

BGSU
BOWLING GREEN STATE UNIVERSITY
COMPLETION PLAN UPDATE
2016-2018

I. UNIVERSITY MISSION

Bowling Green State University provides educational experiences inside and outside the classroom that enhance the lives of students, faculty, and staff. Students are prepared for lifelong career growth, lives of engaged citizenship, and leadership in a global society. Within our learning community, we build a welcoming, safe, and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation, and the world.

A. Campus Student Body Profile

Main campus in Bowling Green and regional campus, BGSU Firelands, in Huron, Ohio.

- Approximately 19,000 students (2,500 at BGSU Firelands)
- 20:1 student to faculty ratio
- 200+ undergraduate majors and programs in seven undergraduate colleges
- Nearly 900 full-time faculty, 80% with terminal degrees in their fields
- Students from all 50 states and 71 countries outside the USA
- Average ACT for entering freshmen Fall 2015 was 22.6, average high school GPA was 3.36
- 20% of entering Fall 2016 class are ethnic and racial minority students
- More than \$25 million in scholarships awarded annually
- 18 NCAA Division 1 intercollegiate athletic teams (men and women)
- 24.8% first-generation college students (Fall 2014 HEI Progress and Completion Report, entering, returning, and transferred, BGSU)
- 32.9% of undergraduate students are Pell eligible (Fall 2014 HEI Progress and Completion Report, entering, returning, and transferred, BGSU)

B. How the Student Body Profile and Mission Influence Completion Strategies

Historically, BGSU's population has been traditional-aged students who live on campus for the first two years. Most undergraduate students attend full-time and are taught in real time by an instructor in a classroom or laboratory setting. According to BGSU's 2015 Freshman Survey, 90% of students chose to attend college to prepare for a professional career, 79% believe it is necessary to have a college degree, and 77% to be able to get a better job (BGSU Institutional Research), indicating first-year students' focus on jobs and careers. Due to a declining pool of high school graduates in Ohio, BGSU created and continues to implement short- and long-term strategic recruitment plans to grow enrollment from other student populations (online, transfer and nontraditional, international, and graduate) to create a more diverse student body and sustainable fiscal model. Plans for recruitment efforts also take into consideration the need for adequate student support, faculty, and infrastructure to accommodate a future student population of 25,000.

II. BARRIERS TO PERSISTENCE AND COMPLETION

A. Major Student Profiles

- Traditional first-time, full-time (residential and commuter)
- Transfer student populations (from community colleges and four-year institutions)
- Nontraditional students (≥ 25 years old), veterans (prior service), and active duty military (national guard and reserves)
- eCampus—totally online programs in eight-week terms
- College Credit Plus (students who are/were dually enrolled and earn/ed college credit while in high school)
- Graduate students

B. Campus Context Factors that Impede Persistence and Completion

- Cost of attendance—in general
- Need for Math remediation
- Students who complete fewer than 15 credit hours per semester (minimum 122 required for a bachelor's degree)
- Changing majors or colleges and/or entering as undecided
- Lack of clear paths to degree completion

III. PROGRESS TOWARD COMPLETION GOALS

Each completion strategy or initiative has been developed with consideration as to the evaluation and assessment of its intended purpose, goal, or outcome.

Main Campus	Previous	Update on Progress	Long-Term Goal
Fall-to-Fall Retention First-Time/Full-Time Freshmen	70.1% 2012 to 2013	77.52% 2014-2015	80% by 2020
4-year Graduation Rate: full-time	35.96% [†] (2006 cohort)	33.96% [†] (2009 cohort)	50% by 2024
6-year Graduation Rate: full-time	57.55% [†] (2006 cohort)	55.42% [†] (2009 cohort)	70% by 2026
Average number of credit hours earned upon completion of bachelor's degree	2012-2013 132.4 credits*	2014-2015 130.7 credits*	128 credits
(Totally) Online Programs	May 2014	May 2016	Long-Term Goal
Bachelor's	5	7	15
Master's	9	16	16
Certificates	7	11	10

[†]Decline is in line with expectations based on first-time/full time retention rate of the associated cohorts; BGSU Office of Institutional Research

*HEI Completion: Bachelor's Degrees Awarded 2012-2013, 2014-2015 at BGSU

A. Quantitative Analysis Metrics

- Fall-to-spring persistence and Fall-to-fall retention rate of the first-time, full-time cohort is measured each semester/year.

- Average number of credit hours students have earned vs. minimum hours required for the degree (by major and college) to determine if institutional efforts are having an impact on excess hours.
- Average number of credit hours completed each term/year; advance in class standing (progress toward degree).
- Graduation rates (four- and six-year).
- Tracking activity related to major and college changes. Students who change majors take longer to graduate.
- Number, type, and timing of retention and persistence-related communications to students; Student Success Collaborative has provided for better communication flow among students, advisors, and faculty increasing the efficiency and capability of early alerts, attendance, and mid-term progress reporting.
- Certain metrics of students who utilize the Learning Commons and change over time, including GPA, course completion, and degree completion as compared to the general student population.
- Percentage of first-time, full-time students in residential learning or theme communities.
- Percentage of students completing an experiential learning activity, project, program, etc.
- Percentage of students in the Deciding Student Program who declare a major or identify a college/career path by the end of their first year (80% target goal).
- Number of Prior Learning Assessments/courses completed/credit hours awarded each semester.
- Number of totally online programs (associate, bachelor's, certificate programs) added each year and enrollment growth in eCampus programs.
- Student participation and involvement. The number and types of selected co-curricular activities outside the classroom can affect time-to-degree and support retention. The Division of Student Affairs conducts more than 140 assessment activities to evaluate student utilization of co-curricular programs and events, in addition to services, satisfaction, learning/development, environment, and benchmarking with other institutions.
- Number of new internships/co-ops developed, new employers identified, and student participants in the JobsOhio key industries and Falcon Internship Guarantee.

B. Qualitative Analysis

- The Office of Academic Assessment is in the process of developing a program in which a team of undergraduate students will investigate issues pertaining to learning environments and teaching beginning with the 2016-2017 academic year. These Student Learning Analysts will conduct a variety of assessment initiatives, such as focus groups and surveys, and use the information gained to make recommendations for enhancing students' learning experience at BGSU (i.e., to inform practice). Furthermore, this student team can examine factors that impede and/or enhance persistence and completion and provide a greater context of understanding, such as academic major changes.
- BGSU has various processes in place to understand and assess student attrition and therefore improve student support. For example, advising and support staff routinely solicit and document reasons students do not return, and the Office of Residence Life conducts a "check-out survey" each semester, which includes items related to students' intentions of returning to BGSU in the subsequent semester. Data gathered from these interviews are categorized by themes and further investigated.

