

DIVISION OF STUDENT AFFAIRS' CONTRIBUTION TO THE UNIVERSITY ACADEMIC MASTER PLAN

January 2008

Executive Summary

In September 2007, the Student Affairs Working Group was appointed by the Vice President for Student Affairs to look at ways to collaborate and be an equal partner in the University's Master Plan. The focus of the University Master Plan is from an academic perspective. A master plan should be inclusive of the whole University and address how BGSU meets the holistic needs of students. The Student Affairs Working Group reviewed the Division of Student Affairs strategic positioning team report of May 2006, the environmental scans and SWOT analyses conducted in 2005-06, recent program reviews reports, Division annual goals, the University System of Ohio documents, and documents and presentations made available on Provost Baugher's web site. From this research, the SA Working Group has updated the Division's strategic plan, drafted revised University Learning Outcomes, and prepared a master plan to align with the University Academic Master Plan and the goals of the new University System of Ohio. This document addresses ways in which the Division of Student Affairs may assist BGSU in meeting the State of Ohio's 10-year goals of educational attainment, quality, affordability, and economic leadership.

Italicized information highlighted in yellow is taken from the University Academic Master Plan document dated December 14, 2007. Non-highlighted information in regular font represents additional information to complement the Academic Master Plan document.

Division of Student Affairs Strategic Initiatives

The following are significant new directions for Student Affairs to pursue:

- Updating University Learning Outcomes (ULOs) and phased implementation of a program that: includes rubrics; provides student guidance about, and assistance in, entering artifacts into their e-Portfolio; performs independent assessment of student performance on each ULO against a standardized, published set of rubrics; involves developmental advising and feedback about the student's progress.
- Revitalization of the physical infrastructure for new and renovated buildings and planning for programmatic components (residence halls, dining centers, recreational sports facilities, student health center, and athletic facilities).
- Creating and implementing a "learning curriculum" for the residential living experience and continued intentional development of residential learning communities.
- Enhancing efforts to improve diversity-related programs and services to increase retention.
- Increasing retention through ongoing assessment of Student Affairs interventions (i.e., Orientation, First-Year Experience, student engagement opportunities).
- Implementing Core Commitments initiative to embed personal and social responsibility objectives pervasively across the institution as key educational outcomes for students, and to measure the impact of campus efforts to foster such learning.
- Aid students in making lifestyle choices that enhance their overall physical and mental well-being.

- Involving additional students in leadership development programs to develop competency in leadership, self-awareness, personal and professional ethics, communication skills, relationship building, understanding organizations, and improving communities.
- Orienting, advising, and providing services to students who are 25+ years of age and for students following non-traditional patterns of attendance (e.g., work 25+ hours and enrolled part-time).

Collective Vision: Bowling Green State University and the University System of Ohio

The development of the University System of Ohio (USO) required campuses to re-evaluate and clarify their missions and focus on accountability issues. Looking at the State's 10-year goals of educational attainment, quality, affordability, and economic leadership, the Student Affairs Working Group assessed internal strengths and external challenges, identified major areas of BGSU's academic and co-curricular strengths and future opportunities, and developed action plans with measurable outcomes. The Student Affairs planning process addressed ways by which we may prepare students for 21st century challenges. By gaining knowledge, skills, and attitudes in a diverse array of areas, and by being able to demonstrate a consistent level of high quality performance on each of the University Learning Outcomes, BGSU graduates are culturally literate and ready to contribute to society as educated citizens. We view this as the hallmark of a BGSU education and the foundation for a lifetime of continued learning, self-awareness, successful careers, contributions to community, and purposeful living.

BGSU's Master Plan Process: Fulfilling the Vision

The Student Affairs Work Group agrees with the University Working Group that a BGSU *Master Plan* is "an evolving planning *process* that will include the collective contributions of the University in preparing our students and supporting our scholars in the expansion of knowledge and innovation."

Setting the Context: The History of BGSU's Division of Student Affairs

"Granted a charter in 1910 by the State of Ohio, the Bowling Green State Normal School was one of several institutions established in the Progressive Era to meet demands for training and professional development of teachers. Classes began in 1914, enrolling 304 students primarily from Ohio and a few from Michigan and New York who were taught by the original faculty of 21. The school graduated 35 certified teachers in 1915, the same year that the campus' first two buildings, University Hall and Williams Hall, opened their doors. Two years later the first baccalaureate degrees were awarded. Setting the pace for teacher education in Ohio with four-year degree programs, Bowling Green State Normal School achieved the status of college in 1929 and expanded its curriculum through the addition of the College of Liberal Arts.

The addition of graduate programs and the College of Business Administration helped to raise the status of the institution from the college level when it was designated Bowling Green State University in 1935. With continued growth, the Graduate School was established in 1947 and the University's first doctoral degree was awarded by the state in English in 1963.

Integral to the University's rich curricular texture and rural history are extension services. First offered in 1946 in the Sandusky, Ohio, area and later expanded to serve Erie, Huron, and Ottawa counties, extension programs established a foundation for BGSU Firelands. This regional campus,

which opened in 1967, now grants associate degrees in 14 career and technical areas and offers courses for the first two years of bachelor's programs. In 2003, the Cedar Point Center, BGSU's most technologically sophisticated facility, opened its doors to serve constituents of the University and the community.

The 1970s represented a hallmark of progress with the addition of three new colleges. The College of Health and Human Services opened in 1973 to offer degree programs in a variety of health and community services. In 1975, the School of Music was elevated to the College of Musical Arts and the Graduate School to the Graduate College. Adding further evidence of the University's ability to address increasingly complex socioeconomic trends and offer expanding career opportunities, the School of Technology was given college status in 1985."

The aforementioned information highlights the curricular and physical history of BGSU. This information, coupled with the evolution of Student Affairs, depicts the unique nature of Bowling Green State University. The work of Student Affairs professionals has always existed on campus. In its current form, the Division of Student Affairs is the result of a strong, collaborative relationship between the College Student Personnel and Higher Education Administration programs where countless graduate students have helped shape the programs that enhance student learning. Through leadership and vision numerous nationally recognized programs have been initiated and sustained at Bowling Green State University including: Greek Affairs, Residential Learning Communities, the first Student Recreation Center in Ohio, Residence Education, Wellness Programming, First-Year Programs, and New Student Orientation. Today, the Division of Student Affairs remains a national leader in providing holistic student learning opportunities that help students learn, develop, and grow.

