military
- BGSU Online students who complete 100% online programs in seven-week terms
- College Credit Plus students
- 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 without a major
- Mental health concerns

III. PROGRESS TOWARDS COMPLETION GOALS

A. Quantitative Metrics

Main Campus	2016-17	2017-18	2018- 19	2019-20	2020-21	2021-22	2022-23
Fall-to-Fall	77.0%	77.2%	77.1%	79.4%	78.3%	77.0%	79.9%
Retention							
First-Time/Full-							
Time Students							
4-year Full-Time	41.9%	44.3%	46.4%	46.8%	48.8%	48.0%	51.1%
Graduation Rate	(2013	(2014	(2015	(2016	(2017	(2018	(2019
	cohort)	cohort)	cohort)	cohort)	cohort)	cohort)	cohort)
6-year Full-Time	52.3%	54.8%	59.6%	60.5%	60.9%	60.2%	62.3%
Graduation Rate	(2011	(2012	(2013	(2014	(2015	(2016	(2017
	cohort)	cohort)	cohort)	cohort)	cohort)	cohort)	cohort)
Average number	136	136	136	136	136	136	135
of credit hours	credits	credits	credits	credits	credits	credits	credits
earned upon							
completion of							
bachelor's							
degree [#]							

Data provided by BGSU's Office of Institutional Research.

B. Qualitative Metrics

- The Office of Academic Assessment developed the Student Learning Analyst program in 2016, which trains undergraduate students to investigate issues pertaining to learning environments and student success. Student Learning Analysts conduct a variety of assessment initiatives, such as focus groups and surveys on topics that include academic advising, Life Design, and experiential learning. Student Learning Analysts also examine factors that impede or enhance persistence and completion. Data gathered is shared with campus constituents and informs improvements to the student experience.
- BGSU has processes in place to understand and assess student attrition and improve the student experience. Advising and support staff members routinely survey students and solicit and reasons students do not return, and the Office of Student Engagement and 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 adjustments to retention and completion strategies.

IV. INSTITUTIONAL GOALS FOR 2024-26

BGSU's strategies to support degree completion stem from the University's strategic plan, Forward. The strategic objectives of Forward reflect BGSU's commitment to student success by focusing on the persistence and retention of the first-year cohort; degree completion for all students; preparing students for success in their lives and careers; and promoting well-being across the University community. These goals are articulated in Objective One of the strategic plan: "Driving Public Good Through Redefining Student Success." Two initiatives within that objective focus solely on improving student outcomes that include retention and completion by making intentional improvements to the student experience.

One key element of this work is Life Design, which empowers students to use design thinking to enhance their personal, academic, and professional development. As the only university in the nation offering Life Design for all students, BGSU delivers an innovative approach to education that prepares students to lead meaningful and productive lives. In that way, BGSU lives into its commitment to drive public good through our graduates, who make a difference in their families, communities, and professions.

Main Campus	2024-25	2025-26	
Fall-to-Fall Retention	82%	83%	
First-Time/Full-Time			
Students			
4-year Full-Time	51%	53%	
Graduation Rate	(2021 cohort)	(2022 cohort)	
6-year Full-Time	63%	64%	
Graduation Rate	(2019 cohort)	(2020 cohort)	
Average number of			
credit hours earned	134 credits	133 credits	
upon completion of			
bachelor's degree			

BGSU's retention and completion goals for the next biennium are as follows:

To accomplish these goals, BGSU continues to focus on four primary areas that are closely aligned with university strategic objectives to improve retention and completion outcomes for students and differentiate the undergraduate student experience:

- 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

Section V: Completion Strategies outlines the specific strategies that fall into each of these categories.

V. COMPLETION STRATEGIES

In July 2023, BGSU established the Division of Student Engagement and Success to ensure that work to improve student outcomes occurs in a strategic, evidence-based, and aligned manner. This new division is responsible for designing, implementing, and assessing systems and strategies that support efforts to increase the completion rate of BGSU students. The division's 90 professional staff members collaborate with campus partners to empower students to be curious, take action, solve problems creatively, and integrate their curricular and co-curricular experiences in ways that encourage them to take advantage of all BGSU has to offer.

