BOWLING GREEN STATE UNIVERSITY
OFFICE OF THE PRESIDENT

Action of the Board of Trustees
Bowling Green State University
May 1, 2026

Approval of 2026-2028 Completion Plan Report

Resolution # 32-2026

Trustee Martin moved and Trustee Ebersole seconded that the Bowling Green State University Board of Trustees approve the 2026-2028 Completion Plan Report.

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

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

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

WHEREAS, the 2026-2028 Campus Completion Plan is consistent with the mission and priorities of BGSU and includes an update on our progress in meeting degree completion goals, as well as new initiatives in support of students' academic success;

WHEREAS, both quantitative and qualitative metrics are used to document progress toward completion goals;

WHEREAS, institutional goals for 2026-2028 include continued increases in fall-fall retention of first-time/full-time undergraduate students, four-year full-time graduation rate, six-year full-time graduation rate; and a decrease in the average number of credit hours earned upon completion of the bachelor's degree;

WHEREAS, several divisions on campus, including the Office of Academic Assessment, the Office of Student Engagement, and Residence Life, conduct a variety of assessment initiatives, such as focus groups and surveys on topics that include academic advising, Life Design, and experiential learning, to examine factors that impede or enhance persistence and completion; and

WHEREAS, BGSU is focusing on four primary areas that are closely aligned with the objectives found in our strategic plan, *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 improving the classroom experience; and enhancing financial support.

NOW, THEREFORE, BE IT RESOLVED, that the Bowling Green State University Board of Trustees hereby adopts the attached, 2026-2028 BGSU Campus Completion Plan; and

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

The undersigned, the President of Bowling Green State University, a state-assisted institution of higher education organized under the laws of the State of Ohio, hereby certifies that he believes the foregoing reflects the intent of the BGSU Board of Trustees; as presented and adopted at a meeting duly called and held on May 1, 2026.

The Board Secretary conducted a roll call vote with the following results: Voting "yes" – Ms. Budi, Ms. Ebersole, Mr. Forhan, Mr. Martin, Ms. O'Reilly, Mr. Remeis, Ms. Shore and Mr. Traul. The motion was approved with eight affirmative votes.

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

Rodney K. Rogers
President
Bowling Green State University
June 9, 2026

220 McFall Center | Bowling Green, Ohio 43403-0010 | 419-372-2211 | president@bgsu.edu

Dunn, Mitzi

From: no-reply@das.ohio.gov
Sent: Friday, May 22, 2026 1:51 PM
To: gmdavis@bgsu.edu
Subject: New submission for University Campus Completion Plan.

There is a new submission for University Campus Completion Plan.

University Name:	Bowling Green State University
Email of person completing this form:	gmdavis@bgsu.edu
Institutional Mission Statement:	With a spirit of innovation, Bowling Green State University is a premier, inclusive learning community that develops, transforms and impacts individuals and communities through learning, collaboration and discovery. As a public university, BGSU focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic and social vitality of our region, the state of Ohio, the nation and the world.
Institutional Vision Statement:	Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research and outreach, BGSU builds a collaborative, curious community where creative ideas, new knowledge and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation and the world.
Brief overview of institution:	Bowling Green State University (BGSU) is a public research university located in northwest Ohio and a member of the University System of Ohio. Founded in 1910, the university serves students across its main campus in Bowling Green and its regional campus, BGSU Firelands.BGSU offers a comprehensive portfolio of academic programs, including more than 200 undergraduate majors and programs, along with a wide range of graduate and online offerings across multiple

