BGSU | Institutional Effectiveness

BOWLING GREEN STATE UNIVERSITY

MEMORANDUM

TO: LEAP Implementation Team

FROM: John Lommel, Director of Institutional Effectiveness

DATE: July 14, 2020

RE: HLC Quality Initiative Proposal Approval

ATTACHMENT: HLC Open Pathway Quality Initiative Proposal Review Form
Quality Initiative Proposal

On June 25, 2020, we received approval from the Higher Learning Commission for our Quality Initiative Proposal. The HLC review team did not require any modifications or changes to our proposal.

I want to thank each member of this team for the development of the plan to enhance integrative learning, communication in context, and signature work pieces within BGSU. I appreciated all of your insight, edits, and comments regarding the proposal. Your thoughts and insight made this a better proposal and meaningful plan to enhance the education at BGSU. Specifically, I want to thank Dean Craig for his leadership in the development of this Quality Initiative Proposal. Additionally, Jessica Turos did excellent work in developing the assessment plan for the Quality Initiative and providing exceptional feedback regarding the narrative.

This approval is only step one in our reaffirmation for accreditation with HLC. We now must follow through with the plan proposed in our Quality Initiative. We will submit a final report regarding the work of our plan by June 1, 2022. HLC will then review that report which will become part of BGSU's comprehensive evaluation for reaffirmation of accreditation.

Thank you again for all your work. I look forward to working with all of you as we implement this initiative.

HIGHER LEARNING COMMISSION

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June 25, 2020

Dr. Rodney Rogers
President
Bowling Green State University
220 McFall Center
Bowling Green OH 43403

Dear President Rogers:

This letter is accompanied by the Quality Initiative Proposal (QIP) Review form completed by a peer review panel. Bowling Green State University's QIP is approved.

Within the QIP Review form, you will find comments from the panel for your consideration as you proceed with your Quality Initiative. The panel reviewed the QIP for four areas:

- Sufficiency of initiative's scope and significance
- Clarity of initiative's purpose
- Evidence of commitment to and capacity for accomplishing the initiative
- Appropriateness of the timeline for the initiative

If you have questions about the panel's review, please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org). For any questions about your Quality Initiative, contact John Marr, at jmarr@hlcommission.org.

The Higher Learning Commission

Open Pathway Quality Initiative Proposal Review Form

Date of Review: June 2020

Name of Institution: Bowling Green State University State: Ohio

Institutional ID: 1533

Reviewers (names, titles, institutions): Dr. Deborah King, Vice Chancellor for Instruction, Phillips Community College of the University of Arkansas; Dr. Gar Kellum, Director of Student Support Services-Retired, Winona State University

Review Categories and Findings

1. **Sufficiency of the Initiative's Scope and Significance**
    - Potential for significant impact on the institution and its academic quality.
    - Alignment with the institution's mission and vision.
    - Connection with the institution's planning processes.
    - Evidence of significance and relevance at this time.

Finding:

☒ The Quality Initiative Proposal demonstrates acceptable scope and significance.

☐ The Quality Initiative Proposal does not demonstrate acceptable scope and significance.

Rationale and Comments: (Provide 2–3 statements justifying the finding and recommending minor modifications, if applicable. Provide any comments, such as highlighting strong points, raising minor concerns or cautions, or identifying questions.)

Bowling Green State University's QIP titled *Advancing Integrative Learning and Signature Work* has the potential to have a significant impact on the institution and on its academic quality. This proposal an effort by the University to develop cross curricular integrative learning practices across academic programs. The proposal involves selecting pilot signature programs for specific academic programs. The proposal is significant and broad in scope. The impact on the institution and all students based on using the signature work to allow students and opportunity to demonstrate the application of learning. The proposal is closely tied to the University mission and vision and focuses on helping students with critical thinking, effective communication, creative and critical problem solving, and meta cognition for the transfer of knowledge. This is directly aligned with BSUs mission which includes a statement about "preparing students for lifelong personal and career growth and for engaged citizenship and leadership in a global society"

The proposal has been integrated into the Focus on the Future Strategic Plan and the institutional efforts to redefine student success which focuses on integrative learning, communication in context, and a signature work. The program is relevant and significant

and addresses the general education and program learning outcomes and will impact all students at some point. The relevance of using integrative learning with signature work can be very important for students. Life is not a series of courses and all learning is connected and through integrative learning student can make the connections among concepts and apply those concepts to applied to issues or challenges.