Enhancing the Orientation of New First-Year Students

University Orientation

Description: University Orientation supports students' transition to college by providing them with personalized, timely information about their transition to BGSU. University Orientation provides opportunities for students to connect with staff from key support areas, college and program administration, and other support personnel. Students and their families participate in presentations on life design, health and wellness, and the importance of engaging parents and families as important partners in the orientation process. Students and guests complete a survey following the event, the results of which inform revisions to future iterations of this program.

Progress since the 2022-24 report:

- Beginning in 2024, new incoming students will be required to meet with an academic advisor on their orientation date. Advisors will help students choose courses that fit their degree requirements and interests, guide them through using BGSU's registration platform, and introduce them to the degree audit report that will help keep them on track toward graduation.
- BGSU will offer two transfer student-specific orientation sessions for the first time in 2024 that are designed to meet their distinct needs, which include ensuring that they have maximized their transfer credits and understand their path to degree completion.

Goals for AY25 and AY26:

- Decrease the number of students who attend University Orientation but do not matriculate.
- Increase the number of transfer students who attend any University Orientation session.
- New metric tracked in 2024: increase the number of students enrolled in 15 credits in Fall 2024 that count toward their degree.

Fall Welcome

Description: Fall Welcome is a comprehensive introduction to BGSU's academic and social environment designed to enhance students' sense of belonging and provide them with the momentum needed for a successful start to the semester. During Fall Welcome, students meet peers, faculty, and staff while engaging in a variety of specialized academic programs and interactive events on campus and in the local community.

Progress since the 2022-24 report:

• In Fall 2023, BGSU introduced the Start Strong event, which occurs the Sunday before the start of the semester and ensures that new students are ready for successful first day of class. At the event, students can get help securing textbooks and other required course materials, meet with ITS to learn about Canvas, BGSU's learning management system, meet with academic advisors to confirm their course schedule and make any necessary adjustments, representatives from Dining Services, and financial aid and billing. Peer leaders also provide personalized campus tours of campus so students know where their classes will meet. 80 students attended the first event.

Goals for AY25 and AY26:

• Review the design of all Fall Welcome events and make changes to ensure they intentionally increase students' sense of belonging.

- Increase the number of students who attend Start Strong.
- Increase the number of students who attend Campus Fest, an event that showcases clubs, organizations, and other opportunities to get involved on campus.
- New metric tracked in 2024: Increase the number of students who sign up for a club or organization within one week of Campus Fest.

Parent and Family Connections

Description: Parent and Family Connections is a programmatic function within the Division of Community Well-Being. Staff engage 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 orientation, and Falcon Family Weekend. 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 to students in need.

Progress since 2022-24 report:

• In partnership with the Division of Student Engagement and Success, the communication strategy for parents and families has been modified to align with key milestones in the student experience, such as Early Alerts, scholarship deadlines, and registration for subsequent terms. This adjustment helps families be more effective partners in helping their students make progress toward their degree.

Goals for AY25 and AY26:

- Continued enhancement of the communication plan for parents and families that aligns with key elements of the student experience.
- Increased open and click-through rates for electronic communications sent to parents and families.

Enhancing Personalized, Holistic, Data-Informed Student Support

Life Design

Description: In 2020, BGSU launched the Life Design program, 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. As of January 2024, more than 5,000 BGSU students have completed a Life Design course.

The Geoffrey H. Radbill Center for College and Life Design supports students throughout their BGSU experience with Life Design courses, one-on-one coaching, and programming. Many students begin with BGSU 1910, a 1-credit course designed to help students navigate their college journey by: exploring campus involvement and experiential learning opportunities, connecting to campus resources, and prioritizing their overall well-being. The Radbill Center's Life Design Coaches utilize life design principles and coaching methodologies to support students one-on-one as they pursue academic, professional, and personal goals.

Progress since 2022-24 report:

- In Fall of 2023, approximately 66% of first-year students completed an introductory Life Design course or workshop.
- The Radbill Center staff has partnered with several academic and student support departments to integrate Life Design into courses and programs.
- The Radbill Center has taken primary responsibility of ensuring that students who have not chosen a major have the support needed to do so in a timely and intentional manner.
- The development of the Life Design Scholars program, a learning community that provides continued support and activities for all students interested in Life Design.

Goals for AY25 and AY26:

- In Fall 2024, 75% of first-year students will be introduced to Life Design and design thinking principles; 100% of first-year students are on track to be introduced in Fall 2025.
- Increase the number of academic partners who include Life Design as part of their program.
- 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.
- 80% of undecided first-year students will have selected a major by the end of the second semester.