	academic colleges. The university is classified as a doctoral institution with high research activity and is accredited by the Higher Learning Commission.The university enrolls approximately 20,000 students across two campuses, including undergraduate, graduate, and online learners, and is supported by a faculty of approximately 750 members. BGSU's academic programs and student support services are designed to promote student success, engagement, and timely degree completion.Through its academic programs, research activity, and community partnerships, BGSU plays a central role in preparing graduates for careers in high-demand fields while contributing to the economic and workforce needs of the region and the state of Ohio.
Institutional Priorities:	Bowling Green State University continues to advance a comprehensive approach to student success that emphasizes purposeful engagement and timely degree completion. This work is grounded in a coordinated strategy that helps students make informed academic decisions, build meaningful connections, and maintain steady progress toward graduation. A central institutional priority is the expansion of Career and Life Design as the defining element of the BGSU undergraduate experience. Drawing on design thinking principles, Career and Life Design empowers students to take ownership of their education while building skills to navigate complex personal and professional decisions. BGSU has implemented Career and Life Design as a cross-campus framework rather than a single program. Students are introduced to design thinking early in their transition to the university and continue to apply that framework through academic planning, student engagement, and preparation for career readiness. This work is supported through coordinated efforts across university areas, ensuring that students encounter consistent messages and support throughout their experience. Building on this foundation, the university is expanding initiatives that connect career exploration, experiential and work-based learning, and employer engagement with the Career and Life Design framework. These efforts strengthen students' ability to translate their academic and co-curricular experiences into practical skills that can be applied across a range of professional opportunities. Together, these initiatives reflect BGSU's commitment to a coordinated, student-centered approach to completion. The integration of Career and Life Design, along with the development of Career Accelerators that connect academic learning with industry engagement, ensures that students graduate with both a degree and a clear direction for their future.
Barrier 1:	Transition and early academic momentum

Barrier 1 Description:	The transition from high school to college remains one of the most critical periods affecting student persistence. Students who enter their first semester without a clear academic plan or who enroll in fewer than 15 credit hours are less likely to maintain momentum toward timely degree completion. Ensuring that students begin their academic journey with a strong sense of purpose, a clear course plan, and early connections to campus resources is therefore a key institutional priority.
Barrier 2:	Navigating academic and career pathways
Barrier 2 Description:	Many students enter college with evolving academic and career interests. While exploration is a healthy part of the undergraduate experience, uncertainty about academic direction or career possibilities can lead to delayed decision-making, major changes, and excess credit accumulation. Helping students connect their academic interests with meaningful career pathways early in their college experience can improve engagement, decision-making, and long-term persistence.
Barrier 3:	Early identification of academic or personal challenges
Barrier 3 Description:	Students may encounter academic, financial, or personal challenges that affect their ability to remain enrolled and make progress toward their degree. Institutions must therefore be able to identify students who are experiencing difficulty early in the semester to provide coordinated support through advising, academic resources, and other services.
Barrier 4:	Student engagement
Barrier 4 Description:	Research consistently demonstrates that students who feel connected to their campus community are more likely to persist and complete their degrees. Students who do not engage in campus organizations, co-curricular activities, or other forms of involvement may be less likely to take advantage of resources and opportunities that support their personal and professional development.
Barrier 5:	Financial pressures and the cost of attendance
Barrier 5 Description:	Financial concerns remain an important factor affecting student persistence. Even when tuition is predictable and financial aid is available, rising costs associated with textbooks, course materials, and living expenses can create barriers for some students. Institutions must continue to explore strategies that reduce financial pressure and support students as they progress toward graduation.

Goal 1:	Improve student transition and early momentum through enhanced orientation and onboarding
Goal 1 Description:	During the 2024–2026 cycle, Bowling Green State University strengthened the transition experience for new students by integrating orientation and welcome programming with Career and Life Design.The schedule for University Orientation has been fully redesigned, with a new model launching in 2026 that centers the importance of design thinking as a tool to help students take ownership of their education. University Orientation now serves as a formal, practical introduction to the defining element of a BGSU education.Other key improvements included enhancing the academic advising experience during orientation to ensure that new students begin their first semester with a clear academic plan and course schedule aligned with degree requirements. The university augments the academic advisor team with faculty fellows and provides dedicated orientation training for all advisors to ensure that each student gets a personalized experience on their orientation day. More than 4,000 incoming students met individually with an advisor across 14 orientation sessions in Summer 2025.Fall Welcome programming has been redesigned to emphasize design thinking and the importance of early engagement, which includes the continuation of an expanded Start Strong event prior to the beginning of the semester. This event connects students with just-in-time academic advising, financial aid, technology support, course preparation resources, and personalized classroom tours the Sunday before classes to ensure they start the semester confident and knowing that support is available when needed. More than 100 students attended Start Strong in 2025.
Goal 1 Impact:	Collectively, these efforts have improved early academic planning, increased engagement during the first weeks of the semester, and strengthened students' sense of connection to the university community. As a result of these intentional efforts, and for the first time in BGSU history, first-time full-time students in the 2025 cohort averaged more than 15 credits in their first fall semester, positioning students for on-time graduation.
Goal 2:	Strengthen proactive and responsive outreach to support student persistence
Goal 2 Description:	BGSU continued to expand a coordinated student support system that combines data-informed outreach, targeted interventions, and a dedicated persistence communication plan for students experiencing academic or personal challenges.The university enhanced its early alert process by expanding the number of Outreach Coordinators from 98 in 2024 to 125 in 2026, connecting students who receive alerts with faculty and staff members who are