- Additionally, BGSU uses technology to support students' persistence and completion, such as Student Success Collaborative. To gain a greater understanding of the impact of such systems, BGSU will conduct focus groups with academic advisors to learn more about the impact of this technology on persistence and completion.
- Experiential education has a positive impact on students' persistence and completion. To enhance our knowledge about what students gain from their internship/co-op experiences, BGSU conducted a series of separate student and employer focus groups, supported by funds from the Ohio Means Internships and Co-ops grant. Students' application of prior learning during internship/co-op experiences were examined, as well as the connection of internship/co-op experiences to their coursework. Information gained from these focus groups will be used to inform BGSU's practice.

IV. UPDATED COMPLETION GOALS 2016-2018

Main Campus	2016-2018	Long-Term Goal
Fall-to-Fall Retention	78%	80% by 2020
First-Time/Full-Time Freshmen	2016-2017	
4-year Graduation Rate – full-time	34% [†]	50% by 2024
6-year Graduation Rate – full-time	55% [†]	70% by 2026
Average number of credit hours earned upon completion of bachelor's degree	130 credits	128 credits
(Totally) Online Programs	Current Programs	Long-Term Goal Programs
Bachelor's	7	15
Master's	16	16
Certificates	11	10

[†] Based on first-time, full-time retention rates of previous cohorts, no gains expected in next few years, until the 2013 cohort.

V. INSTITUTIONAL GOALS FOR 2016-2018

BGSU's strategies to support degree completion included in this document are aligned with one or more specific goals and objectives of the University's strategic plan. The following are select institutional goals and objectives that reflect BGSU's commitment to student success, retention of the first-year cohort, persistence, and degree completion.

1. **Engage undergraduate students in a unique BG learning experience that fosters engaged citizenship, global leadership, and career preparedness, which will lead to life-long success.**
 - Ensure career-related activities in all programs; provide academic advising to decrease time to degree.
 - Enhance the internship guarantee and ensure all students have an opportunity for collaborations and experiential learning such as an internship, co-op, or service learning placement, or a capstone experience.
 - Expand academic, research, and public service partnerships with regional communities, the state of Ohio, and other universities; and with national and global private nonprofit and governmental entities.

2. **Develop academic and research partnerships with universities in the state, nation, and the world.**
 - Continue to develop a regional collaborative network with other colleges and universities in central/northwest Ohio that focuses on workforce development, articulation agreements, etc.
 - Develop multi-tiered partnerships with multiple corporations and organizations to focus on careers, research, and programming.
3. **Advance global engagement through learning, discovery, and service.**
 - Increase the international presence in NW Ohio through such activities as academic conferences, recruitment of international students, articulation agreements with international universities, study abroad opportunities, and international alumni connection.
4. **Build a campus and community that fosters diversity and inclusion.**
 - Continue to increase the diversity of faculty and staff.
 - Continue existing and/or design new programming to educate and inform BGSU community about diversity issues.
 - Develop articulations agreements with graduate programs and other institutions to make BGSU a more diverse community.
5. **Enhance the well-being and quality of life of BGSU students, faculty, staff, alumni, and friends.**
 - Encourage work-life balance for faculty, staff, and students.
 - Explore pilot implementation of Lean Principles and Practices to improve the quality of processes and services to those served, reduce unnecessary expenses, and engage employees in continuous improvement efforts.
6. **Develop a physical, organizational, and financial infrastructure that ensures the short- and long-term success of the BG experience and enhances the development of the BG family.**
 - Grow the student body to 25,000 (head count); sustain a retention rate of 80 percent.
 - Create a spirit of entrepreneurship on and off campus and ensure efficiency and effectiveness of all operations.

VI. COMPLETION STRATEGIES

BGSU has developed a variety of strategies, actions, and activities to promote student success. Since the first report on degree completion, BGSU has made significant progress in implementing the initiatives described two years ago while also developing new strategies along the way.

A. Increased Academic Profile of the Incoming Freshman Class

BGSU's Office of Admissions has found great success in the recruitment of its most recent cohorts by incorporating a territory management model where admissions counselors can gain a deeper understanding of the high school culture, economics, interests, and career paths of students in specific territories. By focusing on fit and strategic use of complex analytical data beyond test scores and GPA, and leveraging scholarship funding, BGSU has increased both the academic profile of the freshman class and the first-time, full-time retention rate (In Fall 2013, the average ACT score of the freshman cohort was 22.0; in Fall 2015, it was 22.7).

B. Setting Clear and Consistent Expectations for Students

An ecosystem of student success and the path to degree completion is built upon the establishment, communication, and monitoring of clear and consistent expectations at the onset of the collegiate experience. Students must know what is expected of them, and they must also be challenged and supported to establish goals as well as clarify their expectations of

themselves. In addition, students must also understand what they can expect from BGSU in terms of programs, teaching, experiential learning, support, and resources. Beginning with the admissions process and on-boarding experience and extending throughout the student life cycle, creating opportunities to discuss and communicate these expectations with faculty, staff, and peers is essential to establish strong academic expectations and community standards for both new and continuing students. These expectations are discussed and communicated with students in a variety of ways and through various efforts and initiatives, including:

1. **Student Orientation, Advising, and Registration (SOAR).** The SOAR program is designed to provide students with an overview of expectations and resources available to BGSU. In addition to meeting with an academic advisor and registering for classes, students meet other incoming and upperclass students, faculty, and staff.
2. **Opening Weekend.** A comprehensive introduction to the academic and social environment at BGSU. During Opening Weekend, students meet other new students, faculty, and staff while engaging in a variety of specialized academic programs and interactive events on campus. Throughout the weekend, students are engaged in small groups led by upper-class BGSU students who will share the ins and outs of being a successful BGSU student. Orientation Week Group Leaders introduce new students to the many resources and services available and answer questions as they prepare for the first day of classes.
3. **Fall Welcome.** Programming includes nearly 100 events throughout the first two weeks of the semester, including opportunities to continue meeting peers, faculty, and staff who will help shape students' BG Experience.
4. **First Year Seminar (BGSU 1910) and First Course in the Major (FCM).** Both initiatives are designed to provide students opportunities to work closely with a faculty member and fellow students on a topic of the faculty member's choice (BGSU 1910) or within the students' identified program of study (FCM). These courses enable students to engage intellectually in a challenging experience from the start of their college career and to appreciate the relevance of the course topic outside the classroom and within the community. Goals include engaging students in the intellectual life of BGSU and the relevance of the discipline or seminar topic, connecting them with a faculty member and peers in the class, and involving them in appropriate co-curricular opportunities. Best practices will include experiential activities and projects, including those that introduce students to community engagement learning outcomes.
5. **Linked Courses.** When students share classes and outside of class experiences, they do better both socially and academically—which impacts retention and program completion. After a small pilot of linked courses in Fall 2012, the positive response suggested that the linked course strategy be continued and expanded for all new freshmen. In the Fall of 2014, 75% (2,258) of new freshmen were enrolled in at least one pair of linked courses with a 2.3% (93.5% vs. 91.2%) higher persistence rate and a 4.4% (78.6% vs. 74.2%) higher retention rate than students who were not enrolled in a linked set of courses. For the Fall of 2015, 76% (2,571) of new freshmen were enrolled in a linked set of courses with a 2.9% (92.9% vs. 90%) higher persistence rate over students who were not enrolled in linked courses. The linked course initiative will continue for 2016-2017.