Centralized Academic Advising and Planning

Description: BGSU has a centralized academic advising structure to support students from all colleges in completing their degree. Academic Advisors and Planners are grouped into teams that correspond with departments and majors to ensure that students receive accurate and timely advice.

This model allows BGSU to maintain standard practices that support degree completion for new and continuing students, including consistent communication about appointment scheduling and key enrollment deadlines, reporting in Navigate to ensure that information about students is accurately represented and shared, consistent outreach to students at risk for not returning, uniform training on best practices in academic advising, and providing information on University policies and procedures to ensure they are applied equitably.

Progress since 2022-24 report:

- In Fall 2022, the office began tracking the number of first-year students who signed up for and complete a mandatory advising appointment for the spring and fall semesters. The data collected serves as a leading indicator of retention informs targeted outreach to students in need of assistance.
 - In Spring 2024, 95.6% of enrolled 2023 cohort students had an advising appointment before their registration date for Fall 2024 courses. This represents an increase of 7.6% over the previous cohort.
- The office initiated a post-appointment survey to gather feedback on students' experience with advising. The more than 400 responses, the vast majority of which were positive, informed adjustments to ways that students can interact with their advisors.

Goals for AY25 and AY26:

- Increase in number of students who complete 30 credits in their first year.
- Increase in number of students who meet with their advisor before their registration date.
- Increase in percentage of first-year students who register on their assigned registration date.

Enhanced Early Alert

Description: BGSU has enhanced its early intervention strategy to increase course completion rates and retention. Historical student success data demonstrates that first-year students who receive early alerts in the fall semester retain at a rate approximately 25% below their 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 for students who receive alerts. OCs, who are assigned to students based on their functional connection (e.g., the Cheer and Dance Coach is the OC for all students on that team), receive immediate notification when an alert is issued by a faculty member and coordinate an appropriate response with campus support partners.

Results of this initiative are encouraging. Since launch, the retention rate of first-year students who received an early alert in the fall has increased by 5%, from 54% to 59%. This increase represents approximately 1% of the full cohort, or 30 additional students being retained.

The fall term GPA of this same group of students has increased by .4 over that same period, to 2.14 in Fall 2023. As a result, fewer 2023 cohort students are at risk for academic suspension.

Progress since 2022-24 report:

- Standardized training for all OCs and their supervisors. Training is now conducted at the beginning of the fall and spring semesters to ensure that all participants understand the process and incorporates feedback from stakeholders gathered from an annual survey.
- Revised all messages to students to incorporate language associated with a growth mindset.
- Expanded the number of OCs from 76 to 98, including several faculty members who requested to be part of the program.
- Expanded the number of collaborating offices to serve as support partners, including the Counseling Center.
- Collaborated with the Graduate School to begin issuing alerts for graduate students, with Graduate Coordinators serving as OCs for students in their programs.

Goals for AY25 and AY26:

- Increase faculty participation in issuing early alerts from 70% in AY24 to 85% in AY26.
- Increase first-year student retention for students receiving early alerts from 59% in AY23 to 64% in AY26.
- Expand the number of faculty members serving as Outreach Coordinators.

Retention Communication Strategy

Description: In collaboration with the Division of Student Engagement and Success, the Office of Marketing and Brand Strategy formed a dedicated persistence and retention team that has implemented a comprehensive communication strategy designed to encourage student behaviors that lead to continued enrollment. All messages in this campaign are personalized, timed to be relevant to students, and contain one or more clear action steps for students to take.

Progress since the 2022-24 report:

- Redesigned the Registration Checklist. During the audit phase of the 2023 Spring Registration cycle, the Marketing and Brand Strategy team redesigned the original webpage created during the 2020-2022 period. This update included establishing consistent, student-centered language used in the registration messages. The page was separated by steps to enhance the student experience and mimic the actions students take during the registration process.
- Built communication plans to address barriers to re-enrollment. Automated messages now include the student's advisor as the sender and a direct link that allows students to schedule an advising appointment with one click.
- Updated the Falcon Launchpad. Before the 2022 Fall Semester, there was no centralized location online to gather key retention and persistence resources. This gap was identified as a potential barrier for students and resulted in the implementation of the Falcon Launchpad in Fall 2022. This landing page serves as a hub for campus resources and is now linked in multiple communications, including Early Alerts and Midterm Grade communication campaigns.
 - In Fall 2023, the Falcon Launchpad received a redesign that became the foundation of the creative theme for the Division of Student Engagement and Success.
 - In Summer 2024, the Falcon Launchpad will be expanded to include resources that are specific to second-year students.
- Improved Weeks of Welcome messaging. The team used the 2023 Weeks of Welcome campaign to build trust with new students by providing them with timely, action-oriented messages that centered the student voice. During this campaign, strategic keywords were implemented that served as the foundation for developing the voice of the Division of Student Engagement and Success.