"As the University approaches its centennial celebration, BGSU is nationally recognized for its innovative programs in student learning, notably student learning communities and first-year experiences, and is poised to address the complex cultural influences on today's students within a global context."

Envisioning the Future: BGSU's Vision, Mission and Goals

The Division of Student Affairs has revised its vision and mission to align with the University vision and mission, and to address the total student experience at BGSU.

BGSU's vision statement:

Bowling Green State University aspires to be the premier learning community in Ohio, and one of the best in the nation. Through the interdependence of teaching, learning, scholarship, and service, we will create an environment grounded in intellectual discovery and guided by rational discourse and civility. Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world.

Student Affairs Vision

When properly aligned, each Division within BGSU has a unique role, tools, and methods for accomplishing the shared purposes of the University, as summarized in the University Learning Outcomes. The role of the Division of Student Affairs is encapsulated in its motto, *Education in Action*, for it is in Student Affairs that students apply, test, and personalize their collegiate experience,

and learn the real life lessons that are critical to both academic and personal success. The Student Affairs Vision Statement captures this:

One of the best in the nation, Student Affairs is where students within BGSU's Premier Learning Community set their Education in Action. Student Affairs educates and guides students as they live what they learn and learn what they live, preparing themselves for productive and meaningful lives.

Student Affairs Mission

Student Affairs is Education in Action. Student Affairs makes critical contributions to the accomplishment of each University Learning Outcome and takes primary leadership for students' psychosocial learning, health and wellness, and personal development. As they participate in residential living and a broad range of co-curricular activities, students live what they learn and learn as they live. Student Affairs provides transformative activities that integrate academic learning with co-curricular experiences. Student Affairs is a leader and partner in programs that sustain and enrich campus life.

Student Affairs teaches and guides pre-college and current students as they personalize, reinforce, and extend learning by applying in their own lives what they have learned in the classroom -- moving beyond awareness and understanding to application, performance, synthesis, and integration. Living, learning, studying, and growing in a mosaic of peers, staff, faculty and community members, students use the rich educational opportunities found outside the classroom to broaden their range of experience, strengthen interpersonal skills, and build and experience community. As active members of BGSU's premier learning community, students come to appreciate diversity in its broadest sense as they work to clarify their own values and deal with issues of autonomy and interdependence. Student Affairs supports personal growth in such areas as career preparation, leadership, effective citizenship, and successful engagement with others.

The University Working Group has established a set of integrated *goals* that are aligned with and, in a few cases, extend those of the University System of Ohio. The Student Affairs Working Group supports these goals.

Access and Success: BGSU will provide access to qualified traditional and nontraditional undergraduate students as well as graduate students for select, high quality graduate programs. To facilitate student access within Ohio and to increase the percent of out-of-state students attracted to Ohio, BGSU will implement a holistic recruitment and admissions process that—in addition to the traditional benchmarks of grade point average and test scores—considers factors predictive of academic success in specific courses of study. Many of the departments within the Division of Student Affairs are active in providing students access to college and promoting students' continued persistence toward graduation.

To retain and educate new cohorts of students, curricular and co-curricular learning will be deliberately integrated into an experience that extends beyond the freshman year to encompass students' entire college careers. Based on a broad view of student preparedness, this integrated process will ultimately attract and retain a student population of greater cultural, demographic and intellectual diversity that will have been educated for the future's horizon careers and equipped for continued learning and engagement.

Affordability: BGSU, including the Division of Student Affairs will leverage external resources and implement organizational efficiencies to assure the cost effectiveness of its education, housing and dining services, and co-curricular programs. BGSU will enable qualified students to receive the financial assistance necessary for participation in a total BGSU experience. By realigning programs and services for quality and efficiencies and analyzing where we have unnecessary replication, we will enhance the academic and co-curricular experience.

Excellence: BGSU will provide students a high quality academic and co-curricular experience and invest in our human capital—our faculty, staff and students—to maintain the University’s academic and co-curricular foundations and build select interdisciplinary Centers of Excellence and discipline-based Signature Programs that will attract students from Ohio and around the world. We will maximize our academic and co-curricular excellence and optimize operational excellence in the structures that support our work and contributions to the State.

Economic and Cultural Development: BGSU will cultivate intellectual, creative and commercial capital that contributes talent and innovation for the State’s economic growth and expansion of social capital to enhance our public well being. BGSU graduates bring to their occupations and professions a mature understanding of their roles and potential as well as a rich understanding of the intersection of their work with broader processes and constituencies. Their abilities to recognize and develop opportunities for partnership and synthesis that improve quality of life extend the definition of entrepreneurship beyond the traditional business-bound concept. Students can expect to leave the University well prepared for a career or graduate school, having identified one’s interests, values, and skills and matching these with majors and careers in which these can be effectively utilized. Since a BGSU graduate can expect to have a number of careers in her lifetime, solid foundational competencies are a necessity not just for her first career or success in graduate school, but for all the careers that will follow and for successful living.

Diversity: BGSU will enhance the ways in which our campus members experience and engage in domestic and global diversity and foster opportunities to build mutually beneficial relationships with people from other cultures through acceptance and openness. The rich and varied experiences of diversity transform our campus into a learning environment where multiple perspectives and values are considered and embraced. Diverse viewpoints improve our institution’s flexibility in applying a pool of talent to 21st century challenges. As active members of BGSU’s premier learning community, students come to appreciate diversity in its broadest sense as they work to clarify their own values and deal with issues of autonomy and interdependence. Personal growth in these areas is critical for students’ career preparation, effective citizenship, and successful engagement with others.

Effectiveness and Accountability: BGSU, as a good steward of its resources, will focus on planning, resource development and management, assessment of student learning, and evaluation of its operations. Using the national Voluntary System of Accountability along with numerous additional means of assessing reporting on various performance domains, we are committed to enriching our culture of self-review to improve outcomes critical to our role and mission, demonstrating leadership among and collaboration with our peers, and making ourselves accountable to our many publics and benefactors.