6. **Academic Advising.** Academic advising provides students with the opportunity to build a relationship with their advisors for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the variety of resources and services available to them on the BGSU campus. All first-year students are assigned a professional advisor from their respective college or program. Advisors help students establish educational and career goals, develop academic degree plans, and explore experiential learning opportunities such as study abroad, service learning, internships, undergraduate research, and many other co-curricular opportunities.
7. **Falcon Forward.** Falcon Forward (F2) includes topic-oriented information to support students' success both inside and outside of the classroom. Housed within Canvas, BGSU's learning management system, F2 introduces and reinforces information students can access at any time, including an interactive campus map, academic expectations and degree completion planning, career exploration and resume development, time management and study skill tips, health and wellness, and information about key student service offices, including Student Financial Aid, Office of the Bursar, and Registration and Records.
8. **Academic Expectations in the Classroom.** The course syllabus serves as a place for faculty expectations for student learning, how the course will be taught, how assignments will be graded, and faculty contact information and office hours. For 2016-2017, all students will have access to a syllabus for each course on or before the first day of class each semester, and the syllabus will include specific information regardless of the course (schedule and methods of assessment, support for student success, and teaching methods used in the course). The commitment and of the faculty and the significance of providing a syllabus for each course is such that it is mentioned in the current version of the collective bargaining agreement. At BGSU, faculty use the institution's learning management system (Canvas) to provide information related to the course and communicate updates to the syllabus, change in course location, as well as to disseminate information about academic and personal support services available to students. By ensuring that all students are provided a comprehensive syllabus, faculty set the stage for success in the classroom.

C. Personalized, Technology-Infused, and Data-Directed Advising

Academic advising continues to be a critical and contributing factor in student retention, progress toward degree, and degree completion. A significant investment and restructuring of the advising program in 2014 included revisions to key advising policies, standardization of several advising practices, an increase in professional advising staff (reduction of advisee to advisor ratio to less than 350:1), the creation of an assessment plan and measures of accountability, the implementation of an advisor-specific annual evaluation process, the development of an online portal for housing all advising tools/technology, and centralized leadership of advising. The goal of these efforts has been to enhance the personalized and consistent advising experience for undergraduate students, along with fostering a data-rich environment for professional advisors. Additional recent and planned investments and initiatives related to academic advising include:

1. **Implementation of the Student Success Collaborative (SSC).** The SSC combines technology, student data, and predictive analytics to help advisors positively inflect persistence, retention, and graduation outcomes, particularly with at-risk and off-path students.

This application is accessible online, and uses current and historical BGSU student data to provide advisors, faculty, and other key stakeholders at-a-glance information to identify students who may be off their degree completion path, at risk of becoming off-track, and/or need some type of intervention, such as a change in major. Use of this platform has been expanded to include academic early alert, tutoring and academic support tracking, and reporting, and on-demand appointment scheduling with advisors and tutors.

2. **Development of an Enhanced Degree Audit.** Enhanced degree audit (u.achieve) and companion graduation planning technology (u.direct) will allow students to explore and identify degree programs, plan their academic careers (future courses by semester) and post their completion plans for advisors to review. This system will also provide more completed course demand information.
3. **Training and Professional Development.** In an effort to build further capacity and expertise among the professional advising community, the Training and Professional Development Commission at BGSU coordinated monthly workshops, new staff training, and a daylong conference at the BGSU Firelands Campus this past year. Additional support for regional and national conference participation will continue to be an important component for BGSU staff to gain/share expertise and learn best practices (eight staff members attended the annual NACADA conference in October 2015).
4. **Ohio Analytics Collaborative.** In 2016, representatives from Ohio public institutions convened in Columbus to hold informal discussions and to share insight and best practices using the Education Advisory Board's Student Success Collaborative (SSC) platform for advising and predictive analytics to measure and improve student success. BGSU and other Ohio institutions will benefit by the relationships established at this meeting and resulting future opportunities for collaboration.

D. Identification, Intervention and Support for Students with Academic Skill Deficiencies

Beginning with pre-enrollment placement testing (math and composition), self-identified needs (First-Year Student Questionnaire), and faculty reports (early alert and mid-term grades), BGSU has a number of planned interventions and support systems in place to address gaps in preparation or skill sets. Academic and program advisors use SSC to monitor student progress during the semester and after grades are posted. By leveraging the technology and resources of the Student Enrollment Communication Center, a series of general and specific messages (calls, text, email) are delivered to a handful of students or the entire undergraduate community for a call to action.

1. **Moving from Remediation to Corequisite Support.** Students who are not prepared for college-level courses begin at a disadvantage, and are enrolled in developmental classes, paying for courses that do not count, thus increasing the number of semesters (and cost) to earn a bachelor's degree. BGSU is preparing to move from front-loading students with remedial courses to a corequisite model as recommended in *Complete College America: Corequisite Remediation: Spanning the Completion Divide* (completercollege.org/SpanningTheDivide). This change should be especially effective for students entering STEM calculus-based fields.

2. **Efforts to Improve Math Competency.** Retention and graduation rates of students who place into developmental math is an ongoing concern at BGSU and nationally. The Math Emporium is a computer-based learning center designed to help students learn math at their own pace by interacting with a team of instructors (NTTF faculty, graduate assistants, and undergraduate assistants) and specialized software, which opened at the start of the Fall 2013 Semester. Students work through their courses and take a series of quizzes, tests, and exams to evaluate whether the concepts learned are retained. The lead professor and instructional team serve as coaches, providing individualized teaching and support as needed. The courses taught in the Emporium include Elementary Algebra, Intermediate Algebra, College Algebra I, and (added in 2014) College Algebra II.

