



Bowling Green State University Academic Affairs Master Plan: Metrics

Realizing the Premier Learning Community

Operational Working DOCUMENT: This document was developed to address the metrics for future planning and assessment in the Office of Academic Affairs. It does not represent the broad strategic plan of Academic Affairs. The document will be revised to align with the final decisions that will evolve from the University Strategic planning work currently in process.

Presented to President Sidney A. Ribeau

By the University Working Group

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Acknowledgements¹

Completion of the Master Plan represents a new phase in Bowling Green State University's ongoing agenda and a renewed partnership with the State of Ohio. The plan is an educational blueprint to prepare engaged citizens and build a creative economy capable of meeting existing and future challenges. Drawn from planning efforts undertaken throughout the last decade, informed by best practices, and shaped by the expertise and perspective of the University Working Group, this document is a cumulative product of the University's commitment to higher education.

Among the many groups and committees contributing to the widespread strategic planning process are: the University Planning Council, the Academic Planning Team, the Strategic Positioning Group, First-Year Experience Review Committee, Enrollment Network, President's Cabinet, the Council of Deans, University Council of Chairs and Directors, Administrative Staff Council, Classified Staff Council, Undergraduate Student Government, Graduate Student Senate and Faculty Senate.

¹ Please refer to Appendix A for a list of existing documents and presentations integrated into this plan and Appendix B for the University Working Group membership roster.

Executive Summary

In September 2007, the University Working Group (UWG) under the leadership of the Provost was charged by President Ribeau with developing a vision of Bowling Green State University's future and aligning our mission and priorities with the new University System of Ohio. Targeting priority issues that parallel and complement the State's 10-year goals for the System, the group reviewed material addressing the needs and concerns of BGSU's many constituencies, received updates to existing planning materials, identified strengths and opportunities from an academic perspective, and developed a Master Plan as a starting point for the strategic planning process beginning in Spring Semester of 2008. The Master Plan's Goals are as follows:

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 other factors predictive of academic success in specific courses of study. To retain students and increase their success rates, intensified support for curricular and co-curricular learning will be offered throughout their college careers.

Affordability: BGSU will implement organizational efficiencies and leverage internal and external resources to assure the cost effectiveness of a BGSU education and to ensure that qualified students receive sufficient financial assistance to attend, make satisfactory progress and graduate.

Excellence: The University provides students a high quality academic experience rooted in values, focused on personal growth and discovery—which prepares them to excel in evolving careers and further education, including lifelong learning.

Economic and Cultural Development: BGSU is a major economic driver and cultural influence that will help to transform Ohio into a growing creative economy by contributing to the development of a talented and adaptive workforce. Extending the definition of entrepreneurship beyond the traditional concept, it will create partnerships that improve Ohio's economy and quality of life.

Diversity: BGSU will enhance the ways in which members of the BGSU community experience diversity, broadly defined, and foster opportunities to build mutually beneficial relationships with people with other histories and from other cultures through acceptance and openness. The rich and varied experiences of diversity transform our campus into a learning environment with multiple perspectives and values.

Effectiveness and Accountability: BGSU will be a responsible steward of its resources through use of planning, resource development and management, assessment of student learning, and evaluation of its faculty and operations. The University is committed to continuous improvement and holding itself publicly accountable to its publics and benefactors.

BGSU Master Plan

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

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

In no other nation is higher education more closely aligned with the democratic principles of social equality and individual achievement than in the United States. Colleges and universities seek to balance the collective needs and responsibilities of a nation with the individual opportunities and contributions of its citizens. Higher education plays a critical role in expanding the knowledge base and equipping citizens to lead in political, social, economic and cultural venues through innovation and with integrity.

Over the last several years, Bowling Green State University (BGSU) has engaged in a planning process to prepare our students for the rapidly changing social, economic and political environments of a global society; to support research and discovery and engagement with communities. More recently, Governor Ted Strickland, the Board of Regents, and Chancellor Eric Fingerhut brought higher education to the forefront of social and economic priorities for a state at risk of losing its most valuable resource—an educated workforce. Establishing parameters for the new University System of Ohio, the Chancellor issued the following vision statement:

The University System of Ohio will serve as an engine of Ohio's economic growth and improved quality of life by building a creative entrepreneurial workforce, generating innovations that drive new businesses and jobs, and providing transformative leadership on critical challenges facing the state, the nation and the world.

With this vision came a renewed call for mission clarity and accountability among Ohio's colleges and universities. Drawing upon the intensive self-examination and development work of the preceding decade, the University Working Group (UWG)² assessed BGSU's internal capacities and examined external challenges. Targeting priority issues that both parallel and complement the State's 10-year goals of *educational attainment, quality, affordability, and economic leadership*, the committee reviewed local documents addressing the needs and concerns of the University's many constituencies, reviewed relevant higher education literature, heard updates about critical planning factors for BGSU, identified BGSU's strengths and future opportunities, and developed action plans with measurable outcomes.

The information gathered from this planning process, along with documentation of past and ongoing planning, contributes valuable insight to the Master Plan for the University Strategic Planning Committee's work in Spring Semester 2008 and for the Chancellor. It is worth noting that diversity is a compelling theme throughout this document—diversity of talent, culture, curricula and programs, ideals and values.

A Glance to the Past: Bowling Green State University's Historic Strengths³

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. Historically we have been the largest producer of teachers and school administrators—superbly well-prepared educators—in the State and one of the top education colleges in the nation.

² The University Working Group is a committee of faculty, staff, students, and administrators appointed by President Sidney Ribeau to facilitate the drafting of the University's Master Plan for BGSU's future.

³ Sources: *BGSU History and Traditions*: www.bgsu.edu/offices/sa/life/traditions/page11690.html; *Bowling Green State University*: Toledo advertorial book3-06.doc (from Marketing and Communications); *Ohio History Central Online Encyclopedia of Ohio History*: www.ohiohistorycentral.org/entry.php?rec=657; *Inquiry, Engagement and Achievement: A Progress Report on the Academic Plan*, Spring 2006.

Extension services, too, have long been integral to the University's rich curricular texture and rural history. Extension programs established a foundation for BGSU Firelands. Opened in 1967, the Firelands campus now grants associate degrees in 14 career and technical areas, bachelors' degrees in eight areas and masters' degrees in two. This regional campus now boasts the Cedar Point Center, BGSU's most technologically sophisticated facility to date.

The 1970s marked progress in extending the depth and breadth of BGSU's curriculum. 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 became the Graduate College. To expand career opportunities in technical areas, the School of Technology was given college status in 1985.

As the University approaches its centennial celebration, BGSU is nationally recognized for its innovative programs in student learning—notably residential learning communities and first-year experience programs—as well as for prominence in specific academic areas. The University recognizes and celebrates these achievements.

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

BGSU Vision Statement. A primary strength of the University System of Ohio is the diversity of mission and roles among the colleges and universities. BGSU's vision statement cites goals common to all undergraduate institutions yet invokes a global view of its role within the educational community:

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.

BGSU, as a public university, is an important educational, cultural and economic organization. BGSU educates its graduates for personal and professional success, preparing them for *horizon careers*—positions and responsibilities that will emerge in response to the *creative economy*. The creative economy unites innovation, entrepreneurship, technology and cultural awareness to meet society's evolving needs.

BGSU Goals Aligned with the University System of Ohio. Recognizing the University's impact beyond the campus community, BGSU is refining its mission statement to honor its heritage, advance to the future, and achieve its aspiration of becoming the premier learning institution in Ohio. Toward this end, the University Working Group established priorities—a set of integrated *goals* that align with those of the University System of Ohio. These include:

- *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 other factors predictive of academic success in specific courses of study. To retain students and increase their success rates, intensified support for curricular and co-curricular learning will be offered throughout their college careers.

State Goal of Educational Attainment: *The University System of Ohio will lead the development of a highly educated workforce capable of meeting the needs of existing enterprises and creatively leading the development and growth of new enterprises.*

- *Affordability*: BGSU will implement organizational efficiencies and leverage internal and external resources to assure the cost effectiveness of a BGSU education and to ensure that qualified students receive sufficient financial assistance to attend, make satisfactory progress and graduate.