	closely connected to them. Training for Outreach Coordinators was standardized to ensure consistent and timely responses. The university also implemented a communication plan for academic partners, including deans, chairs, and faculty, to explain the early alert process and highlight the impact of faculty participation. As a result, faculty participation increased from 70% in Spring 2024 to 76% in Spring 2026, with 2,518 individual students receiving outreach.In addition, the university implemented a coordinated persistence communication strategy that provides timely, personalized reminders related to registration, advising appointments, and other key milestones in the academic year.Together, these initiatives have improved the university's ability to identify students in need of assistance and connect them with appropriate support resources earlier in the semester.
Goal 2 Impact:	On-time registration among first-year students increased by 5%, allowing staff to focus outreach efforts on students who had not yet enrolled and may need more specialized support.The retention rate for first-year cohort students receiving early alerts has increased from 55.8% for the 2021 cohort to 59.8% for the 2024 cohort.The overall retention rate for first-time, full-time students increased from 79.9% for the 2022 cohort to 81.1% for the 2024 cohort. Early indicators from Fall 2026 registration suggest continued improvement in retention for the 2025 cohort.
Goal 3:	Strengthen student engagement and belonging through integrated residential and co-curricular support
Goal 3 Description:	BGSU strengthened its student success ecosystem by integrating the Office of Student Engagement and Residence Life into a coordinated strategy designed to improve student belonging, engagement, and persistence. This integration allows staff responsible for residential programming and co-curricular involvement to work closely with student success teams to identify and support students who may be at risk of disengaging from the campus community.A key development during this cycle was the creation of an engagement dashboard that allows residence life team members, including Resident Advisors (RAs), to identify students who may not yet be participating in campus activities or organizations. This tool enables residence life staff and peer leaders to intentionally connect with a targeted group of students who may benefit from additional engagement opportunities or support resources. By focusing outreach on students less connected to the campus community, the university has strengthened its ability to intervene early and build meaningful relationships that support persistence.The integration of residential life and student success staff has amplified the work of both groups by aligning programming, outreach, and support services

	around shared student success goals.BGSU has also increased its focus on measuring the impact of large-scale engagement events that introduce students to opportunities for involvement. Campus Fest, an event designed to connect students with registered student organizations, has become an important gateway for student engagement. Beginning in 2026, the university implemented new tracking measures to understand how students join organizations following the event.
Goal 3 Impact:	During the two weeks after Campus Fest in Spring 2026, student organization rosters increased by 17%, representing 1,024 new memberships. As a result, 7,012 unique students are now participating in registered student organizations, a 16.9% increase since 2024. These data help the university better understand how engagement programming contributes to institutional strategic priorities, including increased retention and graduation rates.These efforts have also contributed to measurable improvements in student persistence. The retention rate of first-time, full-time residential students increased from 80% for the 2022 cohort to a record-high 81.8% for the 2024 cohort, representing 54 additional students retained. Early indicators for the 2025 cohort suggest that retention rates for residential students are tracking ahead of the previous year
Goal 4:	Reducing financial barriers to persistence and completion
Goal 4 Description:	BGSU expanded financial support initiatives designed to reduce barriers to persistence and help students remain on track toward degree completion.A central component of this effort is the Thompson Working Families Scholarship Program, which provides substantial financial assistance and coordinated support for students with significant financial need. This four-year program combines donor-funded scholarships with institutional matching funds and structured programming that helps scholars successfully transition to the university, build community, and connect their academic experience to a broader commitment to public good. Each year, 200 incoming students receive this scholarship.In addition, BGSU continues to support continuing students through the Thompson Achiever Scholarship program. Each year, 200 rising sophomores are selected for this competitive program based on their academic progress during their first year. Recipients receive a full-tuition scholarship and additional support for the remainder of their undergraduate experience, helping ensure that strong academic performance is not interrupted by financial hardship.The university has also expanded its work to improve textbook affordability through the increased adoption of open educational resources and other strategies designed to reduce course material costs. The