The evolution of the Math Emporium has not been without growing pains—from location, space, and operational challenges; setting student expectations for course delivery; attendance policies, technology, instructional methods and grading schemas; and communication among the math faculty involved and the campus community, each facet of the Emporium has undergone regular evaluation and review. Ongoing assessment of instructional methods, curriculum, and learning in the Math Emporium will continue to inform practice and guide service delivery. The following are some of the most recent enhancements:

- Students taking the math placement test are given free access to an online “Math Success Camp” calibrated to their performance on the placement test. Using the MSC provides new students the opportunity to brush up on their math skills during the summer, retake the placement test just prior to the beginning of the semester, and place into a higher level course. To assist students in staying on track, deadlines are in place and students are incentivized to complete them on time or early and have the opportunity to re-take any tests upon which they score poorly, so long as deadlines are met.
- Students can complete up to two classes during a semester, without an additional charge for the second course. This incentive provides both a financial savings and the opportunity for students who are motivated and doing well in the courses to work at a faster pace (In Fall 2015, 66 of the 79 students who chose the 2-course option passed both successfully).
- Student Mentors serve as Math Emporium Assistants and provide just-in-time assistance to students as they work through the courses during class periods.

In its early stages, the success (grades, retention, and persistence) of students using the Math Emporium continues to be monitored closely to identify connections among pre-entry characteristics, placement testing, curriculum, and instructional methods. As the use of the Math Emporium continues, faculty and staff are focused on continuous improvement of teaching, learning, and identifying the best methods that support student success.

3. **Improving Quantitative Literacy.** BGSU is partnering with Owens Community College on a \$3 million NSF grant titled *Project SEA Change: Using Social Connectivity to Improve Quantitative Literacy and Transform Undergraduate Science Teaching*. The work of the grant will focus on improving undergraduate students’ quantitative literacy skills in STEM fields, resulting in improved degree completion/attainment at two- and four-year schools, as well

as increasing access and transfer from community college to a four-year school for students from low-income backgrounds and first-generation college students.

4. **The Learning Commons.** Open since Fall 2011, the multi-service academic support and resource center located within BGSU's main Library continues to experience an increase in student traffic (10,339 visits in 2011-2012 and 27,611 visits in 2015-2016). The Learning Commons is becoming a significant part of the academic culture at BGSU, serving students of all academic abilities and adding program offerings each year. Similarly, the percentage of undergraduates using the Learning Commons has increased from 17.2% to 24.7% during the same time period. Since first co-locating math, writing, tutoring, and study skills support in the library five years ago, there has been a steady increase in the cumulative GPA of the students who use the Learning Commons for study groups, tutoring, review sessions, and group projects and a significant increase in the use of Math and Statistics tutoring during the 2015-2016 academic year. In Fall 2011, 39% of the students using the services of the Learning Commons (2,710) had a GPA of 3.0 or higher; in Fall 2015, 54% (3,707) had a GPA of 3.0 or above. Plans for the next two years include the relocation of Student Athlete Services to the Library to provide convenient and consistent access to library resources and services, as well as to facilitate and complement academic support for BGSU's student athletes. This plan includes the assimilation of the SAS staff into the Library community (which includes The Learning Commons) so that student athletes are referred appropriately to the wide range of services available within the Library. During the next two years, the Learning Commons is undergoing a more detailed review of the students who use the programs and services offered in order to ensure that the offerings are meeting the learning needs of students. Plans for this assessment include the collection of metrics such as GPA, grade level, course completion, and degree completion, among others.
5. **Falcon Learning Your Way (FLY) Program.** New for Fall 2016, Falcon Learning Your Way (FLY) is a fee-based program available to students who have diagnosed learning and attention differences. Participants will be provided an individualized study plan and structured support designed by a full-time Learning Specialist within the Learning Commons. BGSU is the first state institution in Ohio to offer this type of individualized support.

E. Special Populations

For certain groups or populations of students, targeted programs, interventions, or methodologies are in place to support retention, persistence, and graduation.

1. **College Credit Plus.** Over the past two years, much attention has been focused on implementing the state's College Credit Plus program as an efficient, affordable, and high-quality means to provide opportunities for students to earn college credit while in high school. In the Fall 2015 semester, 1,067 high school students were enrolled in college courses at the BG/Main and Firelands campuses and partner high schools. In the Spring 2016 semester, enrollment totaled 1,286. With the expansion of high school sites offering BGSU courses and a modest increase in students enrolling on the campus or online (CCP students can now take summer courses as well), enrollment figures for BGSU's College Credit Plus program for the 16-17 academic year could grow to well over 2,000 students.
 - **Staff Support.** BGSU is investing in developing the CCP program to support high school students as well as train high school teachers to deliver college courses at their local

high schools. To support CCP, BGSU has hired a director, an academic advisor, and is in the process of adding an additional advisor.

- **Partnership.** BGSU and Owens Community College together received an \$800,000 grant from ODHE to increase the number of credentialed high school teachers eligible to teach CCP courses at their high schools. The qualifications require that teachers complete six graduate-level courses or have/earn a Master's degree in their discipline. A total of 68 high school teachers were enrolled in graduate-level courses in the disciplines of Biology, English, History, and Spanish in Spring 2016, and 80 are currently enrolled for summer 2016. These teachers are on track to be fully qualified to teach College Credit Plus programs at their high schools by Fall 2017. To support certification of additional CCP-qualified teachers, BGSU is working to create pathways for high school teachers to gain certification to teach designated CCP subjects via eCampus courses.

2. **First-Year Students.**

- a. **Linked Courses.** (See p. 6).
- b. **Residence Life Initiatives.** BGSU has a two-year residency requirement, with limited exceptions. Living on campus provides students with a supportive and diverse learning environment in addition to opportunities for friendship, fun, and personal growth. Professional staff, graduate assistants, and faculty work collaboratively to provide a learning environment, programming, and support that complement students' classroom experiences.
- c. **Residential Faculty Mentor (RFM) Program.** This program is an initiative that assigns faculty mentors to groups of first-year students living in residence halls. The goals of this initiative include building positive relationships with students, providing an academic presence in the residence halls, assisting students with their academic and social transitions to BGSU, and providing adult mentorship to students. For 2014-15, 17 Faculty Mentors were located in two halls. Each Mentor was paired with 2-4 Resident Advisors (RAs) and was assigned to a specific group of students in each residence hall. The RFMs collaborated with the RAs to create programming three times a semester, and the programs were held in the residence hall lounges and floors. In addition, the RFMs held "office hours" in order to meet with students from the assigned floors. During 2014-2015, approximately 490 students participated in one of the 50 Faculty Mentor programs held in the halls.
- d. **Residential Learning and Theme Communities.** Learning (N=9) and Theme (N=10) Communities allow students to live together in a residence hall community where they can live, study, and go to class within the community; engage with faculty members and professors; utilize and take advantage of the residence hall's community; and remain connected to the friends, colleagues, and core values of the community. BGSU's learning and theme communities focus on students' special interest areas including music, fine arts, teacher/educator development, community service, personal discovery, natural and health sciences, language and cultures, and Honors Scholars. For the entering Fall 2014 cohort, new freshmen (736 of the class of 3,030) who resided in a learning or themed community were retained at 85%, a 7% higher rate than students who lived in the residence halls but did not participate in a learning or theme community (Student Affairs Assessment Committee).