Goals for AY25 and AY26:

- Incorporate into the communication plan messages about the availability of counseling services that are available during peak times in the semester.
- Segment communication to meet the needs of transfer students and students living off campus.
- Increase in the number of students who enroll in 15 credit hours or more per semester (who are not ahead in credit hours)
- Increase the number of general scholarship applications.
- Incorporate more touchpoints about graduation and the celebration of students achieving milestones throughout their journey.

Student Engagement and Residence Life

Description: In July 2023, BGSU combined the Office of Student Engagement with the Office of Residence Life to enhance the student experience in the residence halls. This reorganization included reimagining the residence life programming model to center Life Design principles and mindsets. This newly combined office is primarily responsible for improving student belonging on campus and coordinating outreach to residential students who might need additional support. Student Engagement and Residence Life hosted over 1,000 programs during the 2023-2024 academic year.

Student Engagement and Residence Life also supports over 380 student organizations, ranging from academic to club sports. These organizations have more than 6,000 unique students participating during the 2023-24 academic year. The office continues to create innovative engagement opportunities both in residence halls and around campus. These include Senior Week, Homecoming, and Weeks of Welcome among many others.

Progress since 2022-24 report:

- In collaboration with the Student Success Strategies and Initiatives unit, Student Engagement and Residence Life has completed outreach to students who received early alerts and who needed assistance scheduling advising appointments.
- In April 2024, the office is piloting "tradition events" in two residence halls to create a sense of identity within each residence hall.
- Developed a new model for residential engagement that incorporates Life Design principles.

Goals for AY25 and AY26:

- Increase the retention rate of first-year students living on campus from 80% in AY24 to 83% in AY26.
- Expand tradition events to include all residence halls in 2024-25.
- Increase the number of engagement opportunities for students across campus.
- Assess and adjust the new residential engagement model launched in Fall 2023.

Supporting Military and Nontraditional Students

Description: 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 inaugural Ohio Collegiate Purple Star award in May 2022.

The support for nontraditional students at BGSU addresses the challenges encountered by adult learners beginning or returning to higher education. These include identifying and rectifying policies that create unnecessary barriers, developing comprehensive completion plans for students returning after an extensive absence, and promoting opportunities for students to receive credit for prior learning.

Progress since 2022-24 report:

- The office is conducting a pilot project in Spring 2024 to review military transfer credits and/or college transfer credits that are not equated to BGSU courses or disciplines. Equating unidentified courses to BGSU disciplines will lead to more efficient degree completion for students in these populations.
- BGSU participated in the national Degrees When Due (DWD) project for degree reclamation. One of DWD's goals was to identify and address policy barriers to degree completion. Several barriers have been reviewed and policy revisions are progressing through the academic system.

Goals for AY25 and AY26:

- Increase in the number of completed Credit for Prior Learning portfolios.
- Increase in the number of students responding to the self-assessment survey for credit for prior learning eligibility in AY25 to AY26.

Support for Students with Marginalized Identities

Description: The Division of Belonging and Inclusion oversees programs and opportunities for engagement to connect students with the campus community through programming, education, and support, including the Office of Multicultural Affairs, the Multicultural Student Link, TRIO/Student Support Services, the Center for Women and Gender Equity, and the LBGTQ+ Resource Center.

Progress since the 2022-24 report:

- Adopted the chosen name policy to remove barriers for students wishing to register an official name change in BGSU systems.
- Established a partnership with the Division of Student Engagement and Success and other collaborating units to address retention and graduation disparities among Black, Latino/a/x, and Multicultural undergraduate students. Work has included focus on supporting systems-level interventions (e.g., improved re-enrollment communication, early alerts, centralized advising, life design at scale, and improved collaboration with Financial Aid and around scholarship opportunities) combined with population-specific efforts.