Underpinning the University’s vision, mission and goals is the framework of University-wide student learning outcomes. These outcomes are the essence of the BGSU premier learning community and

defining elements of the value of higher education. Student Affairs proposes that these be expanded and revised to reflect a more holistic view of student learning. These are as follows:

Bowling Green State University Learning Outcomes: A Proposed Revision

BGSU's Learning Outcomes are the knowledge, skills, and dispositions the university has established as learning objectives for all its students. Reflecting both cognitive and psychosocial domains, these are not taught within a single course, program, or major but rather are overarching -- learned and practiced throughout a student's BGSU career, included in general education coursework, major coursework, and in co-curricular experiences. Students prepare for 21st century challenges by gaining knowledge and skills in a diverse array of areas. Being able to demonstrate a consistent level of high quality performance on each of these learning outcomes is the hallmark of a BGSU education and the foundation for a lifetime of continued learning, self-awareness, successful careers, contributions to community, and purposeful living. BGSU has learning outcomes in the areas of critical and constructive thinking, skillful communication, engagement and principled leadership, and developing purpose and meaning in one's life. Each major and program of study has its own learning outcomes as well.

Critical and Constructive Thinkers

BGSU graduates are **critical and constructive thinkers**, and should demonstrate proficiency in the constituent elements of inquiry, creative problem solving, and by examining values in decision-making.

- **Inquiry** – a close examination of an issue or situation in a search for information or truth; determining what questions should be asked; formulating hypotheses; seeking information and evaluating claims, making discoveries and reaching new understandings, and making informed judgments. A BGSU graduate can apply skills of inquiry in environments ranging from simple to the complex, from the theoretical to the real world, and from the cognitive to the personal and psychosocial.
- **Creative Problem Solving** – generate a solution for a problem through original, imaginative or artistic effort, including problems that are complex, ambiguous and difficult to formulate. As creative problem solvers, BGSU graduates synthesize knowledge within and across courses, disciplines and co-curricular experiences. They integrate theory and practice, linking academic and life experiences. Creative problem solvers consider many points of view and frameworks for evaluating a problem, select an appropriate breadth or scope, and often generate many possible solutions from which to choose or recommend the preferred solution based on system goals, values, and the ramifications of the solution to all parties.
- **Examine Values in Decision Making** – observing carefully and critically to identify the ethical dimensions in a situation or problem. BGSU graduates apply appropriate ethical frameworks to analyze a situation or problem in terms of principles, standards, or qualities considered worthwhile or desirable. BGSU graduates, having explored ethics throughout their time as students at BGSU, examine values in every aspect of their own lives – both on and off-campus. They evaluate ethical issues in their fields of study and in the contemporary world in light of moral and ethical opportunities and imperatives. They learn that it is through confronting ethical issues in their lives and in the broader community that they clarify their values and establish patterns of behavior that are based on and consistent with their values.

Skillful Communication

“Communication” relates meaning, conveying and accepting both thought and emotion, and connecting all participants. BGSU graduates **communicate skillfully** using multiple forms of expression (e.g., logical, mathematical, visual, spatial, or musical), knowledgeably selecting those most appropriate and effective in a particular circumstance. In addition to proficiency in written and oral communication, BGSU graduates demonstrate consistent levels of high performance in the communication techniques of their major field of study. Skilled interpersonal communication is not one directional – a good communicator listens effectively and critically, using dialog to understand the audience and refine the purpose, content and approach to be used in connecting with the audience.

- **Listening** – an understanding of the intended audience, which is developed through listening and dialogue. Active listening requires both focused attention and openness to new and diverse ideas. It goes beyond literal comprehension to include an empathetic understanding of the speaker, interpretation and evaluation of the message.
- **Writing** – a social activity in which the author purposefully uses written text to share meaning -- both content and affect (feeling) -- with an intended audience. Writing helps refine thinking, forcing a concreteness of thought that might not otherwise occur and opening the door to informed engagement. Words not only share one’s reality, but since much thinking uses the constructs of language, they shape it as well. BGSU graduates demonstrate skilled use of English vocabulary, grammar and syntax as appropriate to both formal and informal written communications and as applied in professional and personal settings. BGSU graduates demonstrate particular expertise in the styles and conventions of their major field of study.
- **Presenting** – speaking, showing, demonstrating, exhibiting or even performing for an individual or group. “Presenting” is more than the spoken equivalent of writing: it requires understanding and relating to the audience. Presenting involves the use of nonverbal communication and is often enhanced by effective use of a variety of media. The preparation of media is an essential part of the presentation process. Even as students master the mechanics of making presentations, they come to realize that presenting is both a skill and an art-form, strengthened by guided practice throughout their BGSU career.

Engage Others in Action

BGSU graduates **engage others in action** both through active participation and by providing principled leadership.

- **Participation** – to have a part in or share some activity. “Participating” involves active engagement including understanding others’ points of view, compromise, the lively exchange of ideas, shared effort, and contributing to decisions. BGSU graduates are prepared to work effectively with diverse communities and points of view to fulfill personal, civic and professional responsibilities through reasoned and open participation. As they bring their experience and personal values to bear on shared activities, BGSU graduates remain cognizant of the impact of their participation on the individuals and communities involved, and work to achieve socially responsible action in one’s communities.
- **Principled Leadership** applies strong moral reasoning as it guides or influences a group to achieve its goals. “Principled Leadership” does not require formal authority or power but rather is a matter of influence, integrity, spirit, and respect. BGSU graduates demonstrate the ability to assess, plan, assign,

guide, and assess the work of multiple people sharing a common task or goal. They apply their personal ethical principles and lead by example. BGSU graduates are skilled and ethical leaders who contribute to the effective functioning of society at all levels.

Developing Purpose and Meaning in One's Life

Building on curricular and co-curricular experiences, BGSU students experience rapid personal growth and development throughout their BGSU career, **developing purpose and meaning in their lives**. They build a strong base of knowledge, skills and attitudes though the learning extends beyond these: BGSU students find ways to apply this learning in a very personal way, making meaning and finding purpose in their own lives. "Making meaning" is an integrative process in which the individual personally interprets experience to determine what is important or valuable in one's life. "Making meaning" is a reflection on ultimate purposes and the role of the individual in the context of a broader reality.

- **Personal Growth** – to develop new understandings of self through interpersonal exchange, study, work and a wide variety of life experiences. BGSU students "make meaning" of their experience through self-reflection and dialogue with peers, staff, and faculty, and as they apply what they have learned to a continuing flow of new situations. Students explore and refine personal interests, explore spirituality, apply academic preparation and personal experience to clarify their values, and then use their deepening self-awareness to make strong interpersonal commitments. BGSU graduates apply their developing knowledge, skills and dispositions to their own lives and life choices, coupling this with personal values as the basis of character.