	University Libraries lead these efforts, which resulted in savings for students of $334,053 in AY 24-25. Projected textbook savings for Fall 2026 are $327,537, largely due to more widespread adoption of open educational resources.
Goal 4 Impact:	These efforts, combined with intentional financial aid and scholarship strategies, have helped lower the overall cost of attendance and contributed to students graduating with less debt. Students graduating with a four-year degree in 2024–25 carried an average of $891.55 less debt than those graduating in 2022–23. Additionally, the percentage of students graduating with no student loan debt increased from 32.8% to 35.1% during that same period.
Goal 1:	Improve First-Year Student Retention
Goal 1 Description:	Bowling Green State University will continue to improve first-year student retention by strengthening the coordinated systems that support students during their transition to college and throughout their first academic year. These systems include redesigned orientation and onboarding experiences, proactive outreach and early alert interventions, integrated advising support, and expanded engagement opportunities that foster a strong sense of belonging.These efforts help ensure that students begin their college experience with clear academic plans, early connections to campus resources, and timely support when challenges arise.
Goal 1 Current State:	BGSU has made steady progress in improving first-year persistence in recent years. Fall-to-fall retention for first-time, full-time students increased from 79.9% for the 2022 cohort to 81.1% for the 2024 cohort, reflecting continued progress in the university's student success efforts. The 2025 cohort had a record 93% fall-to-spring persistence rate, which is a positive leading indicator of retention.
Goal 1 Objectives:	During the 2026–2028 completion plan period, BGSU will continue strengthening coordinated student success strategies across orientation, advising, engagement, and outreach systems to further improve first-year persistence.The university will work to increase fall-to-fall retention for first-time, full-time students to 84% for the 2027 cohort.
Goal 2:	Increase Timely Degree Completion
Goal 2 Description:	BGSU will continue to improve timely degree completion by strengthening academic planning, supporting credit-completion momentum, and helping students connect their academic experience with meaningful personal and professional goals.Strategies supporting this goal include proactive advising, expanded engagement and belonging

	initiatives, financial support programs that reduce barriers to persistence, and the integration of Career and Life Design across the undergraduate experience.This work encourages students to remain engaged, make informed academic decisions, and maintain progress toward graduation.
Goal 2 Current State:	BGSU has made steady progress in improving graduation outcomes in recent years. The four-year graduation rate reached a record 54.2% for the 2021 cohort, while the six-year graduation rate for the 2019 cohort reached 63.7%. These outcomes represent an increase of 3.0% and 1.4%, respectively, over the past two cohorts.
Goal 2 Objectives:	During the 2026–2028 completion plan period, BGSU will continue to improve graduation outcomes for first-time, full-time students by strengthening academic planning, engagement, and coordinated student support systems.The university will work to achieve:• a 4-year graduation rate of 56% for the 2024 cohort, and• a 6-year graduation rate of 66% for the 2022 cohort.
Project 1:	Expand the Integration of Career and Life Design Across the Undergraduate Experience
Project 1 Description:	Bowling Green State University is expanding the integration of Career and Life Design as a defining element of the undergraduate student experience. Through Career and Life Design, students learn to explore academic interests, prototype career possibilities, and connect their coursework, co-curricular experiences, and personal goals. This approach helps students develop agency and confidence as they take ownership of their educational journey and prepare for life and career after graduation.Rather than existing as a single program or course, Career and Life Design at BGSU is implemented as a cross-campus framework that connects multiple components of the student experience, including orientation, advising, career development, student engagement, and experiential learning. This integrated approach encourages students to actively reflect on their interests and goals while identifying opportunities to build skills and pursue meaningful career pathways.By strengthening the connection between academic exploration, career preparation, and personal purpose, Career and Life Design supports students in making informed decisions about their education and remaining engaged throughout their college experience.
Project 1 Current State:	BGSU has made significant progress in scaling Career and Life Design as a core element of the student experience. Since 2023, over 200 faculty and staff have been trained as Life Design Affiliates and/or Life Design course instructors. This integration strategy has resulted