State Goal of Affordability: The University System of Ohio will enable all Ohioans to afford the education and training they need to succeed, to raise the aspiration of those who do not see higher education as within their reach, and to compete for those students who are choosing between Ohio and other state or nations for their post-secondary education.

- *Excellence*: The University provides students a high quality academic experience rooted in values, focused on personal growth and discovery—which prepares them to excel in evolving careers and further education, including lifelong learning.

State Goal of Quality: The University System of Ohio will be a flexible and efficient higher education provider known for the excellence of its faculty and students and acknowledged by Ohio's taxpayers, business leaders, and national and international experts as a successful model for multi-institution systems.

- *Economic and Cultural Development*: BGSU is a major economic driver and cultural influence that will help to transform Ohio into a growing creative economy by contributing to the development of a talented and adaptive workforce. Extending the definition of entrepreneurship beyond the traditional concept, it will create partnerships that improve Ohio's economy and quality of life.

State Goal of Economic Leadership: The University System of Ohio will provide the intellectual and organizational infrastructure to measurably improve the economic outlook for all Ohioans.

- *Diversity*: BGSU will enhance the ways in which members of the BGSU community experience diversity, broadly defined, and foster opportunities to build mutually beneficial relationships with people with other histories and from other cultures through acceptance and openness. The rich and varied experiences of diversity transform our campus into a learning environment with multiple perspectives and values.

State Goals: Diversity is infused throughout all BGSU and State goals.

- *Effectiveness and Accountability*: BGSU will be a responsible steward of its resources through use of planning, resource development and management, assessment of student learning, and evaluation of its faculty and operations. The University is committed to continuous improvement and holding itself publicly accountable to its publics and benefactors.

State Goal of Quality: The State expresses its expectation for effectiveness and accountability within its stated goal of Quality.

Access and Success

Goal: 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 other factors predictive of academic success in specific courses of study. To retain students and increase their success rates, intensified support for curricular and co-curricular learning will be offered throughout their college careers.

Increasingly, individual and societal success depends on access to and success in higher education. Governor Strickland called on the newly formed University System of Ohio to deliver a “new Ohio birthright” of access to higher education.⁴ Achieving this vision is complicated. Students are drawn from a society that provides widely varying levels of academic preparation, personal experience, financial capability and educational aspiration.

To deliver on the bold vision of universal access to higher education, Ohio must find solutions to structural problems and complexities, among them capacity constraints of existing institutions, deficits in student preparedness and adequacy of financial resources including student financial aid. Each of the institutions within the University System of Ohio, within its own distinctive mission, must do its part in fulfilling the State’s goal of access.

Access has a number of component elements: creating an institutional identity that allows the external community to convincingly know what the university delivers, encouraging students to attend, and facilitating their matriculation. *Success* is retention, accomplishment and graduation.

Admission to universities is traditionally based on standardized scores on ACT or SAT exams, along with high school GPAs. As an institution with a mission of liberal education in an increasingly diverse society, BGSU recognizes that no single yardstick fully captures the likelihood of a prospective student’s success in collegiate academics. Consequently, BGSU is beginning to implement a holistic admissions process in which a broad range of variables, in addition to traditional measures, are considered. These include: personal achievement, communications skills, demonstrated ability to overcome obstacles, and other unique characteristics and talents that have shaped an individual’s pre-collegiate social and intellectual development.

Strategies: Achieving Access and Success

In alignment with BGSU’s core values, holistic admissions yields greater diversity of student backgrounds and identities, a fundamental requirement for preparing culturally competent students. The University will admit and retain highly qualified students selected for their ability to draw maximum benefit from a BGSU education. The action plan for accomplishing this is described below.

Access and recruitment. The University’s transition to a holistic enrollment management system will recognize student interests, talents and motivation in addition to traditional measures of academic potential, thereby producing a more diverse student population. In order to optimize student access and opportunities to succeed, the University will:

⁴ *BGSU Monitor*. (August 6, 2007). “New, unified state university system ordered by governor.” www.bgsu.edu/offices/mc/monitor/08-06-07/page34287.html.

- Strategically recruit students who reflect diverse ideas, socio-economic background, and life experience, as well as cultural diversity, to cultivate a learning community invigorated by diversity in its broadest sense.
- Compete to attract out-of-state students and international students.
- Integrate the needs of nontraditional students into the enrollment management plan by responding to motivations of this population for returning to school, including job loss, skill development, career advancement and change, and personal fulfillment.
- Collaborate with two-year institutions to expand 2+2 programs and online degree programs.
- Facilitate student transfer to BGSU with minimal disruption to student progress within the bounds of student preparation for coursework and with high academic standards.
- Provide each prospective student with quality advising thereby minimizing loss of academic credit and encouraging student transfer.

Success and retention. Access to the University is just the starting point for student academic success. Each of the University's divisions contribute to an environment in which students are encouraged to explore and grow personally and professionally, find their passions, and complete their courses of study. In support of creating such an environment, BGSU will:

- Address the new challenges presented by the University's designation as a selective institution, including the possibility of a changing student profile, and examine the consequences for retention and graduation rates.
- Evaluate on an ongoing basis, contrasting results with traditional admissions procedures and those of peer institutions.
- Enable timely degree completion with quality advising, attention to scheduling of courses, and program flexibility.
- Develop an integrated system of emotional, social, economic and academic support via a coordinated system of programs across the student's college career and cross-divisional networks that support traditional and nontraditional students throughout their BGSU experiences.
- Develop, in partnership with the PK-12 system, curricula, articulation agreements, and systems of assessment which provide for seamless transition across the levels of public education in Ohio.

Metrics: Measuring Access and Success⁵

Accurately measuring the complex factors influencing access and success requires commitment to and support for comprehensive data collection and management across all levels of the University. It entails careful tracking and thoughtful analysis of student success and development, faculty performance and achievements, programmatic impact, and institutional efficiencies. Methods of analysis will include statistical analysis, qualitative and content analysis, and relevant assessment tools. For the purposes of this report, we provide examples of quantitative metrics that offer potential for comparison with our peer institutions for each our goals, yet provide a focused perspective on the specific impacts of our strategies for making gains.

Access:

- Bowling Green campus enrollment
- BGSU Firelands campus enrollment
- Total BGSU enrollment
- First-year student enrollment

⁵ Throughout this document, metrics noted with an asterisk indicate that the process for their measurement is currently in development and/or may be restricted to certain colleges or programs, depending on the outcome being measured and capacity to capture it by valid and reliable methods.

- First-year students of color enrollment
- First-year student gender ratios
- First-year out-of-state enrollment (US and international)
- Transfer student enrollment
- Limited resource student enrollment
- First generation student enrollment
- Nontraditional student enrollment (individuals aged 25 years and older)
- First-year class credentials (30+ ACT; average ACT for 25th, 50th and 75th quartiles; high school GPA; valedictorians)
- Faculty/student ratio
- Distance education and blended course offerings and enrollments
- PK-12 partnerships
- Community college articulation and collaboration

Success:

- Freshman retention to second fall
- Number and proportion of students who complete a degree
- Years-to-degree completion among students who begin and complete their education at BGSU
- Time-to-degree completion within the system as a whole among students who transferred to and complete their education at BGSU
- Documented impact of academic enhancement programs and success initiatives
- Number of undergraduate degrees awarded to first-generation college students
- Job placements within six months of graduation in areas related to student major*
- PK-12 partnerships

State Metrics: Educational Attainment:

- *Total postsecondary enrollment*
- *Total undergraduate enrollees age 25 or older*
- *Total degrees and certificates awarded*
- *Total undergraduate degrees awarded to first-generation college students*

Affordability

Goal: BGSU will implement organizational efficiencies and leverage internal and external resources to assure the cost effectiveness of a BGSU education and to ensure that qualified students receive sufficient financial assistance to attend, make satisfactory progress and graduate.