Providing a learning environment which fosters integrated learning and uses a capstone or signature educational experience to engage students is a worthy effort for the faculty at BGSU. The relevance of this cross curricular approach is particularly important in today's world where graduates will have to "integrate, apply, and reflect what they have learned. Additionally, this effort may strengthen the general education students need to more fully develop their major academic area of interest.

2. **Clarity of the Initiative's Purpose**

   - Clear purposes and goals reflective of the scope and significance of the initiative.
   - Defined milestones and intended goals.
   - Clear processes for evaluating progress.

Finding:

☒ The Quality Initiative Proposal demonstrates clarity of purpose.

☐ The Quality Initiative Proposal does not demonstrate clarity of purpose.

Rationale and Comments:

The BSU QIP is clearly presented and the purpose is focused on student learning. The goal of aligning academic programming with the VALUE integrative rubric will improve applied learning during and after their college experience. Additionally, the plan to embed integrative outcomes into both course and program outcomes is a major effort but tie to the purpose and will impact most students.

Competencies in the skill sets identified by the Task Force at BGSU include critical thinking, effective communication, creative and critical problem solving, meta cognition for transfer of knowledge into new and evolving contexts. Specific holistic milestones have been identified on a time line and align with the intellectual and practical skills, general and specialized knowledge, personal and social responsibility, and the ability to integrate, apply, and reflect on learning. The use of signature projects across disciplines will provide an opportunity to capture how students use what they learn. Academicians often know what the graduate idea should possess but it is often difficult to identify if students have actually acquired what we teach. This QIP provides an opportunity to assess that kind of "understandings and disposition" based knowledge. It is evident that by redefining student success based on the integrative learning, communication in context, and signature work will further the assessment difficult to measure learning outcomes.

The proposal includes a comprehensive list of work to be accomplished, the progress evaluation and assessment of that work, indicators of success, and a timeline for the signature work and for the integrative learning. The metrics and indicators are precise and span a reasonable time frame to accomplish BSU goals.

3. **Evidence of Commitment to and Capacity for Accomplishing the Initiative**

- Commitment of senior leadership.
- Commitment and involvement of key people and groups.
- Sufficiency of the human, financial, technological, and other resources.
- Defined plan for integrating the initiative into the ongoing work of the institution and sustaining its results.
- Clear understanding of and capacity to address potential obstacles.

Finding:

☒ The Quality Initiative Proposal demonstrates evidence of commitment and capacity.

☐ The Quality Initiative Proposal does not demonstrate evidence of commitment and capacity.

Rationale and Comments:

The BSU QIP is supported by senior leadership and has several key players engaged in the work. It is unclear if faculty will be part of the implementation team. Administrators are listed by position but no faculty are led as part of that team. Although it is stated in the proposal that faculty leaders will be involved in selecting the signature work pieces and auditing their programs for integrative learning. I am uncertain who administers the Center for Faculty Excellence will coordinate the project working with departments and this Center may be faculty led. It is evident that there is great involvement at all levels and the college has the capacity to implement the plan and all aspects of Academic Affairs will be part of the work. There will be some marketing costs but the project which is large in scope is low in fiscal costs. The human resources will be tremendous but the long-term impact of the project will benefit students. There may be some marketing costs.

4. **Appropriateness of the Timeline for the Initiative**

- Consistency with intended purposes and goals.
- Alignment with the implementation of other institutional priorities.
- Reasonable implementation plan for the time period.

Finding:

☒ The Quality Initiative Proposal demonstrates an appropriate timeline.

☐ The Quality Initiative Proposal does not demonstrate an appropriate timeline.

Rationale and Comments:

The timeline for the proposal is appropriate and realistic. It is in line with the purposes and goals of the project. Additionally, it is in line with BGSU's mission, the Focus on Futures Strategic Plan, and the student success agenda. It is tied to the college competencies. The framework for redefining student success for BSU is understandable and applicable to student learning. Using integrative learning, requiring signature work to demonstrate learning and measuring a student's use of communication in context through this signature work is important to the institution and to the students it serves.

General Observations and Recommended Modifications

Panel members may provide considerations and suggested modifications that the institution should note related to its proposed Quality Initiative.

Conclusion

☒ Approve the proposed Quality Initiative with or without recommended minor modifications. No further review required.