	in shared objectives and vocabulary that serve as the foundation for student success and career readiness efforts throughout the institution. Between Fall 2024 and Spring 2026, 5,208 students have taken a Life Design course.Many students begin their engagement with Career and Life Design through introductory courses and programs that help them explore campus opportunities, reflect on their interests, and develop strategies for navigating their college experience. Career and Life Design principles are also integrated into advising conversations, student engagement and residence life programming, and career exploration resources.The university continues to expand partnerships between the Radbill Center, the Kuhlin Career Hub, academic colleges, advising, and student engagement staff to embed Career and Life Design concepts throughout the student journey. Orientation programming has also been redesigned to introduce design thinking as a foundational approach that encourages students to take ownership of their educational experience from the moment they arrive on campus.These efforts have positioned BGSU as a national leader in implementing Career and Life Design at scale and have created a strong foundation for expanding this work in the next phase of the university's student success strategy.
Project 1 Objectives:	• Introduce Career and Life Design principles to 100% of first-year students through orientation, first-year programming, and academic experiences that encourage exploration and intentional decision-making.• Strengthen collaboration between advising, career development, and student engagement professionals to ensure that Career and Life Design concepts are consistently integrated into student support conversations and programming.• Increase the number of academic and co-curricular programs that incorporate Career and Life Design principles, enabling students to connect their coursework, campus involvement, and career interests in meaningful ways.• Develop assessment strategies to better understand the impact of Career and Life Design participation on student engagement, sense of purpose, and persistence.
Project 2:	Expand the Career Champions Initiative to Embed Career Development Across the Student Experience
Project 2 Description:	Bowling Green State University is working to strengthen a "career everywhere" ecosystem that helps students connect their academic experience with meaningful career pathways. Recognizing that students interact with many mentors throughout their college experience, the university is expanding efforts to engage faculty and staff as active partners in supporting students' career development.The Career Champions initiative is designed

	to empower faculty and staff to play a more visible role in helping students understand career opportunities, identify relevant skills, and navigate their transition from college to the workforce. Through this program, faculty and staff participate in professional development opportunities that introduce career readiness milestones and provide practical tools for integrating career conversations into advising, coursework, mentoring, and student engagement activities.By broadening the network of individuals who can support career exploration, BGSU aims to ensure that students encounter career guidance throughout their academic journey. This distributed approach complements the university's Career and Life Design framework by encouraging students to connect their academic interests, personal goals, and career aspirations across multiple aspects of their college experience.
Project 2 Current State:	BGSU has begun developing a campus-wide career development ecosystem in partnership with the Career Leadership Collective, a higher education organization that works with institutions to strengthen career readiness strategies. This partnership has helped the university identify opportunities to expand career development beyond traditional career services and embed career exploration more broadly across the student experience.As part of this effort, the Kuhlin Career Hub launched the Career Champions initiative, which invites faculty and staff to participate in workshops designed to highlight their existing influence on student career development while providing resources and guidance for supporting students' career readiness. These sessions are facilitated by the Career Design team and focus on recognizing the role faculty and staff already play in shaping students' professional development. The initiative seeks to recognize and celebrate faculty and staff who contribute to student career preparation, increase access to career readiness support for all students, and equip campus partners with tools to incorporate career readiness milestones into their interactions with students.
Project 2 Objectives:	• Expand participation in Career Champions workshops across all academic and student affairs units.• Fully implement career readiness milestones, which were developed and launched in 2024-25, including providing practical tools to all faculty and staff so they can support students' career exploration and professional skill development.• Strengthen collaboration between the Kuhlin Career Hub, academic colleges, advising teams, and student engagement units through regular meetings to ensure that career development conversations occur throughout the student experience.• Develop and implement a strategy focused on work-integrated learning

	to bring more work-based projects into the classroom and learning environments at BGSU.
Do the most recent OATN compliance reports (OT36 and TAG Compliance Report, CTAG Compliance Report, and MTAG Compliance Report) indicate areas of noncompliance for your institution?	Yes
If yes, provide a plan to improve compliance:	For OT36, BGSU has several matches that were either not approved or returned for rework during the 2023 revalidation cycle. A new Director of General Education was hired in January 2026, who immediately began working with faculty to revise these proposals, which will be resubmitted for the Fall 2026 review cycle.There is a two-pronged approach for TAG and CTAG approval for the academic year 26-27. The first commitment to compliance is to thoroughly review and confirm that the courses on the TAG and CTAG compliance reports are the correct courses and correct any errors on the report. BGSU will work closely with ODHE staff to accomplish this effort.Second, our plan is to engage with appropriate department chairs and deans to increase completion by faculty experts. The university plans to focus first on submissions needed for OGTPs, next on the renewal submissions and finally any areas that have not previously submitted courses for approval.
Describe a strategy to be employed to increase transfer student success:	Bowling Green State University continues to strengthen support for transfer students by implementing coordinated strategies designed to promote a smooth transition and timely degree completion. In recent years, the university has enhanced orientation programming specifically for transfer students, ensuring that they receive targeted guidance related to credit evaluation, academic planning, and campus resources. BGSU has also developed a dedicated communication strategy that addresses the distinct needs of transfer students by providing timely information about advising, registration, and degree requirements. In addition, the university has increased staff resources focused on transfer student success, enabling more individualized support and proactive