- **Career preparation** – identifying one's interests, values, and skills while exploring majors and careers in which these can be effectively utilized. Students expect to leave the university well prepared for a career. Career development involves learning how to investigate the world of work, explore and refine occupational directions, identify and research potential careers, and engage in an informed decision-making process about career choice. It involves making choices that take into consideration both one's personal preference and practical considerations of future employment. BGSU students use developmental advising and self-exploration to determine the learning needs associated with their career goals, and then take responsibility for their own learning – developing the knowledge, skills and dispositions associated with success in the chosen vocational endeavor, or for entrance into and success in graduate school. Since a BGSU graduate can expect to have a number of careers in her lifetime, solid foundational competencies are a necessity not just for her first career or success in graduate school, but for all the careers that will follow and for successful living.

- **Technology** – A BGSU graduate is able to use technology effectively as a tool for communication, analysis, for their career or profession and in their personal life. As technology continues its rapid evolution, a BGSU graduate is able to explore and thoughtfully consider the use of newly developed technology. Skilled use of technology extends the reach and impact of a BGSU graduate's other proficiencies, including communication and critical and constructive thinking.

Access & Success

Strategies: Best Practices in Achieving Access and Success

BGSU Goal: The University will provide access to qualified traditional and nontraditional undergraduate students as well as graduate students for select, high quality graduate programs. To

facilitate student access within Ohio and to increase the percent of out-of-state students attracted to Ohio, BGSU will implement a holistic recruitment and admissions process that—in addition to the traditional benchmarks of grade point average and test scores—considers factors predictive of academic success in specific courses of study.

To retain and educate new cohorts of students, curricular and co-curricular learning will be deliberately integrated into an experience that extends beyond the freshman year to encompass students' entire college careers. Based on a broad view of student preparedness, this integrated process will ultimately attract and retain a student population of greater cultural, demographic and intellectual diversity that will have been educated for the future's horizon careers and equipped for continued learning and engagement.

The University's holistic system of enrollment management and its emphasis on student retention will provide access and success to a diverse and vibrant student body. For student success and retention, commitment across the University's divisions is required to cultivate an environment in which students are encouraged to explore and grow personally and professionally, find their passion and thrive.

Faculty and Student Affairs professionals can plan a critical role in the recruitment process and it is critical to intensify this role. The Student Affairs Working Group also believes that the continued exploration of the role of distance education in providing access to a quality BGSU education should be addressed.

Part of BGSU's strength and distinctiveness is serving as a residential campus for students where education, personal growth and development, and engagement in the campus community can occur through on-campus living opportunities. Student Affairs plays a critical role in this and helps student make meaning of their educational experience and also helps them put theory into practice. Thus, Student Affairs helps put "education in action" for students. Retention literature and research shows that getting students involved and engaged early in their college experience (curricular and co-curricular) is critical to retention and persistence and the 80% of the time students spend outside the classroom interacting with peers and Student Affairs staff, and participating in Student Affairs programs and services promotes this retention.

Many of the departments within the Division of Student Affairs are active in providing students access to college and promoting students' continued persistence toward graduation. Federally funded TRIO programs are committed to providing educational opportunities for all Americans regardless of race, ethnic background or economic circumstances. Congress established these programs to help Americans enter college and graduate, and they ultimately produce skilled and educated adults who can meet the needs of a growing economy. BGSU's Upward Bound provides fundamental support to participants in their preparation for college entrance, and opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves high school students from (1) low-income families and (2) families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. BGSU's Educational Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to postsecondary education. Educational Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education. The goal of

Educational Talent Search is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in postsecondary education institutions of their choice.

Examples of other departments within Student Affairs that actively provide access to students and help them stay in college are: Student Support Services, Office of Disability Services, Counseling Center, Center for Multicultural and Academic Initiatives, Career Center, Student Health Service, and Student Money Management Services. The Career Center, Univ 131 – Career and Life Planning Course, and developmental advising, and career and personal counseling (e.g., Counseling Center, Center for Multicultural and Academic Initiatives, Student Support Services, Career Center) contribute to student readiness for life and work after graduation.

Metrics: Measuring Access and Success (beyond those suggested by Academic Affairs)

- On-line class enrollment
- Graduate student enrollment
- Assessment tools used to measure psycho-social development
- Enrollment of BGSU graduates in graduate schools and professional schools
- NSSE data on student engagement and retention
- Programmatic and assessment information (compiled by CMAI and Student Support Services) on programs that help students be successful
- Matriculation rates for Upward Bound participants
- Retention data on UNIV 131 participants

Affordability

Strategies: Shared Responsibilities of Affordability

BGSU Goal: The University will leverage external resources and implement organizational efficiencies to assure the cost effectiveness of its education and enable qualified students to receive the financial assistance necessary for participation in a total BGSU experience. By realigning programs and services for quality and efficiencies and analyzing where we have unnecessary replication, we will enhance academic excellence and opportunity.

In response to successive years of declining state support and rising fixed costs for health care, purchased utilities, and advancing technology, to name just a few, the University has increased tuition and fees to balance our annual budgets. Aware of the toll taken on students by such actions, the University has also undertaken multiple years of operating budget reductions and has implemented numerous efficiency initiatives. However, there comes a point at which such forced efficiencies threaten the quality of our faculty, staff, and programs as well as drastically limiting accessibility to qualified students. Working in cooperation with the rest of the University, the Division of Student Affairs will:

- Continue to strategically identify personnel and operating efficiencies and put these into practice.
- Increase revenue streams from room rentals, conference programs, athletic events, membership fees, etc, to help keep programs affordable.
- Set room and board costs relative to our competitors and at an affordable level.
- Continue private fund raising for Student Affairs programs and services.

- Determine the barriers to facility usage, analyze current market share and current customer base by market segment, assess the unique features and capabilities of each property, identify new target markets, and develop and implement a coordinated plan to cultivate new and expand existing usage of Division facilities.
- Continue to support the Student Money Management Services program as a financial education tool for students and parents beginning with the first semester of enrollment and expand it to prospective students prior to matriculation.
- Increase student participation in student employment, cooperative education, and internships as a way to help make education affordable.
- Benchmark programs and services with similar institutions to determine if offerings are meeting student needs and preferences and if our fees are competitive.