Goals for AY25 and AY26:

- Increase the size of the Multicultural Student Link program from 61 in AY24 to 67 in AY26.
- Increase the first-year retention rate of students in the Multicultural Student Link program by 5% to 70% in AY25.

Community of Care

Description: 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, inclusion and belonging, hazing prevention and education, mental health and well-being, physical health and wellness, as well as sexual misconduct and Title IX. Reporting mechanisms and university response protocols are another component of the initiative, as well as training related to mandatory reporting obligations for employees. The Community of Care also supports students experiencing food or housing insecurity.

Progress since the 2022-24 report:

- The Counseling Center has greatly expanded its offerings to students, resulting in minimal wait times and a broad array of options for students to choose from.
- The Student Emergency Fund has been expanded to cover textbooks or e-book codes for BGSU classes, required class supplies as outlined in a course syllabus, and housing expenses over breaks.
- 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 was added to University Orientation.

Goals for AY25 and AY26:

- Increase in completion rates of educational modules for students, faculty, and staff.
- Increase in number of programs offered by newly hired Health Educators.

Pathways to Careers after Graduation

Description: 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.

The Kuhlin Hub provides intentional programming to guide first-year students towards part-time employment that allows them to prototype a future career, with continued guidance surrounding best practices for students articulating the core competencies for their part-time roles as they transition to full-time employment after graduation.

Progress since the 2022-24 report:

- Launched VMOCK, an online platform that uses artificial intelligence to provide students immediate feedback on their résumés, elevator pitches, and mock interview responses.
- Launched the Falcon Professional Network, a platform that enables students to connect with alumni and friends of the university who are willing to have a prototyping conversation with our students. Students can search to find industry professionals in their desired fields of student, in particular locations, or who have had similar shared experiences.
- Developed a partnership recognition program that allows the university to classify companies based on their sustained connection with educational career programming.
- Created the Career Connector position, which helps students meet professionals in the industries of their choice.
- Created the Career Design Coach role to provide direct support for students. Coaches are embedded in academic units across campus to offer dedicated, specialized support for students based on their academic majors and career goals.
- The new Corporate Partner Recognition Program has rolled out with conversations beginning in May 2024.

Goals for AY25 and AY26:

- Increase the percentage of students who engage with the Kuhlin Career Hub more than one time.
- Develop key milestones for career coaching appointments to showcase student career preparation progress.
- Reimagine the on-campus student employment experience in alignment with Life Design through participation in ASU's Work+ Collective Institute.
- Continue to develop the Corporate Partner Recognition Program.

Enhancing Pedagogy and Improving the Classroom Experience

ACUE (Association of College and University Educators) Initiative

Description: 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 initiative was to create a culture open to exploring innovative, engaging, and evidence-based teaching practices.

Progress since the 2022-24 report:

- Six faculty cohorts with a total of 127 faculty across all colleges and the University Libraries engaged in the ACUE course between February 2022 and January 2024. As of January 2024, 97 full-time faculty – 12.4% of all full-time BGSU faculty – have completed the course and earned the nationally recognized Effective Teaching Practices credential.
- Faculty reported planning to implement, on average, an additional 60 evidence-based teaching practices after the course.

Goals for AY25 and AY26:

- Continue monitoring success outcomes for classes taught by certified faculty.
- Ask certified faculty to share their knowledge in formal and informal settings across campus.

Faculty Learning Communities

Description: 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 designed to enhance teaching and learning, address professional development needs of instructors, 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.).

In fall 2022, the CFE's goal was to launch four Learning Communities with the goal of engaging 60 participants. Additionally, the CFE set a goal to launch three new Learning Community topics each academic year through AY24.

Progress since the 2022-24 report:

- Launched 11 Learning Communities between Fall 2022 and Spring 2024, with topics ranging from pedagogical innovation and student engagement to designing and utilizing assessment data. Total participation in these communities was 139 instructors.
- In AY23, the CFE launched four additional community-based learning experiences such as book clubs and writing groups, with total participation at 52 instructors.