☐ Request resubmission of the proposed Quality Initiative.

Rationale and Expectations if Requesting Resubmission

Timeline and Process for Resubmission
(HLC staff will add this section if the recommendation is for resubmission.)

HIGHER LEARNING COMMISSION

FORM

Open Pathway Quality Initiative Proposal

Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the quality improvement requirements of the Open Pathway.

Rodney K. Rogers 6/1/2020

Signature of Institution's President or Chancellor *Date*

Rodney K. Rogers

Printed/Typed Name and Title

Bowling Green State University

Name of Institution

Bowling Green, Ohio

City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. Proposals should be no more than 4,500 words. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. It is due no later than June 1 of Year 7.

Submit the proposal as a PDF file to hlcommission.org/upload. Select "Pathways/Quality Initiative" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. Submission file names should utilize the following format: QIProposal[InstitutionName][State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

Advancing Integrative Learning & Signature Work

Bowling Green State University's Quality Initiative (QI), *Advancing Integrative Learning and Signature Work*, is composed of two focus areas. One focus area will develop, pilot and assess signature work experiences for select academic programs. A second focus area will develop Integrative Learning practices across academic programs. The QI is aligned and supports Objective 1, Redefining Student Success, of BGSU's strategic plan Focus on the Future. The focus areas of Integrative Learning and Signature Work Experience requires a large-scale undergraduate curriculum review. The QI will also provide a common framework for BGSU to assess one of the university's priority learning outcomes across all undergraduate programs.

The AAC&U defines Integrative Learning as "an understanding and disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond campus."[1] The Signature Work Experience component will provide a framework for students to integrate and apply their learning to a significant interdisciplinary project completed across the student's tenure at BGSU.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

The QI will provides a pathway to achieve the goal of Focus on the Future's Objective 1: Redefining Student Success. The goal of objective 1 is to provide "students a demonstrably superior and innovative learning experience that intentionally prepares them to lead meaningful and productive lives." One strategic commitment to achieve the goal of objective 1 is to "expand experiential education by requiring every student to complete an interdisciplinary signature work project that addresses an important societal issue." The QI will further define the benchmarks for Objective 1: Redefining Student Success.

BGSU graduates must be well prepared to live productive and meaningful lives in a world that is rapidly changing. To be productive in the workforce and contribute meaningfully to their communities, BGSU graduates must develop a broad and relevant skillset to include critical thinking, effective communication, creative and critical problem-solving, and the metacognition necessary for skills and knowledge transfer into new and evolving contexts. Students must be prepared to activate their learning—that is how their education will be relevant across their lifetimes. The QI: Advancing Integrative Learning and Signature Work provides the platform to achieve the goal of truly redefining student success by providing a relevant, transferable, and generative BGSU educational experience.

Redefining student success enhances BGSU's mission, as our students and graduates face an environment of significant change in workplaces and workforce needs, in societal expectations around national and global citizenship, and in how they will contribute to the common good:

> 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, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can

[1] Definition from the AAC&U Integrative Learning VALUE Rubric (Appendix A)

benefit others in our region, the state of Ohio, the nation, and the world. [BGSU Mission https://www.bgsu.edu/focus-on-the-future/mission-vision-and-core-values.html]

The QI milestones will further advance the goals of redefining student success by providing "holistic and comprehensive educational experiences" while preparing our graduates for "lifelong personal and career growth."

BGSU has a long history of using University Learning Outcomes, general education learning outcomes, and program learning outcomes to assess student achievement and learning. The overarching University Learning Outcomes for BGSU are:

1. Intellectual and Practical Skills.
2. General and Specialized Knowledge.
3. Personal and Social Responsibility.
4. Integrate, Apply, and Reflect.

BG Perspective learning outcomes (general education) align with University Learning Outcomes (see Appendix B). Program learning outcomes are specific to each field of study and connect with the University Learning Outcomes. For a nearly a decade, BGSU has used the AAC&U VALUE Rubrics to operationalize assessment of all these outcomes. However, when BGSU first aligned its outcome assessment to the AAC&U VALUE Rubrics the rubric for integrative learning was not developed. Therefore, the university outcome, "Integrate, Apply, Reflect,"[2] has been assessed only tangentially and with varying degrees of success across the institution.