Metrics: Measuring Affordability

- Number of student employees on and off campus
- Paid internships/co-ops
- Revenue from room and board that supports tuition and fees
- Data about the influence of total cost of attendance compared to other universities and the costs impact on the choice of school to attend
- Withdrawals based on self-identified financial hardship
- Amount of local, state, and federal funds to support non-traditional (age 25 and older) students

Excellence

Strategies: Excellence through Transformation

BGSU Goal: The University provides students a high quality academic experience rooted in values, focused on personal growth and discovery, and which prepares them with excellence for careers and further education, including lifelong learning. BGSU invests in its people — faculty, staff and students—offering robust programs in all areas of liberal education, graduate programs of distinction in select fields, and interdisciplinary Centers of Excellence and Signature Programs. The University complements its academic excellence with operational excellence, providing high quality and cost effective services in support of student learning and University operations.

Capitalizing on the University's founding traditions, academic and co-curricular strengths, and emerging demands and opportunities, BGSU remains attuned to state priorities that reflect the changing needs of our internal and external constituents. Excellence at BGSU requires excellence in each of these areas: 1) students, 2) faculty, 3) staff, 4) academic foundations and 5) operational efficiencies. The following sections expand on BGSU's understanding of what constitutes excellence in action—and educational quality—as BGSU refines its premier learning community and looks to the future.

Student Excellence: The touchstone of BGSU's academic programs is the accomplishment of BGSU's learning outcomes, specified both at the university level and for each individual program and major. The intent of the entire campus to have every student master each of the published, explicit learning outcomes creates continuity and coherence across the curriculum. With the adoption of some form of

the newly proposed University Learning Outcomes, this *also creates the basis for a curricular approach of shared responsibility, shared goals, assessment and accountability.*

The University's programs of study and co-curricular experiences are designed not only to foster learning but also to enable students to integrate and apply what is learned across their academic careers and personal development as they prepare to enter the workforce. By graduation, BGSU students are expected to demonstrate substantial mastery of the learning outcomes specific to their major field as well as the newly proposed University Learning Outcomes mentioned above.

Faculty and Staff Excellence: Faculty and staff excellence underlies student success and achievement, research performance, service and engagement with the community—factors that together define institutional excellence. Through appropriate implementation of standard procedures and creation of innovative teaching/learning practices, faculty members and University administrators alike, exert a positive influence on student development, success and self-management. In tandem with services provided across the University, they share responsibility for recruitment and retention, curricular innovation, advising, equity, diversity, privacy, student engagement, scholarships, and award and career opportunities. Faculty and staff also face the challenges of classroom management, conflict mediation, counseling, problematic behavior and student grievances in building a learning environment that fosters student success.

The premier learning community calls for an ambitious agenda for maintaining faculty and staff excellence in which BGSU will:

- *Encourage faculty and staff to be increasingly open and adaptive to new ways of teaching and learning for the millennial generation.*
- *Facilitate faculty and staff in discovery of knowledge to inspire their students, adapt the results for the public good, and contribute to economic development of the region and state.*
- *Strategically hire and retain outstanding faculty and staff whose expertise and skills are in line with University priorities.*
- *Continue the University's efforts to assure that faculty and staff are competitively compensated relative to other state institutions.*
- *Evaluate and recognize faculty and staff achievements in light of the changing academic landscape with special attention to the scholarship of engagement and economic development.*

Academic and Co-curricular Foundational Excellence: Just as faculty and staff excellence are essential to student excellence, so too is it essential to curricular and program excellence and, therefore, is a predictor of our success in the University System of Ohio.

- *Signature Programs. These programs are recognized nationally and/or internationally for their contributions to a particular discipline or field.*
 - Signature Programs
 - Residential Learning Communities
 - First-Year Experience
 - Wellness Education
 - Student Support Services
 - Student Union Student Employment Program

- *University-wide Initiatives. These comprehensive programs, sponsored by Academic Affairs and/or Student Affairs, address specific issues of student development by uniting multiple programs under an umbrella organization that coordinates administration and evaluation of the programs.*
 - University-Wide Initiatives
 - New Faculty Orientation
 - Student Academic Achievement Program
 - BGeXperience Program
 - Residential Learning Communities
 - First-Year Experience
 - Community Service & Service Learning
- *Customized Learning and Academic Programs. BGSU envisions a future in which each student follows a faculty-approved customized academic program which can be modified along the way as the student's interests and career directions mature and evolve based on the student's educational and co-curricular experience. Each individualized program, which may be based on common and existing curricular patterns, will ensure that the student has mastered each of the university learning outcomes while also preparing the student for careers, graduate education and lifelong learning. This approach requires that students be viewed holistically, with individual academic programs and co-curricular experiences being developed in awareness of the student as an individual. As is true today, out-of-classroom experiences enhance academic learning through the wide array of co-curricular activities that enrich career development, enhance cultural competence, teach leadership, and foster an educated citizenry through self-awareness and personal development.*

Operational Excellence: Becoming the premier learning community in Ohio and one of the best in the nation requires BGSU to be explicit in planning, deploying and evaluating the deployment of resources resulting in continuous improvement in effectiveness and efficiency. BGSU intends the Master Plan, when fully developed as its Strategic Plan, to serve as the guide for making operational decisions, reflecting its priorities as they align with State goals. Resource reallocation is a continuing process; the key to institutional transformation resides in how well resources are deployed in pursuit of explicitly identified priorities, such as program enhancements and new initiatives. The University will:

- *Exercise flexibility and efficiencies in responding to evolving needs of the State and the advancing opportunities of the creative society of which the University is an essential part.*
- *Build on established success as exemplified by the restructuring and extending the University's First-Year Initiatives into a comprehensive BGSU Experience for students throughout their academic careers. Where appropriate, implement joint planning and combine efforts to create synergies across programs and divisions.*
- *Consolidate dispersed, but related programs of services under coordinating umbrella offices (e.g., Honors Program oversight of IMPACT, Undergraduate Research and dispersed departmental honors courses).*
- *Eliminate unnecessary duplication of programs and services across the University.*
- *Cooperate with other institutions to develop joint programs that have limited resources, improve institutional efficiency, and maximize student access to specialized programs and resources without compromising high service levels.*
- *Develop plans at each level of the institution for cost efficiencies and innovative revenue generation.*

- *Continue to refine and implement the comprehensive plan for maintenance and renovation of existing facilities and buildings* from a divisional and department perspective and develop plans for 5 to 10 years out in the AIP process.