Goals for AY25 and AY26:

- Increase participation by at least 100 faculty in community-based and sustained learning experiences.
- Utilize additional data sources to evaluate and report on participants' beliefs/attitudes, implementation, adoption of reflective strategies, and diffusion of practice.
 - Participant beliefs and attitudes about teaching and learning.
 - Participant perceptions of their ability to apply new knowledge, skills, and/or approaches to their practice.
 - \circ $\;$ Participant perceptions of their adoption of reflective strategies.
 - Participant perceptions of their ability to share new knowledge, skills, and/or approaches to their practice with colleagues.

Enhancing Financial Support

Thompson Working Families Scholarship Program

Description: In collaboration with generous donors, BGSU has increased the number of awards for the Thompson Working Families Scholarship Program, which provides an \$11,000 scholarship from the Thompson Foundation (\$5,500) with a BGSU match (\$5,500) for students with a Student Aid Index (SAI) of \$16,000 or less, as determined by the FAFSA. 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/join the scholarship program through graduation.

Incoming first-year scholars are supported through a specialized Summer Link Orientation program coordinated by the Thompson Scholarship Programs staff to facilitate the successful transition from high school to college. In addition, Thompson Scholars are encouraged to take Thompson-specific sections of BGSU 1910 to further their connection with other scholars, their scholarship advisor, and the legacy of the Thompsons, culminating in the development of a personal framework to support the public good through service.

In Fall 2024, BGSU will welcome 240 new incoming first-year students and 200 rising sophomores as new Thompson Working Families Achievement scholars who have excelled in their first year at BGSU.

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.

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 evaluated and realigned 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 Studies: Flight	
	Technology and Operations	
	BS in Aviation Studies: Aviation	
	Management and Operations	
Automotive	BS in Robotics Engineering	
	BS in Electrical and Computer	
	Engineering	
	BS in Mechanical and	
	Manufacturing Engineering	
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	Family and Consumer Science
	Workforce Education	
	BS in Mathematics	Data Science
	Minor in Data Science	
Healthcare	BS in Nursing	
	RN to BSN	
	BS in Medical Laboratory Sciences	
	BS in Public Health	
	BS in Respiratory Care	
	BS in Dietetics	
	BS in Nutrition Sciences	
	Bachelor of Applied Health Science	Health Care Administration
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

Objective 2 of the BGSU's strategic plan calls for BGSU to create public good through research, creative activities, partnerships, and engagement. As such, the Division of Research its Center for Regional Development continue 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, which studies a variety of societal issues facing our families.

BGSU devotes resources to help improve the lives and economic well-being of the citizens of Northwest Ohio through two initiatives. The first is the Center to Advance Manufacturing, which is funded by the State of Ohio as a collaboration between a public 4-year university (BGSU), a 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 the region by offering non-credit credentials and training certificates and pursuing applied research projects that addresses 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. ASSOCIATE DEGREE, CERTIFICATE, AND CREDENTIAL ATTAINMENT (ORC 3345.81.D)

BGSU works with local institutions of higher education to assist eligible students with some college receive a credential, which includes completing reverse transfer requests that could allow students to be awarded an applicable degree. Since 2019, 34 BGSU Firelands students have transferred credit back to Lorraine County Community College, one of BGSU's core partners in this work.

VIII. REENGAGING DISENROLLED STUDENTS (ORC 3345.351)

Between Spring 2019 and Fall 2023, 2,612 students have been disenrolled for at least four semesters and met the GPA and earned credit criteria outlined in ORC 3345.351. Each semester, the Office of Registration and Records runs a query to identify students who meet these criteria. The Admissions marketing team enters these students into a communication campaign that includes email and print mail to encourage reenrollment.

Simultaneously, the Office of Registration and Records runs a degree audit to determine whether any of these students are eligible to receive an Associate of Arts, Associate of Science, or Associate of Technical Studies degree from BGSU. Students within three classes of completing those degree requirements are referred to BGSU Firelands to determine whether any academic exceptions (for example, through credit for prior learning) might be applicable.

The Office of Registration and Records then verifies all approved degree audits and notifies students who have earned an associate degree by letter, which is sent to their last known address. Degrees are reported to NSC and HEI. These students are eligible to participate in BGSU Commencement exercises.

BGSU has awarded 773 associate degrees to students in this category over the past five years.

IX. 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 collaborate across divisions to identify and mitigate barriers to student success while creating programs and pathways that consider 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 that support changing student populations. We educate our students and prepare them to do well and do good wherever they go. 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.