Ability to pay for higher education is an important determinant of students' access to and success in higher education. The University System of Ohio's goal states, *Affordability will enable all Ohioans to afford the education and training they need to succeed, to raise the aspiration of those who do not see higher education as within their reach, and to compete for those students who are choosing between Ohio and other states or nations for their post-secondary education.* The current reality, however, falls short of that goal. *Measuring Up: The National Report Card on Higher Education*,⁶ gives Ohio a failing grade in making higher education affordable.

- Net college costs for low- and middle-income students to attend community colleges represent nearly 44% of their annual family income. (Net college costs equal tuition, room, and board after financial aid.) *For these students at public four-year colleges and universities, net college costs represent 62% of their annual family income.* These two sectors enroll three out of every four students in the State. *(emphasis added)*
- The State makes a very low investment in need-based financial aid compared with top-performing states, and Ohio offers no low-tuition college opportunities.

Framing the discussion of educational costs solely in terms of *who* benefits from higher education, *how* they benefit, and *what* should be done to make higher education financially attainable pits educators against students and parents, tax payers and legislators. Society benefits from an educated citizenry and depends on the economic productivity and intellectual creativity of college graduates. At the same time individuals benefit financially, intellectually and socially from a university education. Mutuality of benefit is both motivation for broader participation and the source of a dilemma: how should the costs of paying for higher education be shared? The shared social and individual benefits derived from higher education produce a concomitant responsibility to share in the costs of that higher education.

Strategies: Shared Responsibility for Affordability

The cost of a BGSU education currently is shared by the State of Ohio, students and parents, and donors and other supporters. Balancing financial responsibility among these parties involves relative benefit received, ability to pay, aspirations for the type of society that is desired, and social values and equity. The shared benefits of higher education make increasing access to higher education, with its corresponding costs, a universally desirable goal. Identified below are some specific actions that address the issue of affordability of attending BGSU.

State responsibility. The increased funding provided by the State for fiscal years 2008 and 2009 represents the first significant increase in funding provided to higher education in many years. For institutions such as BGSU, however, the increase in state subsidy does not entirely compensate for decreases in other revenue streams. The single most powerful strategy to achieve the affordability goal of the University System of Ohio is for Ohio to increase funding for public universities in the following ways:

- Increase the State Share of Instruction including an interim goal of the national median contribution.

⁶ 2006 Ohio results:
<http://measuringup.highereducation.org/reports/stateprofilenet.cfm?myyear=2006&stateName=Ohio>

- Renew funding for special programs such as Success Challenge that enable BGSU to assist underrepresented and underserved subsets of the student population in their progress toward successful degree completion.
- Facilitate additional or enhanced student financial aid opportunities by changing State policy to allow greater tax credits similar to those offered by the federal government.

BGSU's responsibility. 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, BGSU increased tuition and fees to balance its annual budget. Year by year the University has implemented operating budget reductions and numerous efficiency initiatives. However, forced efficiencies also threaten the quality of our faculty, staff, and programs as well as drastically limiting the University's accessibility to qualified students. Working in cooperation with state initiatives, the University will:

- Achieve productivity gains in instructional and non-instructional operations (working both strategically and tactically).
- Increase revenue streams from sales and services.
- Aggressively pursue alternative funding sources through research and program grants and contracts.
- Work to increase the scholarship pool; pursue opportunities for private fundraising and endowment growth.
- Strategically invest scholarship dollars to maximize enrollment of qualified students with the use of need-based and merit-based financial aid packages.
- Provide students with multiple avenues of financial support and help students avoid unnecessary levels of student debt.
- Improve time-to-graduation rates to maximize students' return on their educational investment.
- Work collaboratively with the PK-12 system to educate parents and students about financial planning for higher education and help them anticipate and prepare for the realities of university attendance.

Student and parental responsibility. College affordability can be understood in relation to three financial components: costs incurred by the *institution*; general subsidies provided by *state and federal governments* and private sources; and prices that *students* are charged or pay for their education. Cost minus subsidy equals the price that students pay. The National Center for Education Statistics (NCES) reported in September 2003 that the majority of 11th- and 12th-grade students who plan to attend an in-state institution and their parents were not able to estimate the price of attending college within 25 percent of the actual cost. In fact, they were much more likely to overestimate tuition rates of public institutions.

This is particularly troublesome given that parents' ability to accurately estimate tuition and fees decreases in relation to both household income and education level.⁷ Those who can least afford the overall *cost* of an education often least understand the very system that could help them locate an educational opportunity that supports their personal goals and is affordable to them. To take full advantage of resources available for covering educational costs, parents and students will need to assume responsibility for the following:

- Become informed about the Expected Family Contribution and net attendance cost of attending BGSU.
- Take stock of their financial resources in order to make sound financial decisions about meeting the costs of attending college.
- Learn about their options for pursuing appropriate funding sources by working with the BGSU Office of Student Financial Aid.

⁷ National Center for Education Statistics. (September 2003). *Getting Ready to Pay for College: What Students and Parents Know About the Cost of College Tuition and What They Are Doing to Find Out.* (pp. iii-xi)

- Budget to avoid needless expenses and credit card debt.
- Make reasoned decisions regarding personal finances and money management.
- Commit to a realistic time-to-graduation plan to minimize unnecessary costs.

Metrics: Measuring Affordability

The payoff of a BGSU education to both the individual and the State extends over generations.⁸ Listed below are specific measures that, when compared to state and national norms and viewed within the context of the University's mission, serve as indicators of the University's success in making BGSU affordable:

Financial Aid Statistics

- Total cost of attendance
- Total financial aid awarded
- Percent of students receiving aid
- Balance of grants and loans
- Average unmet need
- Average loan indebtedness
- Institutional contribution to scholarships and grants
- Metrics from Student Money Management Services reflecting improved financial awareness, budgeting and financial responsibility

Revenue:

- State share of instruction
- Targeted state appropriations (e.g., Success Challenge)
- Government grants and contracts
- Private gifts
- Fees and services from educational activities
- Student tuition, fees, room and board

University Expenditures and Efficiencies

- Salaries and benefits
- Cost per FTE
- Operating costs (e.g., utilities, technology, maintenance)
- Net savings from minimizing operating costs (e.g., cooperative purchasing, energy-saving equipment)

State Metrics: Affordability

- *Percent of students whose net attendance cost is equal to or less than their Expected Family contribution*
- *Percent of students with an Expected Family contribution of zero whose net attendance cost is zero*
- *Total non-tuition revenue*
- *Weighted tuition and fees*

⁸ *ACE Fact Sheet on Higher Education: Non-Financial Returns on Higher Education: Participation in Various Activities, and Possession of Various Characteristics, by Educational Attainment*, American Council on Education, Center for Policy Analysis, September 2001, at: http://www.acenet.edu/resources/higheredfacts/fact_sheets/returns.pdf; *Facts In Brief: Economic Benefits of Higher Education Continue to Grow*, American Council on Education, Higher Education and National Affairs, July 29, 2002 (Vol. 51, No. 14), located at: www.acenet.edu/resources/HigherEdFacts/facts_in_brief/2002/07_29_02_fib.cfm.

Excellence

Goal: The University provides students a high quality academic experience rooted in values, focused on personal growth and discovery—which prepares them to excel in evolving careers and further education, including lifelong learning.

The issues and concerns that face BGSU are not unique to the University, or to Ohio. Student success depends in large part on our ability to revitalize teacher quality and preparation at all levels.

The essence of BGSU’s vision of excellence parallels Richard Florida’s conception of the *creative class*. With the establishment of a creative class the values and creativity of higher education translate to significant growth and prosperity regionally, nationally and globally. In his view, the roles universities play in promoting that growth are based on imbuing students with the Three Ts: *technology, talent* and *tolerance*. “In doing these things, universities help to establish the broader quality of place of the communities in which they are located.”⁹ BGSU strives to construct an educational environment that will enrich the greater society while fulfilling the University’s basic commitment to students, faculty, staff and the State of Ohio through *technology, talent* and *inclusiveness*.