3. **Deciding Students.** Historically, students who enter BGSU without having selected a major or who are uncertain about their career path, major, or program have persisted at lower rates than peers who enter the University with a declared major. Through the Deciding Student Program, a partnership between Academic Advising and the Career Center, the retention rate of these students is increasing (FT/FT Fall-to-fall retention: 65% in 2011 vs. 73% in 2014) as a result of the individualized advising support and participation in career exploration programs, assessments, and activities that help deciding students choose a major and career path that best aligns with their values, interests, and skills. Students in the Deciding Student Program enroll in UNIV 1310: Career and Life Planning, a 2-credit, graded course that utilizes interest inventories, assignments, and occupational research projects to guide students in the career decision-making process, and in doing so, identify majors of interest that will lead to graduate school or a job upon graduation.

4. **Transfer Students.** In a March 2016 study on the *Completion Rates and Potential Influences of Ohio's 2-Year to 4-Year Transfers (ODHE)*, BGSU had the second highest 6-year transfer-in graduation rate (61.7%) of the four-year public universities in Ohio—the highest was Miami University (62.1%). Growing transfer enrollment is part of BGSU's strategic plan, and improving students' experience and success is an area of institutional concern. In fall 2015, BGSU convened a Transfer Student Task Force composed of senior academic advisors, the director of academic advising, the Registrar, director of Admissions, the director of the general education curriculum, and others. The focus of the work group was to identify the barriers transfer students encounter and make recommendations to eliminate or mitigate them. The recommendations of the task force were shared with the Vice Provost for Academic Affairs in October, and the action items were organized around themes of more consistency among colleges, better communication with students, streamlining processes, and simplifying operations, and have led to some immediate and longer term solutions and initiatives.
 - a. **Falcon Express.** BGSU has created partnerships with large-volume feeder schools, including development of program specific articulation agreements with targeted community colleges. In order to reduce transfer students' time-to-degree and more efficient degree completion (avoiding unnecessary courses and associated costs), BGSU created dual admission agreements with two community colleges and has plans for more. These dual admission agreements (named the *Falcon Express*) are among the first in Ohio and will provide for real-time transcription of community college coursework in BGSU's advising system *as the credits are earned*. Once fully operationalized, students can track their progress toward their BGSU bachelor's degree while attending Owens Community College or Lorain County Community College. In addition to articulation and dual admission efforts, BGSU's efforts to support transfer students to degree completion include:
 - A designated Transfer Advisor to provide individualized academic advising for prospective transfer students. This concierge approach provides for better transition planning, development of specific pathways to a bachelor degree, and reduction in the number of courses that do not apply (and the corresponding expense).
 - Scheduled academic advising appointments with the Transfer Advisor at community colleges.
 - Ongoing efforts to develop a transfer-friendly culture through campus wide education regarding the barriers transfer students encounter and the means to mitigate their impact.

- Standardized, streamlined, and efficient/timely process for evaluating transfer courses and credit submitted to BGSU outside of the OTM, TAGs, and previously equated courses.
 - Institutional articulation agreements with community/technical colleges
 - General Education Course Equivalency Guides to document general education equivalencies between community colleges and BGSU's BG Perspective program.
 - Creation of a BGSU website to access Articulation Agreement Resources, advising guides, annotated check sheets and other resources to support students in planning their transition to BGSU.
 - More frequent and more convenient monthly transfer students-only orientation and registration events/sessions focused on assisting with the transition to BGSU, addressing the "transferability" of courses, the applicability to degree programs, creation/review of degree completion plans and timelines, and connecting students with academic resources.
 - The Transfer Opportunity Scholarship, a new award for students who demonstrate financial need, have a college GPA of 2.5 or higher, and transfer from an accredited two- or four-year institution. The scholarship is for full-time students and renewable for one academic year.
 - Concierge-type support for students in the process of transferring to BGSU as well as ongoing support for students enrolled in the eCampus, such as assistance with registration, course substitution concerns, financial aid, bill payment, and advising.
5. **Nontraditional and Military Students.** Given the projection that 64% of jobs in Ohio will require a post-secondary credential by 2025 (*ODHE's 8th Report on the Condition of Higher Education in Ohio: Student Success for Adult Learners, December 2015*), BGSU is striving to increase the educational attainment of adults already in the workplace. This focus is not new, as BGSU has implemented several strategies during the last two years for military and nontraditional (adult) students and has more planned for the immediate future.
- **BGSU has been recognized** for several years in a row as "Best for Vets" by *Military Times*, ranking 25th in the nation among four-year schools and 14th in the nation for graduate Business Colleges in 2016. BGSU has consistently been on the Advanced Military Education and GI Jobs "Military Friendly" lists, have been early adapters of the requirements of HB 488, and are fully compliant with those practices for our military population.
 - **In an informal BGSU survey of nontraditional and military student populations** in 2014, students reported the transferability of previous coursework and military training were barriers to their success, along with accessibility and flexibility of course offerings and the competing demands of school and life. BGSU has addressed these issues by offering more courses online, creating the eCampus, and streamlining transfer evaluation processes. Additionally, BGSU's Transfer Evaluation Task Force (Fall 2015) has suggested operational changes that once implemented, will have a positive effect on the nontraditional and military student populations.
 - **BGSU has reconfigured the former office of Nontraditional and Transfer Student Services to the office of Nontraditional and Military Student Services** in order to focus on the two populations. Two academic advisors provide a layer of specialized support to each group while a third staff member is focused on addressing the educational needs of regional business and industry employees who need additional or updated

credentials. As part of BGSU's recent transition to a centralized/decentralized model of academic advising, NMSS has been repositioned to provide more direct and individualized support by adopting best practices that have been found to increase retention and persistence in these populations. In addition to the military advisor on staff, an advisor for nontraditional students will be hired in June 2016, although program planning and expansion of support services are already underway.