The QI is significant, in that, it brings common, holistic, comprehensive learning outcomes assessment focusing on integrative learning to all BGSU undergraduate programs. By intentionally adopting and integrating the AAC&U Integrative Learning VALUE Rubric (see Appendix A) to assess the University Outcome, "Integrate, Apply, Reflect;" BGSU will determine the extent students achieve this important university learning outcome. In addition, the Integrative Learning VALUE Rubric will provide instructors guidance on incorporating the assessment of the learning outcome into the curriculum. The QI's goal is to better prepare our graduates for productive lives by providing focused instruction and assessment regarding integrative learning.

3. Explain the intended impact of the initiative on the institution and its academic quality.

Bowling Green State University's Focus on the Future Strategic Plan calls for ensuring that "each undergraduate student has been intentionally prepared for lifelong personal and career growth, engaged citizenship, and leadership." Achieving this objective is the intended impact of the institution's strategic Objective 1: Redefining Student Success. The curricular focus of Redefining Student Success has three major components: Integrative Learning, Communication in Context, and Signature Work (see Appendix C) which will help students directly integrate and connect their general education, major courses, co-curricular experiences, and life experiences to create new ideas and solve ever-evolving problems. Developing this holistic educational process at BGSU will help undergraduate students better understand how the knowledge and skills learned in the general education courses connect to and inform the courses in their major. This transformation of the educational process requires long-term effort and sustained effort.

[2] **Synthesis and advanced accomplishment across general and specialized studies** as evidenced in project-based work systematically collected throughout the duration of the student's enrollment. Such projects draw on all of the skills and fields of knowledge described above. What has been learned from accumulated experiences is recorded in written reflections.

The Quality Initiative provides momentum to truly redefine student success by providing specific, measurable, and attainable benchmarks regarding Integrative Learning throughout the institution. The QI will require all programs to evaluate, redesign, and implement integrative learning practices. The success of these practices will be evaluated throughout students' coursework and in the signature work product using the adapted AAC&U VALUE Integrative Learning Rubric. Within the scope of the QI, the specific intended impact is to help students make the integrative connections needed to be ready for future careers. The Signature Work piece will allow students to demonstrate how their entire collegiate experience integrates to provide answers significant questions and problems.

A successful Quality Initiative will transform the curriculum, pedagogy, and student learning outcomes; consequently, our students will be better prepared for lifelong personal and career growth.

Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.

BGSU is enhancing the educational experience and outcomes (our primary purpose) through the QI: Advancing Integrative Learning and Signature Work through two primary goals: 1) adoption of the Integrative Learning VALUE Rubric (modified slightly for BGSU and including Bloom's revised taxonomy [Anderson et al. 2001]) into pedagogical practice and assessment; 2) the integration of a Signature Work project into all programs of study.

Goal 1: To align academic programming with the VALUE Integrative Rubric, BGSU will shift course and program focus to assessment of learning and the inclusion of intentional activities and pedagogies to develop student metacognition throughout and beyond their educational experience.

Goal 2 (with 2 sub-goals): BGSU is examining every course of study to embed the integrative outcomes into the program and course outcomes so that every program will address desired student outcomes. BGSU will create required Signature Work projects within every undergraduate degree program so that students have experience developing projects that demonstrate their learning while anticipating future work activity in different contexts.

Within the framework and timeline of this Quality Initiative proposal, we plan to meet these benchmarks:

- 35% of all undergraduate programs will have assessed signature work projects by Fall 2021. This will provide a good measure of completing 100% of programs by 2024. BGSU will leverage existing capstone projects and courses for assessment purposes, providing a baseline for understanding the achievement of the learning outcomes over time. Identifying the goals of integrative learning at the end of the degree also provides guidance for faculty in curricular and pedagogical revision while also providing immediate impact for students by framing their capstone experience in terms of new learning outcomes.
- 25% of undergraduate programs will have identified or begun to make curriculum changes to intentionally incorporate integrative learning by Spring 2022. The goal is to have all programs incorporating and assessing Integrative Learning outcomes and practices by Fall 2024.