Strategies: Excellence through Transformation

Earning and deserving the standing of a “premier” university requires that strategies for attaining excellence be both realistic and sustainable. Capitalizing on the University’s founding traditions, academic 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 is addressed in each of these areas: 1) students, 2) faculty, 3) academic foundations, and 4) operational efficiencies. The following sections expand on BGSU’s understanding of what constitutes excellence in action—and *educational quality*—as we refine our premier learning community for to the future.

Student Excellence: The touchstone of BGSU’s academic programs is accomplishment of the University-wide learning outcomes. Learning outcomes have also been developed for specific programs and majors. Learning outcomes, designed to enable students to integrate and apply what is learned across their academic careers and personal development as they prepare to enter the workforce, provide a structure for continuity and coherence across the curriculum. They also comprise the basis for a curricular approach of shared responsibility for learning, shared goals, meaningful assessment and accountability. By graduation, BGSU students are expected to demonstrate substantial mastery of the learning outcomes specific to their major field of study as well as generalized abilities reflecting the realities of a vital and creative society.¹⁰

Ideally, all assessment provides the basis for periodic adjustment of measures and data collection methods and continuous improvement. Our assessment plans, including the use of e-Portfolios, are continually in review and development.

As articulated in the University Learning Outcomes, the University will continue to assure that BGSU graduates:

- *Think critically and constructively*, as shown by proficiency in discovery, creative problem solving, and examining values in decision making.
- *Engage others in action*, as shown by proficiency in participating and leading.

⁹ Florida, Richard (2004). *The Rise of the Creative Class*. (paperback ed.). New York: Basic Books, (p. 292).

¹⁰ See www.bgsu.edu/offices/assessment/page31434.html for a detailed list of University outcomes and a link to department and program outcomes.

- *Communicate skillfully* using multiple modes of thinking and forms of expression, such as logic, mathematics, visual media, spatial concepts and formats, and musical composition or performance. This requires that students demonstrate proficiency in written and oral communication, with particular expertise in other symbol systems necessary for their major field of study.

These outcomes, enduring and common to all areas of study, are developed and refined across the student learning experience. The report, entitled *Premier Learning: A Scenario for BGSU in 2020*, describes students as “taking responsibility for their own learning and...how their current learning relates to their life and career aspirations.”¹¹

Faculty Excellence: Faculty members and University administrators 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 awards and career opportunities. They 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 impact of faculty excellence is not limited to student success, however. The strengths and capabilities of faculty members in the realm of research, creative expression, service, and engagement contribute to private and public needs of society. Faculty at BGSU are increasingly sensitive to higher education’s potential impact on the social, economic, and technological development of society and the concomitant contributions of our external constituents to our learning community. The concept of a premier learning community inspires an ambitious agenda for maintaining faculty excellence in which BGSU will:

- Encourage faculty to be increasingly open and adaptive to new ways of teaching and learning for the millennial generation.
- Facilitate faculty 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 whose expertise and skills are in line with University priorities.
- Continue the University’s efforts to assure that faculty are competitively compensated relative to other state institutions.
- Evaluate and recognize faculty achievements.

Faculty excellence underlies student success and achievement, research performance, service and engagement with the community—factors that together define institutional excellence.

Academic Foundational Excellence. In preparing to assume its position among the Four Corners of selective public, residential, liberal arts education institutions (as defined by the University System of Ohio), BGSU has identified the following as necessary elements for: 1) foundational excellence in undergraduate liberal arts and professional education and 2) building and maintaining selective excellence in disciplinary and interdisciplinary specialty areas:

- *Centers of Excellence.* These centers will be interdisciplinary or transdisciplinary clusters of talent, creativity, and innovation that signify the University’s unique areas of productive synergy and contributions to the State. An example is the Arts, encompassing teaching, learning, research and creative activity from vocal and instrumental music performance and composition to theater and film, the visual arts, and creative writing.
- *Signature Programs.* These programs are recognized nationally and/or internationally for their contributions to a particular discipline.
- *University-wide Initiatives.* These comprehensive programs such as our multi-faceted support for first-year students address specific issues of student development. Our plan is to unite multiple

¹¹ BGSU Strategic Positioning Group. (2007). *Premier Learning: A Scenario for BGSU in 2020*, (p. 1).

programs with similar purposes under an umbrella organization that coordinates administration, evaluation, and development of the programs into *The Bowling Green Experience*.

- *Emphasis on Science, Technology, Engineering, Mathematics and Medicine (STEMM)*. Building on innovation and early prominence in STEMM areas such as design and development of electric vehicles and practical applications of advanced research in technology and photochemical sciences, further integration of cutting edge technology throughout teaching and learning experiences will prepare graduates in all disciplines to participate fully in society and to succeed in present and future career choices.
- *Customized Learning and Academic Programs*. BGSU envisions a future in which academic programs will be tailored to an individual's needs and interests upon entrance to the University and/or modified as the student's interests and career directions mature and evolve. Both customized and more traditional paths of study 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.
- *Quality Advising*. Quality advising is much more than guiding a student through a pre-specified list of courses. It is sensitive to each student as an individual with unique interests, strengths, career and personal aspirations, and personality. Working in tandem with holistic management of admissions, the personalized approach to student advising will continue throughout the student's academic career. An integrated college and departmental advising team including Student Affairs professionals and, where possible, community representatives and mentors will identify the best path(s) for student success. Mechanisms such as portfolios will document mastery of course and program learning outcomes while providing a wealth of data for student reflection and personal assessment.¹²
- *Problem-Based Learning*. Problem-based learning provides experiences to students in diverse careers and professions, government agencies, and other organizations and lets them see first hand the full range of knowledge, skills and dispositions required for career and personal success. Students find that the real world does not come neatly packaged as college algebra or organic chemistry problems and solutions, but rather is messier, with ambiguities, interdisciplinary issues and concerns, real people with their distinctive personalities, and the requirement for independent learning.
- *Communication across the curriculum*. Unparalleled advances in technology have elevated the need for *communication across the curriculum* beyond the traditional concept of *writing across the curriculum*. Students are connected to massive amounts of information and continuously in touch with their friends and family with email, instant messaging, and web-based communities.

Operational Excellence: Becoming the premier learning community in Ohio and one of the best in the nation requires BGSU to be explicit in planning, setting priorities, and evaluating the impacts of strategic resource allocation on improvements in effectiveness and efficiency.

The Master Plan vision—augmented by the President's view of BGSU's future—will serve as the basis for formal Strategic Planning early in 2008. Resource reallocation, along with identification of new revenue streams, will be key to setting and adhering to explicitly identified priorities, such as program enhancements and new initiatives, and to aligning local priorities with State goals. The following are examples of strategies to improve operational excellence:-

- Exercise flexibility and demonstrate efficiencies in responding to evolving needs of the State and opportunities presented in society.
- Where appropriate, implement joint planning and coordinate related efforts.
- Build on established successes in realignment in order to extend high priority services.
- Eliminate unnecessary duplication of programs and services across the University without sacrificing essential elements of the curriculum.

¹² BGSU Strategic Positioning Group. (2007). *Premier Learning: A Scenario for BGSU in 2020*, (p.1).

- Cooperate with other institutions to develop joint programs, improve institutional efficiency, and maximize student access to specialized programs and resources.
- Develop plans at each level of the institution for cost efficiencies and innovative revenue generation while preserving and extending the quality of BGSU's academic agenda.
- Continue to implement and refine the comprehensive master plan for maintenance and renovation of existing facilities and buildings in order to improve learning and research environments.