- **Prior Learning Assessment (PLA)** will be offered to students who are transferring credits to BGSU, have extensive work and/or military experience, and would benefit from such a review. The goal of this effort is to lower cost, time to degree, and provide an efficient pathway to degree completion and eliminate duplicate courses. During the pilot in Spring 2016 it was discovered that an in-depth and individualized review of the students' records and an email exchange about work and training experiences revealed opportunities for Prior Learning Assessments leading to the awarding of college credit that counts toward the degree. The pilot activity revealed that one program is ideally suited for portfolios and another for competency-based education. During the next two years both pathways will be fully developed, implemented, and evaluated for success.
- **Intrusive advising and peer mentoring** for military students will be expanded to include the nontraditional student population. The concierge model of student services has been in effect for 2015-2016 for two undergraduate degree completion programs in the new eCampus, and this plan will be adapted for selected groups of military and nontraditional students. This model shows great promise in national literature and as been demonstrated by our military and eCampus population, the students appreciate a single point of contact. The concierge model addresses the challenges of a life, work, and school balance, and students feel connected to the institution through this relationship. Peer mentoring will be offered to new nontraditional and military students in their first semesters, including a combination of pre-start outreach efforts, regular email messages, and phone conversations. The nontraditional advisor will conduct retention activities and announcements for all nontraditional and military students.

It is anticipated that these actions will support student success and positively affect the retention and degree attainment of students age 25 and older. Efforts at keeping nontraditional students enrolled and making progress toward their degrees will address three critical questions: How long will it take to earn my degree; how much will it cost; and how will my previous credits transfer? All forms of Prior Learning Assessment will be leveraged to address these concerns. The PLA pilot program of Spring 2016 demonstrated the value of early intervention, and how reviewing previous credits, work, and life experience will save time (to degree) and costs for almost all adult learners. Expanding this initiative will benefit more students, as will piloting a competency-based education program. Intrusive advising, the use of Prior learning Assessment, and peer mentoring during transitions will create an efficient pathway to successful degree completion, and will contribute to achieving Ohio's degree attainment goal.

6. **Online Students and eCampus.** BGSU has several strategies to increase the number of new online programs and enrollment in those programs. The creation of eCampus, a combination one-stop/concierge enrollment and support unit where students enrolled in eCampus' 100% online programs receive concierge-type service is one component of the University's plan to grow enrollment to 25,000 students. Providing access to higher education for post-traditional/adult learners, military populations, and transfer students

supports Ohio's goal to have 64% of the workforce obtain a post-secondary credential by 2025. Offering courses (8-week classes), programs, academic support, and administrative assistance in a format designed to meet the needs of busy adult students has had early, yet promising results. To support this effort, BGSU created the Office of Online and Summer Academic programs to assist colleges and faculty in developing and implementing fiscally sound summer enrollment strategies, and to create new online programs to promote enrollment of adult and transfer students and increase degree completion rates. By coordinating efforts of faculty, administrators, and student services; creating a concierge model to deliver and connect students with individualized services; and offering 8-week courses with multiple entry points during the year, the eCampus model has significant potential for growth. Enrollment in eCampus grew from 41 students in 2014-2015 to 130 students for 2015-2016, an increase of 89 students, or 217%. The number of programs offered via eCampus has also grown from 21 degrees and certificates in 2014, to 34 in 2016, and should result in an increase in students in the next two years.

7. **International Students.** Establishing expectations and conditions for success are built into the strategy for recruiting international students and align with the institutional goal to build a campus community that fosters, celebrates, and appreciates diversity. Students from more than 71 countries are currently enrolled at BGSU. Increasing targeted recruitment efforts, including creating transfer pathways with Ohio community colleges, partnering with ELS Language Services on the BGSU campus, providing assistance with admissions and the visa application process, and the International Student Ambassador Program (international students assisting their peers in navigating and connecting with University faculty and staff, programs, and services) all help to support new and continuing international students. By adding campus-wide recognition (International Education Week), developing partnership agreements to create pathways for international students to attend BGSU, and implementing the recommendations of the campus committee on the International Student Experience, BGSU continues to support the success of its international students.

8. **Pre-Professional Programs.** The Office of Pre-Professional Programs, established in 2013 to guide and support Pre-Health and Pre-Law students, continues to expand in scope and strategy. In 2016, a work group of faculty, staff and students reviewed current practice and provided recommendations to enhance support of pre-professional students through clarified roles and more standard practice among college academic advisors, faculty mentors, and pre-professional programs staff by creating an assessment plan and measures of accountability. Additional activities, initiatives, and programs for pre-professional students include:
 - Expanded support for students pursuing occupational therapy, physical therapy, and physician assistant programs
 - Welcome and "orientation" programs for incoming pre-professional students
 - Weekly MCAT preparation workshop
 - Resources and information regard applications processes and admissions tests (MCAT, DAT, PCAT, VCAT, LSAT, etc.)
 - Assisting students in developing alternate degree and career plans
 - Law school and pre-health school fairs
 - Personal statement and application review

- Development of academic planning guides with pre-requisite courses and hidden pre-requisites for professional school programs
- Shadowing, mentoring, internship, and networking opportunities
- Completing 5-8 additional collaborative agreements with professional schools (early acceptance, MOU, articulation, etc.) by June 2018

F. Other Strategies

1. **Individual College Success Plans.** Each of the undergraduate colleges has developed its own retention and persistence initiatives, goals, and action plans based on specific majors, programs, and perceived barriers to graduation. Leadership from each of the colleges meets at least once per semester to discuss progress toward goals and the potential for new opportunities for collaboration.
2. **Three-Year Undergraduate Programs.** Students who earn college credit while in high school through AP, IB, CLEP, and College Credit Plus have the opportunity to test themselves against the academic challenges of college and shorten time-to-degree. BGSU advisors work with students to identify ways for them to complete any number of credit hours before they graduate from high school, and provide support for students who enroll in any of BGSU's degree programs, particularly those posted online with three-year templates. Approximately 60% of all BGSU undergraduate degree programs have templates posted online, including programs representing four of the academic colleges.
3. **Graduation Plans/Four-Year Degree Pathways Project.** The creation of sample class schedules and key milestones/success markers for an 8-term or earlier degree completion plan for each major/degree will serve as a companion to the degree audit and check-sheet by detailing the program requirements and curriculum in a recommended sample schedule, term by term. Key milestones and prerequisites for each program serve to provide students with achievement and completion outcomes along the way. Degree Maps are being developed collaboratively with college advisors, Office of Registration and Records, and department faculty who will review and approve each plan. Pathways for all undergraduate degree programs are expected to be completed by December 2016. Once completed, they will be available online and used as the basis for the u.direct system.
4. **Expanding Bachelor's Degree Attainment via BGSU Firelands.** Firelands, BGSU's regional campus in Huron, offers fifteen associate's degrees, five certificate programs, and general education coursework for students to begin one of more than 200+ undergraduate majors and programs offered at BGSU's Bowling Green campus. In addition to associate's and certificate programs, BGSU Firelands also offers eight bachelor's degree programs in association with its sister colleges in Bowling Green, providing opportunity and convenience to place-bound students in the region who want to further their education beyond an associate's degree.
5. **New BG Perspective Program 2015 (General Education Curriculum).** BGSU's significantly-revised general education curriculum—which provides students with a foundational knowledge on which to build their upper-level work, encourages active learning, and incorporates ongoing formal assessment—was implemented in Fall 2015. Review of the new program aligns with the Higher Learning Commission's requirement that BGSU engage in