Metrics: Measuring Excellence of the Premier Learning Community

Additional metrics

Student Excellence

- Assessment of learning outcomes in co-curricular programs
- Participation rates in co-curricular programs
- Assessment of learning outcomes throughout the division

Staff Excellence

- Assess innovative and creative work of Division of Student Affairs staff

Foundational Excellence

- Student satisfaction and personal development in co-curricular programs

Economic Development

Creative Economy in Ohio

Strategies: BGSU's Contribution to the Creative Economy

BGSU Goal: The University will cultivate intellectual, creative and commercial capital that contributes talent and innovation for the State's economic growth and expansion of social capital to enhance our public well being. BGSU graduates bring to their occupations and professions a mature understanding of their roles and potential as well as a rich understanding of the intersection of their work with broader processes and constituencies. Their abilities to recognize and develop opportunities for partnership and synthesis that improve quality of life extend the definition of entrepreneurship beyond the traditional business-bound concept.

BGSU itself is a major economic driver as well as a creative and cultural force in the State.

- During the 2006-07 academic year, 711 student co-op or internship experiences were recorded.
- The average hourly wage for students across all majors and geographic regions was \$12.58 per hour.
- For 2006-2007, students earned more than \$3.5 million.
- Students completed internships in 23 states.
- The largest concentration of work assignments was in Ohio, with students taking co-op/internship positions in over 79 towns and cities across the state. Four students completed co-op assignments outside of the United States.
- More than 344 employers in 65 different industries hired BGSU co-op and intern students last year. These students were enrolled in more than 71 academic majors.
- Conference Programs in the Office of Residence Life works collaboratively with the Bowen-Thompson Student Union, and other departments to bring commerce and revenue to the community.

Strategies: BGSU's Contributions to the Creative Economy

The University's approach to economic development has two interrelated thrusts: 1) creating a workforce for the future by preparing students for horizon careers and 2) cultivating a vibrant research and creative environment that fosters innovation, experimentation, entrepreneurship and commercialization of goods and services.

Workforce development for the future. The State's most valuable investment is an educated and productive citizenry. Through leadership opportunities, career, personal and professional development opportunities outside the classroom, students gain important skills that prepare them to be valuable contributors to society as graduates of BGSU. The following have a positive impact on the economy and in the State:

- *Solicit the unique perspectives of our various constituents on the roles of BGSU in preparing a skilled workforce, facilitating social and economic development and educating thoughtful citizens equipped for lifelong learning and leadership.*
- *Prepare students to enter the current workforce and adapt to horizon careers—positions that do not yet exist but which will be created to accommodate future technologies, markets, and issues we can only envision.* One way to prepare students is through career development counseling such as through the Career and Life Planning Course - UNIV 131.
- Collaborate between the Career Center and Alumni Affairs to connect alumni with resources, career exploration and counseling, and other needs to assist as they change careers or advance in their current careers.
- Recruit new employers and cultivate and steward current employers to provide job opportunities for students and graduates.

Metrics: Measuring BGSU's Success in Economic Development

Additional Metrics

- Number of student employment opportunities on and off-campus

Diversity

BGSU Goal: BGSU will enhance the ways in which our campus members experience and engage in domestic and global diversity and foster opportunities to build mutually beneficial relationships with people from other cultures through acceptance and openness. The rich and varied experiences of diversity transform our campus into a learning environment where multiple perspectives and common values are considered and embraced. Diverse viewpoints improve our institution's flexibility in applying a pool of talent to 21st century challenges.

Strategies: Globalizing the University Experience

Global learning environment. BGSU will expand and strengthen its diversity programs to prepare and motivate students to understand and relate to others of different backgrounds and heritage. Implementing a coordinated approach to achieve a learning environment enhanced by diversity in and out of the classroom, the University will:

- *Cultivate a campus culture of diversity and international awareness*
- *Recruit and retain a demographically diverse student population with awareness of societal issues and needs through strategic recruitment in Ohio and other states.*

- *Invest in recruitment and retention of a more diverse faculty and staff to permeate the learning environment with multiple perspectives and values.*
- *Infuse curricula, projects and examples with the complex realities of a culturally diverse world at the undergraduate and graduate levels.*
- *Invest in residential learning communities that offer intensive experiences for students interested in international issues and/or languages (e.g., the Global Village, La Comunidad, and La Maison Francaise).*
- *Engender meaningful relationships among students as they encounter people and concepts that differ from their own experiences.*
- *Cultivate student knowledge and compassion as they experience and apply the concepts of citizenship and lifelong learning.*
- *Prepare students for employment in the competitive global workforce by relating the abstractions of classroom theory with realities of personal experience.*
- Incorporate programmatic and educational programs provided by multicultural student organizations.
- Develop a monthly recognition where students who participated in learning about diverse populations outside the classroom are nominated.
- Conduct climate studies and use this data to guide changes in programs that strengthen diversity.
- Communicate through programming, meetings, and appropriate media, the educational benefits of learning about, and interacting meaningfully, with people from other cultures.
- Continue to educate staff about diversity and increase their multicultural competency within the framework developed through Student Affairs staff development.

Metrics: Understanding Cultures and Nations

Additional metrics

- Number of multicultural programs and diversity education workshops
- NSSE data
- Utilize goals and metrics that the Student Affairs Diversity Team has established
- Incorporate programmatic and assessment information compiled by CMAI

Effectiveness and Accountability

Strategies: Effectiveness and Accountability

BGSU Goal: BGSU, as a good steward of its resources, will focus on planning, resource development and management, assessment of student learning, and evaluation of its operations. Using the national voluntary System of Accountability along with numerous additional means of assessing reporting on various performance domains, we are committed to enriching our culture of self-review to improving outcomes critical to our role an mission, demonstrating leadership among and collaboration with our peers, and making ourselves accountable to our many publics and benefactors.

As a careful steward of its resources, the University gives strong attention to planning, resource development and management, assessment of student learning, and evaluation of its operations. We cultivate a culture of defined metrics, data collection, assessment, self-reflection and continuous improvement as the basis for improving our performance, demonstrating leadership, and providing

accountability to our many publics and benefactors. Assessment and self-reflection enables us to identify areas where we can leverage our strengths to meet challenges and reach the levels of performance that characterize a premier teaching and learning institution.

The University's impact on students, faculty and staff members, alumni, and the broader community is rich and complex. This institutional culture challenges us to measure our performance in a variety of ways and to share our assessment and progress with our various constituencies. While progress can be measured in varying ways, the most significant are those that are longitudinal and those that hold up the University to scrutiny against comparative institutions or have normed data allowing relative effectiveness and success to be evaluated. It is only through such measures that the institutional goal of continuous improvement can be assured. In some areas, outcomes are more diffuse and can be difficult to gauge, such as in the areas of nuanced learning and the psychosocial outcomes of a university education. In these areas, outcomes are sometimes crystallized in unexpected though rewarding ways. They may be snapshots captured in linear graphs or unfolding biographies of personal triumph or stories of educational achievement where none would have been anticipated except for the influence of the learning community or the individual efforts of a dedicated BGSU employee. Whether codified or anecdotal, these indicators help us identify specific areas where improvement is possible even as they document accomplishments and strengths. They enable us to communicate BGSU's important and complex role in society and its contributions to individuals, communities, the State, and the nation.