Metrics: Measuring Excellence of the Premier Learning Community

BGSU continues to implement systems of assessment that evaluate and demonstrate positive student learning outcomes in terms of both discipline-specific content and broad competencies that are the hallmarks of an educated citizenry. Measures of institutional accountability, student assessment and assessment of faculty/staff excellence are all required of a comprehensive plan of accountability. Indicators of progress:

Student Excellence:

- Performance on University learning outcomes
- Student GPAs upon graduation
- Number of national and international student awards and recognition*
- Student participation, reflection and satisfaction on measures relating to their college experience
- Alumni satisfaction and achievements at various stages in their professional careers*
- Employer satisfaction with student workplace readiness
- Artifacts stored in e-Portfolios that demonstrate learning outcomes
- Rates of student participation in specialized learning and outreach programs (e.g., theme learning communities, Center for Teaching, Learning and Technology workshops, University Libraries' Individual Research Appointment consultations and involvement in independent and/or faculty research/creative projects)
- Number of undergraduate research/creative arts projects conducted with faculty members*
- Participation rates in professional research/creative conferences*
- Number of students completing honors theses
- Acceptance/placement of graduates advancing graduate programs*

Faculty Excellence:

- Results of student and peer teaching evaluations
- Faculty productivity in publications, creative events, grants and engagement
- Number of national and international faculty awards and recognition in teaching and scholarship of pedagogy*
- Number of national and international faculty awards and recognition in research and creative activities*
- Number of community, regional, state, national and international faculty and staff awards and recognition in engagement*
- Participation rates in professional research/creative conferences*
- Number of faculty participating in regional research clusters*
- Number and diversity of newly hired faculty members
- Retention rate of faculty assessed within context of reasons for leaving
- Levels of salaries and annual merit awarded

Academic Foundational Excellence:

- Institutional awards and recognition
- Departmental/program awards and recognition
- Identification, design and support of Centers of Excellence, Signature Programs, and University-wide initiatives*

- Number of student enrollments in programs supported by Centers of Excellence, Signature Programs and other University-wide initiatives*
- Number of graduates, particularly among underrepresented groups, in programs supported by Centers of Excellence, Signature Programs and other University-wide initiatives*
- Number of faculty and staff lines committed to programs supported by Centers of Excellence, Signature Programs and other University-wide initiatives
- Number of student enrollments in STEMM programs
- Number of students completing degrees in STEMM programs
- Number of graduates, particularly among underrepresented groups, from STEMM and technology programs
- Number of faculty and staff lines committed to STEMM programs
- Number and quality of student and faculty learning communities
- Percentage of faculty who have taken Faculty Improvement Leaves
- Student retention in individualized learning and academic programs*
- Student satisfaction rates in individualized learning and academic programs*
- Number of technology-intensive courses*
- Graduate school participation rates for new graduates*
- Placement rates for recent graduates including those in careers directly related to student major*
- Comparative pay rates for new hires relative to other Ohio universities

Operational Excellence:

- Response time to changing conditions and critical institutional requests*
- Year-to-year comparison of cost savings achieved through institutional efficiencies in non-academic and support areas*
- Academic performance and/or retention of students in comprehensive, restructured programs
- Cost savings in academic areas derived from combined, restructured, and eliminated programs
- Cost savings from eliminating unnecessary duplication of programs and services across the University.
- Student enrollment and/or retention in combined and restructured programs
- Overall institutional cost savings and innovative revenue generation
- Individual and combined revenue totals for new revenue streams
- Progress on facilities and building maintenance and renovation plans; comparison of year-to-year totals of deferred maintenance

State Metrics: Quality

- *University 6-year graduation rate compared to national average*
- *Number of students and faculty receiving major national and international awards as reported in AAU and Lombardi's*
- *Number of students in the top 20 percent of their class or top 20 percent SAT/ACT*
- *Percent of facilities coded as satisfactory or needing minor rehabilitation*

Economic and Cultural Development

Goal: BGSU is a major economic driver and cultural influence that will help to transform Ohio into a growing creative economy by contributing to the development of a talented and adaptive workforce. Extending the definition of entrepreneurship beyond the traditional concept, it will create partnerships that improve Ohio's economy and quality of life.

Once a standard for economic success in the U.S., Ohio's traditional manufacturing base and economic policies now threaten the State's successful transition to the emerging creative economy driven by technological innovation and knowledge-oriented activities.¹³ Ohio ranks 40th with 21.1 percent of its working-age citizens holding a bachelor's degree (compared to the national average of 24.4 percent).

Creative Economy in Ohio

BGSU is a major economic driver as well as an important educational, creative, and cultural force in the State. Using conservative methods that excluded such measures as student earning capacity, private consulting, patent and book royalties, and faculty and staff service to the community, a 2004 study assessed the economic impact of the University's tangible expenditures and revenue streams.¹⁴ The following are selected findings from the study:

- BGSU generates eight dollars in local economic activity for each dollar it receives in state appropriations.
- BGSU generates more than \$700 million annually for the Ohio economy.
- BGSU economic activity creates nearly 9,000 jobs for Ohioans.
- BGSU generates more tax revenues (federal, state, local) than it receives in state appropriations.
- BGSU capital improvements and operations spending generate \$322 million annually for Ohio's economy.
- BGSU employee spending generates \$167.5 million annually for Ohio's economy.
- BGSU student spending generates \$191 million annually for Ohio's economy.
- BGSU visitors generate \$25.4 million in economic activity annually.
- BGSU generates \$28.5 million in state and local tax revenues annually.¹⁵

Through the impact on the region's economic development, job opportunities at all levels have expanded, new tax bases have been created, and productive partnerships have been formed.¹⁶ The nationally recognized Supply Chain Management Institute in the College of Business Administration's Department of Management is an example. The Institute has forged partnerships with 16 major companies that hire the University's graduates, provide internships, and support scholarships. Through *Roundtable* training opportunities, the Institute also shares knowledge and best practices with the Northwest Ohio business community. Another is the University's participation in Ohio's Third Frontier, targeted at increasing Ohio's

¹³ Katz, Bruce. (2005, September 29). *An Urban Age in Ohio: The Case for State Reform*. Presented to the Ohio State Chapter of American Planning Association. (p. 2) http://www.brookings.edu/speeches/2005/0929cities_katz.aspx

¹⁴ Carroll, Michael. (2004). *Measuring Bowling Green State University's Impact on Ohio's Economy*. Technical report conducted by BGSU's Center for Policy Analysis & Public Service (renamed the Center for Regional Development).

¹⁵ *Ibid.* (p. ii)

¹⁶ Among organizations partnering with BGSU are the Regional Growth Partnership, the Governor's Northwest Ohio Economic Development Office, the Wood County Economic Development Commission, and the U.S. Department of Energy's Cooperative Research and Development Agreement, and such community colleges as Owens Community College, Terra Community College, Northwest State Community College, North Central State College, and Lorain County Community College.

ability to perform research and create innovative products. A photo instrumentation and photo-polymerization laboratory was funded and is located at BGSU with collaboration among DuPont Technologies, Kent State University, Kraft Foods and the University of Akron.

The University contributions to regional planning projects include land use, water quality, renewable energy and clean hydrocarbons, economic impact studies, and mapping studies. BGSU, in recent years, has been the largest producer of teachers (including those in the STEMM areas) and school administrators in the State and one of the top in the nation.

The University created the Office of Vice President for Regional Growth and Economic Development in 2007. The unit works across the University and region to enhance economic development opportunities; partners within the University include the Center for Regional Development, the Center for Entrepreneurship, the Center for Demographic and Family Research, the Research Institute, the Office of Sponsored Programs and Research and entrepreneurial programs and classes within both the College of Business Administration and the College of Technology.

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 lifelong learning, 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. BGSU's students are the leaders of tomorrow, and their success is fundamental to the success of Ohio's social and economic institutions. Strategies for enhancing our contributions to the local and state economies include the following:

- Establish educational articulation from preschool through college by developing partnerships with public schools.
- Extend outreach to students beginning in the early grades to enable them to raise their personal and professional aspirations, utilize programs and opportunities available to them, realize their career goals, and thrive as contributors to Ohio's creative economy.
- 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 dimly envision.
- Address the specific needs of nontraditional students as they prepare for career advancement or to reenter a workforce with rapid changes in skill and career requirements.
- Strengthen STEMM education through targeted recruitment and enhanced teaching and learning in scientific, medical/health, and technological competencies and skills.
- Generate more opportunities to study abroad and learn in-depth about others' cultures, languages, practices and worldviews by exploring additional exchange relationships with selected universities worldwide.
- Recruit more faculty, staff and students from other states and nations to cultivate an environment of even greater diversity of thought and values, thereby enhancing the State's cultural richness and invigorating its competitiveness.
- Pave the way for creation of new enterprises and jobs by introducing students in all disciplines to elements of entrepreneurship education.