ongoing assessment practices, and ensures compliance with the Ohio Department of Higher Education requirements for general education. The new program streamlines student choices, connects course offerings with multiple majors, and is better aligned with the Ohio Transfer Module, thereby providing more efficient planning for new and transfer students, with the potential to reduce excess credit hours and shorten time-to-degree. A guiding principle maintained throughout the transition to the new program has been “Do no harm to students,” which has resulted in the handling of appeals, often for post-secondary students entering the new program having been given previous advising based on a former program, as well as for any other students whose course selections were in some way problematically affected by the institution’s transition to a new general education program. In addition, continuing students have been permitted to follow the general education program in place at the time of their admission. To operationalize the new program while limiting disruptions or negative impact on students’ time to completion:

- Multiple workshop and training sessions have been provided to academic advisors to ensure their understanding.
 - Multiple independent and group sessions were provided to prepare faculty for general educational outcomes assessment.
 - Workshop sessions were offered for faculty in each of the general domain groups in Spring 2016 to share general education assessment data collected in the fall semester, answer questions regarding the new program or program assessment, obtain faculty input for making revisions to the new program and/or new program outcomes, and provide reminders about how faculty can help students understand and navigate the new program.
6. **Credit When It’s Due.** BGSU continues to assist students who have some college credit but have “stopped out” on their way to a bachelor’s degree. Aligned with Ohio’s Credit When It’s Due initiative, every two years the transcripts of BGSU students who have ended their baccalaureate studies are reviewed to determine if they have met the requirements for an associate’s degree. In August 2016, exactly 200 BGSU students are scheduled to receive an Associate of Science degree from BGSU as a result of the Finish What You Started program.
7. **Leveraging Summer Enrollment and Discounting Summer Tuition.** In 2015, BGSU documented a number of initiatives to reduce the cost of a four-year degree (*Meeting the 5% Challenge*). Two of the initiatives, leveraging the summer as an opportunity (for students to catch up and get ahead) and offering discounted tuition were implemented for Summer 2016. Using data provided by the Student Success Collaborative and the identification of student groups who were not making expected progress (30 credits per year), multiple individualized outreach efforts were made to contact students who could benefit from completing summer courses at BGSU. As of June 3, both overall summer headcount for 2016 (6,545) and student credit hours (42,778) have exceeded the summers-end totals for 2014 and 2015. The June 3 enrollment data also indicate that the \$50 per credit hour summer discount (for main campus, undergraduate, face-to-face courses) is producing the desired effect *on the featured population*, reflecting headcount and SCH totals both exceeding summers-end 2014 and 2015. These early indicators point to the summer initiatives yielding a positive impact on student progress toward degree completion.

8. **Career Pathways to Graduation and Careers.** BGSU is committed to providing students with career selection and job preparation activities and resources to promote success in college and connect students with in-demand careers. Beginning with a part-time job on campus or in the community, many freshmen will make their first connection with the Career Center staff when they upgrade their high school resume or prepare for their first “real” job interview. For the 2016-2017 academic year, all first-year students will complete a resume, receive individual feedback, and post it to BGSU’s WorkNet online job and internship database. Students can enhance their resumes as they add co-curricular experiences, co-ops, and internships. They can apply for positions directly from WorkNet and schedule interviews with recruiters who are seeking the knowledge, skills, and abilities that BGSU student have to offer. Additionally, students in leadership and peer mentoring positions across campus receive training in the types of programs and services offered by the Career Center and help promote the benefit of working with the Career Center to first-year students. BGSU is intentional about providing students with a variety of career resources and job preparation activities including:
- **The Deciding Student Program (DSP)** helps undecided students by providing them with career and occupational information and major exploration assistance to make informed decisions about majors. The goal of the DSP is for students to select a degree program by their sophomore year. Second, embedded within the DSP is the required course UNIV 1310: Career and Life Planning. Students enrolled in UNIV 1310 (2 credits) complete a variety of self-assessments (e.g., interests, skills, values, etc.) and career/major exploration activities. To evaluate their self-knowledge and occupational educational options, students complete a pre- and post-test called My Vocational Situation (MVS). My Vocational Situation measures vocational identity, occupation information, and barriers. Based on the Fall 2014 MVS data, students’ vocational identity, or ability to have a clear and stable picture of one’s career goals increased significantly during the course. It was also found that students need for additional occupational information, as well as barriers to choosing an occupation, significantly decreased after completion of UNIV 1310.
 - **The Parallel Degree Planning Initiative** supports students who are not succeeding in their chosen career path because they are not meeting the demands of their major coursework. Academic advisors will be using success markers and predictive analytics (from SSC) to advise students as to alternate/parallel majors and career paths so that students can make adjustments and move into a program that better aligns with their competencies and interests.
 - **FOCUS 2: A Career and Education Planning System** is a career resource that helps students identify their career readiness. Students complete various self-assessments to clarify their skills, values, and interests and explore various career and major options. All students have access to the resource via their MyBGSU web portal.
 - **OhioMeansJobs** resources are recommended to students for career exploration and job preparation, and a link to this resource can be easily found on the side navigation of the Career Center’s web site. BGSU encourages students to use the OhioMeansJobs website and promotes the Interview Practice (Big Interview software) resource during interview workshops, mock interviews, and career counseling appointments. Additionally, BGSU encourages students to utilize OhioMeansJobs resources such as Career Pathways, Occupational Search, and Career Profile, and promotes these resources during first-year courses, career exploration workshops, career counseling appointments, and advising appointments. Some of these services are embedded in courses, such as resume and

mock interview assignments, while others are coordinated by the Career Center directly, such as resume workshops, resume critiques, Skype interview workshops, mock interviews, job and internship search workshops, networking events, and career counseling appointments, just to name a few. Overall, BGSU is committed to supporting students with their career selection and job preparation regardless of career interest or level of preparedness.