Evaluation Methods and Instruments: Measuring BGSU Effectiveness and Accountability

Effectiveness in accomplishment of the University's mission is found in three primary domains. The first is defined in what our students know and can do, both throughout their enrollment at BGSU and in the future. The second lies in faculty accomplishments, including peer-reviewed scholarship and creative activity. The third lies in the engagement of the institution, its faculty and staff members, and its students in collaborative ventures meaningful to our partners and community constituents. The effectiveness of each of these is enabled by operational excellence in support and services.

Assessment of student learning. Assessment of student learning focuses upon students' demonstrated ability to apply the knowledge, skills and dispositions they have gained in their academic program and through their co-curricular experiences at the University. It is framed against competencies defined by faculty members for the University as a whole and for each individual field of study. These are academic and developmental goals in published learning outcomes, at the University and disciplinary level respectively. The University Learning Outcomes are cross-disciplinary and their fulfillment by a demonstrated level of quality performance for each student are the responsibility of the entire learning community—the University. The University Learning Outcomes are:

- **Inquiry:** A close examination of a matter in a search for information or truth; seeking for information by asking questions. BG graduates' training in inquiry allows them to systematically explore issues, collect and analyze evidence, and make informed judgments.
- **Creative Problem Solving:** Producing through original artistic or imaginative effort a result or conclusion. As creative problem solvers, BG graduates synthesize knowledge within and across courses and programs, integrate theory and practice, link academic and life experiences, and relate self and culture to diverse cultures within the U.S. and globally.

- *Examining Values in Decision Making:* Observing carefully and critically the principles, standards, or qualities considered worthwhile or desirable that are present in a decision or dilemma. BG graduates recognize and describe values that arise in the content or methods of a subject area; they identify the ways these values relate to academic or public discussions of contemporary issues; and they evaluate and articulate the way values influence decisions.
- *Writing:* A social activity in which the author purposefully uses written text to relate meaning to an intended audience. BG graduates are proficient in multiple forms of writing, with particular expertise in the styles and conventions of a major field of study.
- *Presenting:* To communicate in a public setting. "Presenting" is more than the oral counterpart of "writing," inasmuch as presenting includes the use of non-verbal forms of communication and a variety of media. BG graduates employ diverse presentation skills in support of effective presentation.
- *Participation:* To have a part or share in some activity. "Participating" involves active engagement in learning and in the democratic process, leading to socially responsible action in one's communities. BG graduates are prepared to fulfill civic and professional responsibilities through reasoned and open participation.
- *Leadership:* To guide or influence a group to achieve goals. "Leading" does not require formal authority or power but rather is a matter of influence, integrity, spirit, and respect. BG graduates are prepared to be skilled and ethical leaders who contribute to the effective functioning of society at all levels.

These outcomes are central to BGSU's comprehensive system of evaluating student performance which cuts across general education, majors and programs, as well as special curricular, co-curricular and extracurricular programs and initiatives that support student learning. Incorporating a variety of methods and instruments that capture the multiple dimensions and measures of student learning, success, and satisfaction, the University has constructed the Student Success Plan.¹ This plan was recognized by the Council for Higher Education Accreditation in its 2007 Award for Institutional Progress in Student Learning Outcomes. Described below are some of the methods and specific instruments used to assess student learning:

- *General education: BG Perspective.* The University uses several interdisciplinary measures of student learning, including assessments of liberal education competencies that are carried out within BG Perspective (general education) courses and the Collegiate Learning Assessment (CLA), a tool that assesses the value an institution adds to key higher order skills of students in the areas of critical thinking, analytic reasoning, problem solving, and written communication. A significant strength of this tool is that it facilitates comparison of BGSU's results to peer institutions throughout the State and nation.
- *Majors and programs.* While integrating the broad skills and knowledge cultivated through general education, the disciplines are essential in developing discipline-specific frameworks, depth of knowledge, and skills and dispositions unique to particular areas of study. Each BGSU academic program has developed a specific set of learning outcomes associated with its majors to serve as the basis for assessing student learning. Among the methods used to document student progress and performance are:
 - ♦ *Faculty assessments:* Faculty-developed exams; student achievement in capstone courses; undergraduate research projects; comprehensive or preliminary examinations, production of theses and dissertations, and other measures appropriate to graduate education.

¹ The BGSU Student Success Plan can be viewed at <http://www.bgsu.edu/offices/studentssuccess>.

- ◆ *Juried performances, exhibits, publications: Recitals, exhibitions, and other direct performance assessments using external examiners (e.g., creative works and compositions, submissions for awards and competitions). Collaborative student/faculty research and student research submitted for peer review.*
 - ◆ *Employer perspectives: Feedback from internships, cooperative education, student teaching, etc.; employer surveys.*
 - ◆ *Alumni perspectives: Alumni surveys and personal feedback; longitudinal tracking of career progress*
 - ◆ *Standardized testing: Norm-referenced, standardized exams; teacher certification and licensure; professional field certification; governmental certification exams and licensure.*
- *National leadership in ePortfolios. Providing the basis for an overall, cumulative assessment of student learning and performance is BGSU's signature use of web-based student portfolios (ePortfolios). Here, portfolio techniques that have been used for decades in art, music, marketing, and journalism are used to document student success in all fields of study electronically. Electronic portfolio technology is a cost-effective, significant advance over paper systems. It permits comprehensive indexing and rapid retrieval of student artifacts and reflections as well as assessments provided by faculty members anytime and anywhere. More importantly it represents a meaningful approach to assessment that recognizes students as partners in the learning process and provides them with a planning and goal-setting tool for making connections between diverse learning experiences. BGSU now has over 20,000 e-Portfolio accounts online. Students use ePortfolios to showcase achievements to friends, family, and employers, and to collect tangible evidence to document what they can do with their knowledge. Faculty members can use ePortfolios to evaluate and certify student performance, to improve the coherence of learning activities, and to examine student learning for program assessment and accreditation.*

Use of ePortfolios is beneficial for curricular and co-curricular assessment. Beginning as first-year students the e-portfolio system stores learning artifacts, enables assessments, and supports reflection. Through this method, students can demonstrate growth in leadership, professional skills, cultural literacy, teamwork, and other talents vital to a smooth transition into the workforce. The ePortfolio system provides one central location by which a student's holistic learning can be evaluated and assessed.