Vibrant research and creative environment. Increasingly, metropolitan growth and economic stability are associated with productive research universities and their strength in technology.¹⁷ BGSU's research, creative endeavors and scholarship expand knowledge and funnel federal, corporate and private funding into the State through grants, contracts, entertainment and technology transfer. They establish stimulating, intellectual environments that attract creative individuals from out of state and foster scientific, social and cultural innovation. The following essential activities will have positive impacts on the economy and the quality of life in the Ohio:

- Invest University resources in collaborative research clusters based on our strengths and strategic opportunities as they align with state goals.
- Cultivate long-term relationships with university colleagues and external constituents to create more interdisciplinary programs, generate alternative funding sources, and recruit outstanding faculty in targeted research and creative areas.
- Capitalize on the success of the BGSU Arts Roundtable and the Northwest Ohio Arts Exchange as a model for collaboration and synergy among faculty, staff, students and the community.
- Facilitate deans, chairs, directors and faculty in developing and sustaining mutually beneficial relationships with business and industry—regionally and across the State, nationally and internationally—for product development and student career opportunities.
- Encourage faculty and students to develop and apply their own research and projects in support of economic development.
- Foster technology transfer through the Office of Technology Transfer and the Research Institute (e.g., Wright Center, ultra-capacitors, photochemical sciences, marine paints, specialized software).
- Establish a venture center/small business incubator to support entrepreneurship in the region (including faculty, staff, students and alumni) while interacting with the University to provide student work experience, faculty development opportunities, and future revenue streams to the University.

Metrics: Measuring BGSU's Success in Economic Development

Workforce development for the future

- Number of graduates prepared in areas that sustain the creative economy, including, the arts, communication, marketing, etc.
- Number of graduates prepared for positions in STEMM areas
- Number of graduates obtaining teacher and administrator licensure
- Number of graduates in business
- Number of current students and graduates completing the entrepreneurship program
- Number of graduates in health and social welfare-related fields
- Number of programs of study and individual course offerings through continuing education intended for workforce upgrade and retraining
- Number of individuals participating in continuing education, as evidence of capacity for workforce upgrading and retraining of displaced workers
- Total credit hours awarded in continuing education for workforce upgrading and retraining
- Job placement rates for recent recipients of graduate degrees*
- Number of BGSU students advancing to graduate studies*
- Alumni salaries at various stages of their careers*
- Outstanding alumni accomplishments*

Vibrant research and creative environment

- Number and dollar values of federal, state and other governmental funding awards

¹⁷ *The Public Universities of Ohio Economic Contribution Profile, 2000-2001 Data*, Inter-University Council of Ohio, 2003.

- Number and dollar values of corporate, foundation and private funding awards
- Faculty and staff publications, creative achievements, and awards that have direct or induced economic impact
- Number and nature of partnerships formed with business and industry or with non-profit entities.
- Number of licenses and patents applied for and granted
- Number and description of technology transfers that have advanced to commercialization and marketing
- Number of newly generated spin-off companies
- Number of companies and employees participating in the Venture Center
- Number and types of cultural arts events/venues; number of venues at which these events were held; number of cities, counties, states and nations over which these events were dispersed*
- Audience attendance rates for arts events*

State Metrics: Economic Leadership

- *Annual federal and industrially financed research spending per capita—national rank*
- *Ohio patents issued per capita (100,000)—national rank*
- *Total international students studying in Ohio and Ohio students studying abroad annually*
- *Number of students with foreign language credit*
- *Percent of Ohioans age 25 and older with post-secondary education*

Diversity

Goal: BGSU will enhance the ways in which members of the BGSU community experience diversity, broadly defined, and foster opportunities to build mutually beneficial relationships with people with other histories and from other cultures through acceptance and openness. The rich and varied experiences of diversity transform our campus into a learning environment with multiple perspectives and values.

Diversity is critically important to BGSU students, graduates, the institution itself and the society within which all these exist. BGSU graduates will experience the widespread consequences of an increasingly heterogeneous society as we advance into the 21st century. Currently, about one-third of the U.S. population is non-white, and demographers estimate that by the middle of the century, Hispanics (of any race) will make up almost 25 percent of the population. Blacks, Asians, and other minorities will constitute slightly less than 25 percent of the population in the United States.¹⁸ To thrive in this complex, changing environment, our students must understand, appreciate, and navigate diverse environments, nations and people.

BGSU is required to function and communicate cross-culturally in an increasingly interdependent world in which individuals and nations continually create, negotiate, and revise cultural values and understandings, as described below:

Higher education is witnessing a process of deep institutional change...that involves the deinstitutionalization of its rooted policy and values frameworks and the parallel institutionalization of new ones. These processes entail ... more or less strong resistances, conflicts, tensions but also efforts to conciliate, adapt, translate, assemble the new with the old, the national features of higher education system with the new globalizing pressures, the single institution's structural and cultural features with the new imperatives and demands.¹⁹

Strategies: Globalizing the University Experience

The University's Vision Statement affirms the value of cultural diversity as a central element of BGSU's character: *BGSU serves the diverse and multicultural communities of Ohio, the United States and the world.* The practical challenge for BGSU is to unite the University's separate programs and initiatives addressing diversity into a cohesive framework that leverages our awareness and enthusiasm to maximize the benefits of diversity both on campus and in our communities.

Campus learning environment. BGSU will coordinate, expand and strengthen its diversity programs within and out of the classroom. The University will prepare and motivate students to understand and relate to others of different backgrounds and heritage.

- 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.
- Increase international student recruitment by cultivating relationships in targeted cities and nations.
- Invest in recruitment and retention of a more diverse faculty to permeate the learning environment with multiple perspectives and values.

¹⁸ US Census Bureau. (Last Revised: October 13, 2004). *FactFinder—People: Race and Ethnicity*. http://factfinder.census.gov/jsp/saff/SAFFInfo.jsp?_pageId=tp9_race_ethnicity.

¹⁹ Vaira, Massimiliano (2002, September 5-7). *Globalization and Higher Education Organizational Change: A Framework of Analysis*. Consortium of Higher Education researchers (CHER) 15th Annual Conference. Vienna, Austria. (p.2) http://www.iff.ac.at/hof/CHER_2002/pdf/ch02vaira.pdf (p.3).

- Infuse curricula, projects, and active learning experiences with the complex realities of a culturally diverse world at the undergraduate and graduate levels.
- Invest in residential learning communities that offer intensive cross-cultural experiences for students interested in international issues and/or languages.
- Encourage students, faculty, and staff to deeper understanding of other societies and cultures 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 to making a difference for those cut off from the benefits of technology, modern medicine, and economic growth.
- Prepare students for employment in the competitive global workforce by relating the abstractions of classroom theory with realities of personal experience.
- Develop leaders capable of uniting diverse individuals in common commitment and values.
- Create additional opportunities for study abroad by building exchange relationships with selected universities worldwide.
- Provide short-term travel-study and other international experiences for students, including those without the resources or time to engage in more extensive personal international experiences.

Research and creativity. The continuous flow of ideas among diverse populations, differing value systems, and a wide spectrum of academic disciplines invigorates research and creative endeavors by heightening the ability of those involved to grasp and successfully address issues of increasing social and scientific significance. BGSU believes the following to be effective in increasing the benefits of diversity on our campus and among our graduates:

- Cultivate international research and creative partnerships that raise the standards of faculty scholarship as they collaborate and compete with the greatest minds and talents in the world and extend the reach of BGSU's scholarly impact.
- Understand, raise awareness of, explore the ramifications of, and address social and cultural implications of the stratification that divides the healthy and the sick, the educated and the uneducated, the wealthy and the poor—within and among nations.
- Analyze the impact of new technologies, international relations, and changing business practices on domestic and global workforces.
- Assess and enhance the role of education in the socioeconomic transformation of cities and states, cultures and nations.