5. Select up to three main topics that will be addressed by the initiative.

☐ Advising ☐ Assessment ☐ Civic Engagement

- ☒ Curriculum
- ☐ Diversity
- ☐ Engagement
- ☐ Faculty Development
- ☐ First-Year Programs
- ☐ General Education
- ☐ Leadership
- ☐ Learning Environment
- ☐ Online Learning
- ☐ Persistence and Completion
- ☐ Professional Development
- ☐ Program Development
- ☐ Program Evaluation
- ☐ Quality Improvement
- ☐ Retention
- ☐ Strategic Planning
- ☒ Student Learning
- ☒ Student Success
- ☐ Teaching/Pedagogy
- ☐ Underserved Populations
- ☐ Workforce
- ☐ Other:

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

The Quality Initiative (QI) focuses on achieving student success benchmarks through Integrative Learning, starting with a focus on Signature Work. This QI is part of BSGU's Focus on the Future Objective 1, Redefining Student Success, which encompasses Integrative Learning with Signature Work, and Communication in Context as integral components (see Appendix C). As stated earlier, the Communication in Context focus falls outside the timeline of the QI. The Integrative Learning component will continue beyond the Quality Initiative timeframe. Throughout the QI, BGSU will evaluate and monitor progress to key milestones and then adjust as necessary. In addition to the components listed below, BGSU will conduct an institutional review and reflection after each of the first two years of the QI to examine each component and have a cross-campus dialogue to identify strategies for improvement. In the tables below, the two initiatives are represented as distinct activities, but they are integrated and occur simultaneously:

Signature Work

Quality Initiative Project Areas	Progress Evaluation & Assessment	Indicators of Success	Timeline
Review of academic programs for Signature Work/capstone	Monitor progress and identify completion rate at the end of Summer 2020, with the goal of 100%. If not 100% completion, review the process, make edits, and continue audit.	Audit/inventory of all BGSU academic programs completed	Summer 2020

Finalize the Signature Work learning outcomes (LOs)	Monitor progress with the goal of a final version by Fall 2020. Incorporate feedback and revise Signature Work LOs if needed.	Final version of Signature Work LOs documented, as adapted from the AAC&U Integrative Learning VALUE Rubric (Signature Work LOs are the highest level of the Integrative Learning LOs)	Fall 2020
Begin development of Signature Work/capstone requirement	All colleges will communicate expectations to their programs/units	Communication of expectations of Signature Work/capstone requirement Initial development of Signature Work/capstone requirements (including LOs and assessment plans)	Spring 2021 & Summer 2021
Develop Signature Work/capstone requirement	Monitor progress and identify completion rate at the end of Fall 2021, with the goal of 100% by Spring 2024. If not 35% completion by Fall 2021, clarify, provide professional development, and continue development. Signature Work requirements for another cohort of programs will continue, with another 35% in place by Fall 2022, another 20% by Fall 2023, and the remaining 10% by Fall 2024; the pilot process will be clarified and developed iteratively across each cohort of programs.	Development of Signature Work/capstone requirements (including LOs and assessment plans) for all programs Development of professional development for faculty across each cohort across time. Development and successful implementation of curricular review process that foregrounds implementation of SW (and IL) outcomes.	Fall 2021

Pilot assessment of Signature Work using adapted AAC&U Integrative Learning VALUE Rubric	Pilot academic programs with the adapted AAC&U Integrative Learning VALUE Rubric during Fall 2021 to serve as a baseline and guide curricular revisions for Integrative Learning. Feedback from pilot participants will help determine any adjustments that need to be made to the rubric for future use. Feedback will also provide guidance for programs still developing their signature work and refining current signature work pieces.	Use of AAC&U Integrative Learning VALUE Rubric by all identified pilot academic programs	Fall 2021
Build Signature Work/capstone experiences into the curriculum	Monitor progress and identify submission rates by Spring 2022, with the goal of 100% by Spring 2024	Proposals submitted to curriculum committees	Spring 2022

Integrative Learning

Quality Initiative Project Areas	Progress Evaluation & Assessment	Indicators of Success	Timeline
Finalize the Integrative Learning LOs	Monitor progress with the goal of a final version by Fall 2020. Incorporate feedback and revise Integrative Learning LOs if needed.	Final version of Integrative Learning LOs documented from the adapted AAC&U Integrative Learning VALUE Rubric	Fall 2020
Review of academic programs' LOs for alignment with Integrative Learning LOs	Monitor progress and identify completion rate at the end of Spring 2021, with the goal of 100%. If not 100% completion, review the process, make edits, and continue audit.	Audit/inventory of all BGSU academic programs completed List of pilots, cohort plan that provides coherent approach to distribution across colleges, across	Spring 2021