BGSU also recognizes that student learning occurs outside of the classroom in terms of broadened perspectives; changing attitudes, beliefs, and interests; enhanced leadership and citizenship skills; and other affective dimensions. While elements of these realms of student development and performance are captured within the University Learning Outcomes, they are also assessed through longitudinal surveys of students, alumni, and employers.

Faculty and staff effectiveness.² Cultivating faculty and staff success throughout their careers reinforces the University's strategy for building competitive and productive academic units that ensure student success, cultivate new knowledge and actively engage our communities and constituents. Chairs, directors, deans, and administrative and classified staff play a critical role in creating a collaborative academic community in which expectations for faculty and staff performance are clearly articulated and professional achievements are recognized and rewarded through a structured process of evaluation.

² For details about Faculty evaluation, see the *Academic Charter* at: B-ID Evaluation of Faculty Personnel, pages 1-6.

Faculty members model BGSU learning outcomes, in their professional activities, which are inherent to institutional assessment. These activities are based on the integrated responsibilities of teaching, research, service. Engagement often plays a role in each of these responsibilities as a means of connecting with our constituents and collaboratively shaping society. The methods used to monitor and measure faculty effectiveness in executing their primary responsibilities include:

- Faculty success plans and annual reviews: During the first semester of the beginning probationary year, the initial faculty success plan is developed collaboratively between the chair or director and the new faculty member and submitted to the dean with the first-year annual review. The success plan and annual reviews evolve as the new faculty member makes progress toward the reappointment review and advances to tenure and promotion. Ongoing discussions and planning over the course of the probationary period are formative and diagnostic.
- Reappointment reviews³: Midway through the probationary period, this assessment determines whether the faculty member is making sufficient progress toward tenure. In its evaluative sense, it serves three potential purposes: 1) validates that the individual is making appropriate progress toward tenure and promotion, 2) enables the individual to make adjustments that may be necessary to assure effectiveness in all areas of faculty responsibility or 3) determines whether the individual should not be reappointed based on issues of performance.
- Promotion and tenure reviews: Following written criteria at the academic unit and college levels, these stringent reviews are based on faculty achievements in their primary areas of responsibility, teaching, research and service as mandated by the Academic Charter, as well as their contributions through engagement and the scholarship of engagement. Teaching reviews include students and peer evaluations among other measures. The products of scholarship in research and engagement are subject to external review by nationally and internationally recognized scholars in the appropriate field of study.
- Faculty and staff merit reviews: Each year, all faculty and staff are subject to performance evaluations conducted by either personnel committees (faculty) or immediate supervisors (administrators and staff).
- Staff are also encouraged to participate in on- and off-campus professional development activities to help them become more effective in their area of student services and to assist in enhancing student programming initiatives.

Institutional effectiveness and engagement. In measuring the University's operational effectiveness and efficiencies, the progress and accomplishments of our students and faculty members are also assessed and reflected in the results. Examples are listed below:

- Academic and nonacademic program review: Numerous academic enrichment and co-curricular programs are evaluated within our academic and administrative program review processes, with support from the Office of Institutional Research. This mechanism promotes operational efficiencies, reflective teaching, and continuous adaptation where change can be expected to improve aspects of the BGSU educational experience.
- Student and alumni surveys. Two other measures are used biennially to provide institutional effectiveness information at a broad University level. These include the ACT Student Opinion Survey, which provides student feedback about programs, services, and facilities, and the

³ Reappointment reviews use the same written criteria as required for promotion and tenure review with the exception of external reviews of scholarship, which are not required. In essence, it provides a "trial run."

National Survey of Student Engagement (NSSE). The NSSE was developed by national higher education experts to collect data about the extent to which students engage in practices that have been shown to facilitate student success (e.g., time on task, interaction with faculty members and fellow students, use of facilities, participation in academic enrichment activities). We compare our NSSE results over time and with those of peer institutions throughout the State and nation.

- *Curricular best practices. The University is also participating in the Core Commitments project, sponsored by the Association of American Colleges and Universities. The goal of Core Commitments is to identify best practices in the curriculum and the co-curriculum to improve education for personal and social responsibility within higher education. As a Core Commitments participant, we have administered the Personal and Social Responsibility Inventory and we will use several additional evaluations to gauge the effectiveness of our campus-based Core Commitments projects.*
- *College Compacts. The Compact process is designed to align college goals, objectives, and corresponding budgets with the University's vision to become a premier learning community. The process focuses on: 1) recruiting and retaining outstanding students; 2) recruiting, retaining and rewarding productive faculty members; 3) identifying Centers of Excellence and Signature Programs based on the University's strengths and opportunities; and 4) assigning resources and rewards relative to performance. The Compacts are reviewed annually and adjusted as necessary.*

The best measure of Bowling Green State University's commitment to effectiveness and accountability is its active engagement in the State and national efforts to refine the vision for higher education. These efforts are occurring across the University in cooperation with accrediting agencies and other involved constituents to ensure student access and success, foster faculty and staff excellence, and maximize the institution's efficiencies and contributions to society. BGSU is implementing the Voluntary System of Accountability/College Portrait (VSA) project, developed by the National Association of State Universities and Land-Grant Colleges (NASULGC) together with the American Association of State Colleges and Universities (AASCU). The VSA provides both a standard and a customizable template for sharing BGSU's data on student learning, indicators about the environment for student success from the NSSE, and consumer-oriented information such as retention and graduation rates, fees, and financial aid with prospective students and other constituencies. Undertaken by the University at its own volition, this commitment to voluntary accountability and use of national norms as the basis for continuous improvement is a mark of BGSU's commitment to excellence.

Methods: Measuring BGSU Effectiveness and Accountability

Additional metrics

- Pre-and-Post attitudinal/behavior test results (Student Developmental Task and Lifestyle Inventory - SDTLI)
- Collegiate Learning Assessment (CLA) results
- NSSE results as they relate to co-curricular programs and satisfaction
- Foundations of Excellence in the First College Year assessment.
- First-Year programs and Residential Learning Communities beyond the second year retention results
- Federally-funded TRIO programs retention results
- Retention results for students receiving scholarships for historically underrepresented groups.