Individual experience with diversity. Intercultural and international engagement at the personal level reinforces interest in, understanding of, and feelings of interdependency with other individuals and societies. Institutional support for diversity training, research, learning, and engagement activities and projects raises awareness of the issues surrounding diversity, increases appreciation for the value of new ideas and ways of doing things, and can create pathways for regional, national and international University business and societal partnerships. In support of such aspirations, BGSU will:

- Create and support internships and service learning experiences that expose students to multiple views and diverse cultural voices in their community, region, and nation.
- Develop and encourage student participation in international study abroad and exchange opportunities and award appropriate academic credit for this experience.
- Challenge and clarify individual values, beliefs, and decisions by connecting the classroom and community to a more expansive view of the world.
- Encourage faculty members to pursue international experiences such as the Fulbright Scholars Program and other programs administered by the Council for International Exchange of Scholars.

Metrics: Understanding Cultures and Nations

“Creativity,” Richard Florida²⁰ reminds us, “comes in all colors, genders, and personal preferences.” Among the measures to assess BGSU’s achievement of diversity aspirations and to demonstrate the University’s capacity to engage with and influence on our global neighbors are:

Global learning environment

- Pre- and post-test of student values, beliefs, and decisions relative to a larger and more inclusive world view*
- Pre- and post-test of student values, beliefs, and decisions relative to a larger and more inclusive world view among teacher graduates*
- Listing of courses, majors with a cultural/global component
- Student enrollment in courses, majors with a cultural/global component
- Number of students enrolled and retained from underrepresented populations
- Number of international students enrolled and retained at BGSU
- Number of faculty and staff from underrepresented populations
- Number of international faculty and staff hired and retained
- Number of students participating in diversity-related student organizations

Research and creativity

- Number of faculty participating in international research and/or creative fellowships, travel abroad programs, and international exchanges or partnerships*
- Funded research on domestic and global workforces in relation to new technologies, international relations, and/or business practices
- Funded research examining socioeconomic transformation of cities and states, cultures and nations in relation to education
- Pedagogical research relating to teaching diversity and preparing students PK-20 for globalization
- Key research studies in sociology, psychology, international relations, criminal justice and other disciplines that contribute to national awareness and understanding of the role of diversity and internationalization in our society

Institutional investment in diversity

- Number of intercultural internships and service learning opportunities undertaken*
- Number of students participating in intercultural internships and service learning experiences*
- Number of study abroad and exchange opportunities
- Number of BGSU students participating in study abroad
- Number of faculty members participating in international programs
- Number of international performances*

²⁰ Florida, Richard (2004). *The Rise of the Creative Class*. (paperback ed.). New York: Basic Books, (p. 5).

Effectiveness and Accountability

Goal: BGSU will be a responsible steward of its resources through use of planning, resource development and management, assessment of student learning, and evaluation of its faculty and operations. The University is committed to continuous improvement and holding itself publicly accountable to its publics and benefactors.

BGSU cultivates 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 publics. 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.

While progress can be measured in varying ways, the most significant are those that are longitudinal and those that hold the University up to scrutiny vis-à-vis comparative institutions or have normed data allowing relative effectiveness and success to be evaluated. It is through such measures that the institutional goal of continuous improvement can be assured.

Evaluation Methods: Measuring BGSU's Effectiveness and Accountability

Progress toward the aspiration to excellence within the University's mission statement is manifested in three domains. The first is defined by 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 distinguished creative activity. The third lies in the engagement of the institution, its faculty and staff members, and its students in collaborative ventures valued by our partners and community constituents. Our effectiveness in each of these domains is maximized by the corresponding operational excellence in support services and non-academic functions.

Assessment of student learning. Assessment of student learning focuses upon students' demonstrated ability to apply the knowledge, skills, judgment and other attributes they have gained or refined in their academic program and through their co-curricular experiences at BGSU. Assessment is framed against competencies (academic and developmental goals) published as learning outcomes, at the University and disciplinary level, respectively. The following university-wide learning outcomes are cross-disciplinary; and their fulfillment by a demonstrated level of quality performance for each student is the responsibility of the entire learning community rather than a specific degree program or course.

University-Level Student Learning Outcomes.

- *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.

Majors and programs. 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.
- *External Assessment*: Master classes for music students, professional publications, competitive exhibitions, and other direct performance assessments soliciting external expert assessment of student work.
- *Employer perspectives*: Feedback from internships, cooperative education, and student teaching, as well as 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.

Interdisciplinary measures. Creating synergy across disciplines are interdisciplinary programs that require additional dimensions in their measures. Three at BGSU are:

- *General education*: The University uses several additional interdisciplinary measures of student learning, including assessments of liberal education competencies that are carried out within BG Perspective (general education) courses.
- *Collegiate Learning Assessment (CLA)*. This tool 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.
- *Post-graduation experience*. BGSU recognizes student learning occurs outside of the classroom in terms of broadened social and cultural perspectives; changing attitudes, beliefs, and interests; enhanced leadership and citizenship skills; and changes in 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.

Hybrid Assessment Tools. Two additional aspects of BGSU's assessment program are applied in specific disciplinary areas as well as in cross-disciplinary areas such as general education classes.

- *Student Success Plan.* Incorporating a variety of methods and instruments that capture the multiple dimensions and measures of student learning, success, and satisfaction, the BGSU *Student Success Plan* is a strong component of our assessment system.²¹ This locally-developed set of measures was recognized, along with the University's assessment practices, by the Council for Higher Education Accreditation in its 2007 Award for Institutional Progress in Student Learning Outcomes.
- *Student e-Portfolios.* BGSU's use of *web-based student portfolios* (e-Portfolios) provides an overall, cumulative assessment of student learning and performance via specific examples of their work products. A cost-effective, significant advance over paper systems, the electronic portfolio technology permits comprehensive indexing and rapid retrieval of student artifacts and reflections as well as assessments provided by faculty members. More importantly, this method recognizes students as active participants in the learning process and provides them with a planning and goal-setting tool for making connections among diverse learning experiences.

*Faculty effectiveness.*²² Cultivating faculty success throughout their careers forms the basis of the University's strategy for building and maintaining competitive and productive academic units that ensure student success, generate new knowledge and actively engage with communities and constituents. Chairs, directors and deans play a critical role in a collaborative and structured evaluation process through which expectations for faculty performance are clearly articulated and professional achievements are recognized and rewarded. 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, an initial faculty success plan is developed collaboratively between the chair or director and the new faculty member for submission to the dean with the first-year annual review. The success plan evolves as the new faculty member makes progress toward the reappointment review and advances toward tenure and promotion. Ongoing discussions and planning over the course of the probationary period are both diagnostic and formative.
- *Reappointment reviews.*²³ Midway through the probationary period, this assessment serves three purposes: 1) indicates whether the individual is making appropriate progress toward tenure and promotion, 2) enables the individual with uneven performance strengths to make adjustments that may be necessary to assure effectiveness in all areas of faculty responsibility, or 3) it notes performance that will not support re-appointment and completion of the probationary period.
- *Promotion and tenure review.* Following written criteria at the academic unit and college levels, these 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 research, and creative endeavors, and professional service are subject to external review by nationally and internationally recognized colleagues, scholars and artists in the appropriate field of study.²⁴
- *Faculty and staff merit reviews.* Each year, all tenured and probationary faculty—as well as classified and administrative staff—are subject to performance evaluations conducted by either personnel committees (faculty) or immediate supervisors (administrators and staff) in order to identify exemplary performance deemed worthy of a merit increase to their base pay.

Institutional effectiveness and engagement. Accomplishments of our students, faculty, and staff members are incorporated into measures of operational effectiveness and efficiency.

²¹ The BGSU *Student Success Plan* can be viewed at www.bgsu.edu/offices/studentssuccess.

²² For details about Faculty evaluation, see the *Academic Charter* at: B-I.D Evaluation of Faculty Personnel, pp. 1-6.

²³ 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.”

²⁴ Professional service is also externally reviewed in University Libraries.