	outreach throughout the transition process. These efforts help transfer students navigate institutional processes efficiently and maintain progress toward degree completion.
Number of students:	1832
Provide a plan and timeline to contact students meeting the preceding criteria who are eligible or close to being eligible to receive an associate degree.	Each year, the university generates a list of stop-out students who have not enrolled for two or more years, did not complete a bachelor's degree, have a cumulative GPA of 2.0 or higher, and have no active holds or academic conduct issues.In collaboration with Admissions, this list is used to implement a campaign designed to engage these students and encourage re-enrollment at BGSU. Outreach efforts include coordinated email, text, and mail communications to maximize engagement and awareness of re-enrollment opportunities.In addition, degree audits are conducted to identify students to determine eligibility for the award of an associate degree. Students who meet the requirements are notified, and their degree is awarded accordingly.
Number of students contacted in previous 2 years:	1832
Number of students who received a degree or reenrolled in previous 2 years:	798
Describe the institution's initiative(s), other than the requirement from ORC 3345.351, to assist students with some college but no degree to earn a certificate, credential, or degree. Provide results if available.	BGSU introduced the Bachelor of General Studies degree in Fall 2025, which is available to students who have earned an associate's degree or completed a minimum of 60 credit hours. This program provides an opportunity for students to earn a bachelor's degree in a way that accommodates varied educational backgrounds and individual needs. Students may complete this degree by taking existing courses online, in person, or between both modalities.The program is designed to increase bachelor's degree attainment for three student populations:• Students who have accumulated significant credits at BGSU or other institutions but have not completed their degree.• Students at BGSU who are unable to complete their declared major but wish to earn a degree.• Students who have earned an associate degree at Firelands or another institution, including working adults seeking career advancement.BGSU has identified 421 students who have

	not been enrolled since Summer 2023 and are within 15 credits of completing a bachelor's degree. The university has conducted outreach to students in this group and is actively working with 100 students who would be eligible to complete the Bachelor of General Studies by December 2026.
Workforce Project 1:	Develop and implement Career Accelerators to strengthen connections between academic learning and workforce preparationBowling Green State University is launching Career Accelerators, an industry-aligned framework designed to strengthen connections between academic learning, career exploration, and workforce preparation. Career Accelerators create structured opportunities for students to engage with industry partners while developing practical skills, professional networks, and applied learning experiences.Career Accelerators are integrated into BGSU's Career and Life Design framework, providing students with opportunities to explore career pathways, test professional interests, and apply their skills in authentic industry contexts. By connecting these experiences to design thinking principles, students are better able to reflect on their learning, articulate their skills, and make informed decisions about their academic and career goals.Each accelerator focuses on a specific JobsOhio-related industry while operating within a shared institutional framework that integrates academic coursework, experiential learning, and employer engagement. Through this model, students participate in industry site visits, project-based courses, mentorship opportunities, and career development programming that connect classroom learning with real-world challenges.BGSU will launch Career Accelerator pilots in Fall 2026, focusing on the Agriculture and Advanced Manufacturing sectors. These areas were selected based on strong regional workforce demand and alignment with the university's academic and research strengths. During the 2026–2028 cycle, the university will focus on building the infrastructure necessary to scale this model, including developing interdisciplinary coursework, expanding employer partnerships, and establishing clear pathways for student participation across multiple years.This work is supported through collaboration among key campus partners, including the Radbill Center for College and Life Design, the Kuhlin Hub for Career Design and Connections, the Office of Industry Partnerships, and the Center for Regional Development. Industry partners will play an active role through advisory boards, mentorship, project sponsorship, and internship pathways that provide sustained engagement with students over time.Together, these efforts expand access to high-impact, scalable career-connected learning experiences. By embedding