	Develop a list of possible pilot programs for program revision; align with routine program review; develop an initial sequence for cohort progress to meet 2024 goals.	accredited and no-accreditation programs.	
Identify assessment plans for Integrative Learning	Monitor progress and identify completion rate at the end of Fall 2021, with the goal of 50%. If not 50% completion, clarify assessment plans and continue alignment.	Use and adapt existing Student Achievement Assessment Committee (SAAC) assessment plan and reporting cycle processes for documentation of course alignment with adapted AAC&U Integrative Learning LOs and assessment plan for introduction, reinforcement, and final assessment.	Fall 2021
Pilot assessment of Integrative Learning LOs using adapted AAC&U Integrative Learning VALUE Rubric	Pilot academic programs with the adapted Integrative Learning AAC&U VALUE Rubric during Spring 2022. Feedback from pilot participants will help determine any adjustments that need to be made to the rubric for future use.	Use of Integrative Learning AAC&U VALUE Rubric by all identified pilot academic programs (pilot programs will represent various colleges)	Spring 2022
Build Integrative Learning LOs into the curriculum	Monitor progress and identify completion rate at the end of Spring 2022. If not 25% completion by Spring 2022, clarify, provide professional development, and continue development. Curriculum maps for the 75% of programs who are in the process of curriculum review; provide professional development	Proposals submitted to curriculum committees Mapping of Integrative Learning LOs in the curriculum	Spring 2022

	and support for curriculum mapping		

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

Redefining student success is Objective I of BGSU's strategic plan Focus on the Future. Focus on the Future was approved in 2019 by the Board of Trustees. The QI project developed simultaneously with a campus-wide effort to affirm and revise the BGSU strategic plan. The inclusion of AAC&U VALUE rubrics and specifically the Integrative Learning Rubric was discussed and developed at the Deans Council (2018-19). A project Task Force of various faculty, college administration, and representatives of the Provost's Office was formed to examine the feasibility and scope of the project and to recommend initial learning outcomes during Fall 2018. Their report was presented to university leadership and college leadership before it was adopted as an initiative in the strategic plan (2019). BGSU then sent a team of five to the AAC&U Institute on Integrative learning in Atlanta in summer 2019. Deans of the two largest colleges, faculty from other colleges, and an assessment specialist) attended and developed a draft implementation plan (2019). Subsequently, an Integrative Learning Implementation Team was formed to lead the initiative across Academic Affairs. The project is funded primarily out of the Provost and College offices and relies on existing expertise and extant resources. BGSU will create a professional development program to enhance faculty expertise and pedagogical practice.

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

The initiative will be in the provost's portfolio. The development and implementation team is led by the Dean of Arts & Sciences. This team involves members from throughout the University in order to provide a wide range of perspectives and promote implementation throughout all academic areas:

Dean, Firelands College
Director, BG Perspective (General Education)
Associate Director, Undergraduate Education
Associate Dean, Undergraduate Education & Student Affairs, College of Education & Human Development
Associate Professor, English Department
Associate Dean, College of Musical Arts
Associate Teaching Professor, Marketing
Assistant Clinical Professor, Department of Public & Allied Health
Dean, Honors College
Associate Dean, College of Technology, Architecture & Applied Engineering

Assistant Dean, Undergraduate Education & Student Services, College of Health & Human Services
Director, Center for Public Impact
Associate Dean, College of Business
Associate Director, Office of Assessment

The Vice Provost of Academic Affairs and the Director of Institutional Effectiveness are also members of the implementation team and will be significantly involved in oversight and implementation of various components of the initiative. Faculty curricular leaders also will be heavily involved in identifying Signature Work pieces, auditing their programs for integrative learning, developing curricular and Signature Work revisions, submitting them for approval, and the assessment of these initiatives. Faculty will be directly involved in developing and executing the curricular and pedagogical innovations. The Center for Faculty Excellence in coordination with academic departments will develop and implement training regarding integrative learning. The Office of Academic Assessment will assist academic leaders with learning outcomes development, assessment plan development, and use of the VALUE Rubric.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

Faculty and administrative time is the most significant resource. Because of the scope of the project, virtually every member of Academic Affairs will touch or be touched by the initiative. The Provost Office and the College of Arts and Sciences have and will continue to support travel for professional development associated with the project. Marketing and Communication will support the Quality Initiative with materials development and dissemination. Overall cost for marketing is expected not to exceed $10,000 per year in time and materials.

Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

The following outline traces the steps and approximate dates for activities and completion of each steps:

Summer 2020

- Review of academic programs for Signature Work/capstone

Fall 2020

- Finalize the Signature Work learning outcomes (LOs)
- Finalize the Integrative Learning LOs

Spring 2021

- Review of academic programs' LOs for alignment with Integrative Learning LOs
- Begin development of Signature Work/capstone requirement

Summer 2021

- Begin development of Signature Work/capstone requirement

Fall 2021

- Develop Signature Work/capstone requirement
- Pilot assessment of Signature Work using adapted AAC&U Integrative Learning VALUE Rubric
- Identify assessment plans for Integrative Learning

Spring 2022

- Pilot assessment of Integrative Learning LOs using adapted AAC&U Integrative Learning VALUE Rubric
- Build Integrative Learning LOs into the curriculum
- Build Signature Work/capstone experiences into the curriculum

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: John Lommel, Director of Institutional Effectiveness

Phone: 419-372-7601 Email: jlommel@bgsu.edu

Appendix A
AAC&U Integrative Learning
VALUE Rubric

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Appendix B
BGSU University Learning Outcomes
and
BG Pespective Courses

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University Student Learning Outcomes

The Bowling Green Perspective (BGP), BGSU's general education program, Committee mapped the learning outcomes to the University student learning outcomes (SLO). Each University SLO aligns with VALUE Rubrics created by the American Association of Colleges and Universities (AAC&U) and these are available to faculty within Canvas. The table on the following page documents the BGP learning outcomes alignment by selected University SLOs (corresponding with the AAC&U VALUE Rubrics).

University Student Learning Outcome	BGP Learning Outcomes
Critical Thinking	HA3 SBS3 NS1, NS3, NS4, NS5, NS6 CD1, CD2, CD3, CD4 IP1, IP2 ECOC1, ECOC2, ECOC3, ECOC5, ECOC6 QL1, QL4, QL5
Information Literacy	NS3, NS4, NS6 QL4, QL5
Inquiry & Analysis	HA1, HA3 SBS1, SBS4, SBS5 NS1, NS2, NS3, NS4, NS5, NS6 CD1, CD2, CD3, CD4 IP3 ECOC1, ECOC3, ECOC5, ECOC6 QL1, QL4
Oral Communication	HA2, HA4 SBS2, SBS4 NS3 IP4 ECOC1, ECOC2, ECOC3, ECOC4, ECOC5, ECOC6 QL2
Written Communication	HA2, HA4 SBS2, SBS4 NS1, NS3 IP4 ECOC1, ECOC2, ECOC3, ECOC4, ECOC5, ECOC6 QL2

Domains:

- Humanities & The Arts (HA)
- Social & Behavioral Sciences (SBS)
- Natural Sciences (NS)
- Cultural Diversity in the United States (CD)
- International Perspectives (IP)
- English Composition & Oral Communication (ECOC)
- Quantitative Literacy (QL)

BGSU Office of Academic Assessment
BOWLING GREEN STATE UNIVERSITY

Bloom's Revised Taxonomy and Type of Knowledge

The BGP Committee evaluated the rigor of the revised BGP program by mapping domain learning outcomes by cognitive process (i.e., Bloom's Revised Taxonomy) level and the type of knowledge outlined by the learning outcome. The matrix below illustrates the alignment of the BGP learning outcomes by how students were being asked to learn (Bloom's Revised Taxonomy process dimension) and by what students were being asked to learn (type of knowledge dimension).

Type of Knowledge	Bloom's Revised Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	CD1	SBS1 NS3	HA2			
Conceptual		NS1 IP1 NS2 IP2 CD2 QL2	HA1 QL1	IP3 ECOC3	SBS5	
Procedural		ECOC4	SBS2 IP4 NS4 ECOC6 NS5 QL3	HA3 CD3	ECOC2	
Meta-Cognitive	QL5		ECOC5	SBS3	NS6 CD4 ECOC1 QL4	SBS4 HA4

Domains: Humanities & The Arts (HA), Social & Behavioral Sciences (SBS), Natural Sciences (NS), Cultural Diversity in the United States (CD), International Perspectives (IP), English Composition & Oral Communication (ECOC), Quantitative Literacy (QL)

Addendix C
Framework for Redefining Student Success Initiative