- *Academic and nonacademic program review.* Numerous academic enrichment and co-curricular programs are evaluated within our internal 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 measures are used biennially to provide institutional effectiveness information at a broad University level. These are the *ACT Student Opinion Survey*, which provides student feedback about programs, services, and facilities, and the *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). Changes in our NSSE results are tracked over time and we compare our outcomes with those of peer institutions throughout the State and nation.
- *Curricular best practices.* The University participates 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 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 interdisciplinary Centers of Excellence based on the University's strengths and opportunities and discipline-specific Signature Programs recognized for their achievements and contributions to the University or College's mission and 4) assigning resources and rewards relative to performance. The Compacts are reviewed annually and adjusted as necessary.

BGSU will implement 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 performance data.

Next Steps

Early in 2008, the President will convene a strategic planning committee to garner input from across the campus community and to elaborate on the vision of Bowling Green State University's future outlined in this document. This group, representative of all academic and non-academic parts of the University, will identify the drivers of change that can make a critical difference in moving toward the goals envisioned by the UWG and will articulate some of the steps needed to realize our aspirations.

Appendix A

BGSU Reports and Presentations Contributing to the Master Plan

Collective Vision: BGSU and the University System

Open Forum on BGSU's Master Plan (Hosted on October 30, 2007 by Faculty Senate and featuring Shirley L. Baugher, Provost and VICE PRESIDENT FOR ACADEMIC AFFAIRS; Sandra MacNevin, Assoc. Vice President for Governmental Affairs; and Sherideen Stoll, Vice President for Financer and Administration)

Planning for Excellence (PowerPoint presentation to the President's Advisory Council by Shirley L. Baugher, Provost and VICE PRESIDENT FOR ACADEMIC AFFAIRS, November 14, 2007)

The System of Higher Education in Ohio and Bowling Green State University (PowerPoint presentation by Shirley L. Baugher, Provost and VICE PRESIDENT FOR ACADEMIC AFFAIRS)

Access and Success

The Academic Plan: Becoming a Premier Learning Community (Prepared by the Academic Planning Committee, 2002)

Academic Plan Progress Report: 2006 (Prepared by the Office of the Provost and Vice President for Academic Affairs)

BGSU's Future in Enrollment Management (Presentation to the BGSU Enrollment Network by Shirley L. Baugher, Provost and VICE PRESIDENT FOR ACADEMIC AFFAIRS, October 24, 2007)

Financial Aid & Tuition Discounting (Presentation to University Working Group by Al González, Vice Provost for Academic Services; Gary Swegan, Director of Undergraduate Admissions; and Laura Emch, Associate Director of Financial Aid)

Affordability

Affordability: IUC Discussion (Report prepared by Sherideen Stoll, Vice President for Finance and Administration)

Understanding the Cost, Price and Return on Investment of Public Higher Education (BGSU White Paper No. 2, October 22, 2003)

Excellence

Academic Plan: Becoming a Premier Learning Community (PowerPoint presentation to University Working Group by Milton Hakel)

Feedback Report of Learning Communities and First Year Programs at BGSU (Report and presentation to University Working Group by Mark Gromko, Spring 2007)

First-Year Programs: Progress Report (Report and presentation to University Working Group by Mark Gromko)

Honors Program Update (Presentation to University Working Group by Mark Gromko)

Premier Learning: Positioning BGSU for Its Future (PowerPoint presentation to University Working Group by Milton Hakel, Professor and Eminent Scholar, Department of Psychology)

Premier Learning: A Scenario for BGSU in 2020 (Report to University Working Group by Milt Hakel)

Quality Issue in Higher Education—IUC Discussion (Prepared by Sandra MacNevin, Associate Vice President for Governmental Affairs)

Quality and Accountability—IUC Discussion (Prepared by Milton Hakel, Professor and Eminent Scholar, Department of Psychology)

Economic Development

Arts and Regional Prosperity: Economic Impact of Creative Industries in Northwest Ohio (PowerPoint provided by Richard Kennell, Dean, College of Musical Arts)

Basic Considerations Related to Economic Development and University Engagement: The New Ohio (Presentation to University Working Group by James M. Smith, Vice President for Regional Growth and Economic Development.)

Economic Development at Bowling Green State University: The Intersection of Capital—Human, Intellectual, and Corporate (PowerPoint Presentation to University Working Group by James M. Smith, Vice President for Regional Growth and Economic Development)

Economic Development Consideration for the University System of Ohio (Report by James M. Smith, Vice President for Regional Growth and Economic Development)

Economic Development: IUC Discussion (Report by James M. Smith, Vice President for Regional Growth and Economic Development)

Outline for the Economic Development Section of BGSU's Master Plan (Outline presented to University Working Group by James Maxwell, Chair, VCTE, College of Technology)

Outline for the Economic Development Section of BGSU's Master Plan (Outline provided by Donald Bell, Project Manager, Office of the President)

The Rise of the Creative Class: A Summary (PowerPoint Presentation to University Working Group by Richard Kennell, Dean, College of Musical Arts)

Diversity

The Academic Plan: Becoming a Premier Learning Community (Prepared by the Academic Planning Committee, 2002)

Academic Plan Progress Report: 2006 (Prepared by the Office of the Provost and Vice President for Academic Affairs)

Diversity as a Center of Excellence at BGSU (Report by Albérto González, Vice Provost for Academic Services; and Donald Nieman, Dean, College of Arts and Sciences)

Effectiveness and Accountability

Academic Charter: BGSU Governance Documents (Bowling Green State University)

Accountability & Assessment (Prepared by and presented to the University Working Group by William Knight, Asst. Vice President/Director of Planning and Accountability.)

Effectiveness and Accountability (Report by William Knight, Asst. Vice President/Director of Planning and Accountability)

Quality Issue in Higher Education—IUC Discussion (Prepared by Sandra MacNevin, Associate Vice President for Governmental Affairs)

Quality and Accountability—IUC Discussion (Prepared by Milton Hakel, Professor and Eminent Scholar, Department of Psychology)

Summary of Issues Related to the National Voluntary System of Accountability (Presentation to University Working Group by William Knight, Asst. Vice President/Director of Planning and Accountability)

Appendix B

University Working Group Roster

Shirley L. Baugher, Provost and Vice President for Academic Affairs; Working Group Chair
Donald Bell, Project Manager, Office of the President
Kelly Broughton, Acting Dean and Associate Professor, University Libraries
Michael Buerger, Associate Professor, Department of Human Services: Criminal Justice, College of Education & Human Development
Michael Dannells, Professor, Department of Higher Education and Student Affairs, College of Education & Human Development
Carol Engler, Assistant Vice Provost, Office of the Provost and Vice President for Academic Affairs
Judith Hagemann, Budget Management Analyst, Alumni and Development
Milton Hakel, Professor and Eminent Scholar, Department of Psychology, College of Arts & Sciences
Janet Hartley, Chair and Professor, Department of Management, College of Business Administration
Timothy Jurkovic, Associate Professor, Natural & Social Sciences, Director, Criminal Justice, BGSU Firelands
Stephen Kendall, Director, Student Technology Center
Richard Kennell, Dean and Professor, College of Musical Arts
William Knight, William Knight, Assistant Vice President and Director of Planning and Accountability, Office of the Provost and Vice President for Academic Affairs, Office of the President
Peter Kuebeck, Media Specialist and Policy Analyst, College of Arts & Sciences and Office of the President
Johnnie Lewis, President, Undergraduate Student Government
James Maxwell, Chair and Professor, Department of Visual Communication and Technology Education, College of Technology
Jessica Molina: College of Education and Human Development Senator, Undergraduate Student Senate (substitute UWG member)
Patrick Pauken, Chair, Faculty Senate; Associate Professor, School of Leadership and Policy Studies, College of Education & Human Development
Jeannie Sabaroff, President, Graduate Student Senate
Barbara Waddell, Chief of Staff, Office of the Provost and Vice President for Academic Affairs
Ellen Williams, Professor, School of Intervention Services, College of Education & Human Development
Elizabeth Wood, Reference and Instructional Librarian, Associate Professor, University Libraries
Margaret Yacobucci, Associate Professor, School of Earth, Environment & Society: Geology; College of Arts & Sciences