	Career Accelerators within the broader student experience, the university is strengthening the connection between academic learning and workforce preparation while supporting student engagement, persistence, and post-graduation success.
Workforce Project 2	Enhance academic programs aligned with JobsOhio priority sectors, including healthcare, engineering, advanced manufacturing, and computer science.Bowling Green State University continues to align academic program development and expansion with JobsOhio priority sectors and regional workforce needs across Northwest Ohio. Program growth is informed by a combination of the Ohio In-Demand Jobs list, long-term occupational gap analyses, and real-time labor market data, ensuring that institutional investments reflect both current and projected employer demand.These analyses consistently identify strong, sustained demand in high-skill fields central to the region's economic competitiveness, including advanced manufacturing, healthcare, engineering, information technology, and related STEM disciplines. For example, statewide projections indicate strong and continued demand for software developers, with more than 3,500 annual openings, while engineering roles such as industrial and mechanical engineers continue to show steady growth and high replacement demand. Healthcare occupations also remain critically undersupplied, with persistent shortages in nursing, physical therapy, and allied health fields across the care continuum. Regional data further reinforce these trends. Ten-year occupational gap projections for the Northwest Ohio region indicate structural shortages across healthcare, engineering, computer science, and business-related occupations requiring a bachelor's degree or higher. Real-time job posting analytics show sustained employer demand in these fields, with elevated posting intensity and extended vacancy durations signaling ongoing difficulty in filling high-skill roles. In response, BGSU is expanding academic programs and enrollment capacity in areas directly aligned with these workforce needs, including nursing, engineering, advanced manufacturing, and computer science. These efforts are complemented by investments in interdisciplinary programs, applied learning experiences, and partnerships with regional employers to ensure that students develop both the technical competencies and professional skills required in high-demand fields.Through this intentional alignment of academic programs with JobsOhio sector priorities and regional labor market demand, BGSU is strengthening its role as a key contributor to the state's talent pipeline. These efforts support student success by connecting degree pathways to clear career opportunities

	while advancing regional economic development and long-term workforce sustainability.
Workforce Project 3:	Expand work-integrated learning opportunities through institutional partnerships and scalable student employment modelsBowling Green State University is expanding its commitment to work-integrated learning (WIL) as a central component of student success and workforce preparation. Work-integrated learning connects academic coursework with real-world application, enabling students to develop practical skills, build professional networks, and gain meaningful experience prior to graduation.BGSU's participation in the Work+ Collective Institute represents a significant step in redefining the role of student employment as a high-impact learning experience. Through this initiative, the university is redesigning the "working learner" experience to ensure that on-campus employment is intentionally aligned with students' academic interests and career goals. During the 2026–2028 cycle, BGSU will focus on enhancing training for supervisors of student employees to better support skill development, feedback, and mentoring, as well as reimagining the recruitment and onboarding process for working learners to emphasize professional skill-building and career readiness from the outset. These efforts position student employment as a structured developmental experience rather than solely a source of income.This work is closely aligned with BGSU's Career and Life Design framework, which encourages students to actively explore, test, and refine their academic and career pathways. By connecting student employment and applied learning experiences to Life Design principles, BGSU is helping students reflect on their skills, articulate their experiences, and make more intentional decisions about their academic and professional goals.In parallel, BGSU has been selected as one of a limited number of institutions nationwide to participate in the National Work-Integrated Learning Accelerator, a collaborative initiative that supports the development of scalable models connecting academic programs with industry engagement. Through this effort, the university is partnering with faculty, staff, and employers to design and expand company-to-classroom partnerships, enabling students to engage in applied, project-based learning while addressing real-world challenges identified by industry partners.Together, these initiatives position BGSU to expand access to high-quality, scalable work-based learning opportunities across disciplines. By embedding work-integrated learning throughout the undergraduate experience, BGSU is strengthening the connection between academic learning and career preparation. These efforts support student engagement and persistence while ensuring that graduates are equipped with the skills and experience

	needed to succeed in high-demand fields and contribute to regional economic development.
Workforce Project 4:	

Powered by 

CAUTION: This is an external email and may not be safe. If the email looks suspicious, please do not click links or open attachments and forward the email to csc@ohio.gov or click the Phish Alert Button if available.