9. **Affordability Initiatives.** Aligned with this report and sometimes a by-product of the degree completion initiatives, BGSU continues to identify ways to reduce the cost of earning a degree:
 - **College Credit Plus**, which allows students to earn college credit for free while still in high school.
 - **Transfer pathways** that allow students to begin their programs at community colleges and transfer to BGSU as part of a dual admission (Falcon Express) or structured pathway agreement (program-specific articulation agreements).
 - **The Math Emporium's "2 for 1"** structure that allows students to complete two Math courses in a semester for the cost of one.
 - **A \$50 per credit discount** for undergraduate students taking classes on the Bowling Green campus during Summer 2016.
 - **Competency-based learning (CBL).** Based on a review of existing academic programs that are best suited for CBL, BGSU is in the planning stages of developing CBL pathways for Learning Design Technology and Quality Systems, both online degree completion programs currently offered via BGSU's eCampus. By restructuring the recruitment processes for these two programs, students whose experience and training are best suited for CBL will be identified and provided the support needed for efficient and timely degree completion.
 - **The Scholarship Maintenance Plan** supports students who do not meet scholarship renewal criteria. Students who receive academic merit awards (\$1000-\$8000) must meet specific criteria for renewal each year, such as GPA and credit completion. Prior practice has been to evaluate student progress at the end of each spring semester, and if the renewal criteria were not met, notify the student that the scholarship was cancelled. Students had the option to appeal the decision, which would require a manual process of review and communicating with students—and some students would opt to leave BGSU. After careful consideration of the impact upon the current structure, a change has been made to the policy so that in the future, 80% of their award will be available for the subsequent year, during which time they can make up the deficiencies and then qualify for the full 100% award the following year.

10. **The Student Enrollment Communication Center (SECC)** utilizes social media as a planned, proactive, and intentional approach to increasing freshman retention and persistence to degree. SECC uses Facebook and Twitter pages, groups, and feeds as targeted community-building platforms where students, parents, and interested stakeholders can exchange information and resources, keep up with current events, and connect to the Falcon family through sharing personal experiences and crowdsourcing solutions for unique challenges faced by BGSU students. Each outlet is aimed toward a specific cohort or to parents, which allows SECC to post intentional messages based on the target audience. This also means that students have a 24/7 lifeline to the wider BGSU community as well as a dedicated and

accessible space where they can communicate their needs and find reassurance for personal challenges they are facing on the path to their degrees. For example, pages targeting a cohort that is moving through its first year tend to focus on issues related to retention such as coping with homesickness, building a personal and professional network through student organizations, navigating campus resources, registering for classes for the upcoming semester, and reminding students when bills are posted to their MyBGSU accounts and how to pay them. A cohort that is further along the path toward degree completion can expect to see information on their feed that is targeted toward persistence and continued academic and professional success. Such posts would include information and events pertaining to leadership, internships and co-ops, career readiness, loan repayment, financial responsibility, and graduation. Finally, parents' pages help to keep students' families in the loop by providing updates on deadlines for financial aid, housing, and placement exams as well as a forum where veteran parents can support and advise their peers who are just beginning the college journey with their own children.

11. **Ziggy Points.** The Ziggy Point program was created to encourage student engagement and involvement in academic and co-curricular events. During its third year, more than 25 academic and administrative departments across campus (including the Colleges, University Libraries, Learning Commons, Career Center, and Intercollegiate Athletics) sponsored 120+ events. Students earn Ziggy Points by swiping their ID cards at each event they attend, and they earn a BGSU-themed award once a certain level of points is achieved. At the highest participation levels, students also earn entries for a grand prize drawing held each April. During the Fall and Spring semesters of 2015-2016, more than 9,200 (58% female/42% male) students attended a Ziggy Points event. At the conclusion of the 2015-2016 academic year, 34 students were eligible for the grand prize drawing, the most students in the three years of Ziggy points. During the past academic year, the Firelands campus was added to the program, including campus-specific events and distribution rewards on the Firelands campus. Student data collected for 2015-2016 reflected that participants who attended 10 or more Ziggy Point events had an average GPA of 3.32, while students who attended fewer than five events had an average GPA of 2.98.
12. **Impactful Supplemental Services.** The Division of Student Affairs offers a wide array of programs and services that engage, involve, and support students from orientation through graduation.
 - **The Center for Leadership** oversees a number of programs that facilitate leadership development for individual students, as well as groups of students in leadership roles at BGSU. The Falcon Leadership Institute targets first-year students and aspires to instill participants with confidence, ability, and passion to be actively engaged leaders in their own communities. The Leadership Certificate program is a self-paced program designed to recognize students' leadership education and experiences at BGSU, and is designed to support students as they transition to leadership and team roles within a work environment. BGSU's best-known undergraduate leadership program, The Sidney A. Ribeau President's Leadership Academy is a four-year leadership program that focuses on scholarship, experiential learning, and community services and requires an application, essay, on-campus interviews. Members of the PLA receive a four-year scholarship up to the cost of in-state tuition and follow a four-year leadership curriculum that includes directed leadership development, academic, social, and service

experiences outside of the classroom; increased interaction with faculty, staff and students; and an understanding and appreciation for diversity and inclusion.

- **Access, Diversity, and Inclusion** programs help students connect with the campus community through programming, education, and support. The Office of Multicultural Affairs (OMA) and staff support the retention of diverse student populations via academic coaching, social events, education programming, and cultural programs to help students with the transition to college and success in the classroom. Students of color who participate in OMA programs are retained at a higher rate than students who do not (Student Affairs Assessment Committee). BGSU has a long-standing history of supporting student success through participation in the Department of Education's TRIO programs to provide educational access and support for students who have been traditionally underrepresented. Student Support Services annually provides advising, tutoring, academic support, and scholarships for 350 students (low-income and first-generation, students with a disability, academically underprepared). The Ronald McNair Scholars Program encourages degree completion by providing academic support, research opportunities, and faculty mentors to prepare undergraduate students (approximately 30 total participants annually) for graduate study.

VII. WORKFORCE DEVELOPMENT PRIORITIES AND THE JobsOhio KEY INDUSTRIES

Legislative language (ORC Sec. 3345.81) calls for campus plans to "align with the state's workforce development priorities." IUC recommends that campus reports include a separate section describing the institution's academic and support services that respond to regional/state needs. The following are examples of BGSU's efforts:

A. Linking the BGSU Curriculum and Programming to the OhioMeansJobs In-Demand Jobs

A universal expected outcome of a co-op or internship experience is that students can apply their academic coursework and interact with Ohio employers in a "real world setting" while developing skills and clarifying professional career goals. Along with using OhioMeansJobs.com as an integral component in orientation programs, workshops, and individual student appointments, the Career Center, employers, and BGSU students have benefitted from the funding provided by the Ohio Means Internships and Co-ops (OMIC) Grant. Through OMIC, BGSU has partnered with local and regional employers to sustain existing and create new In-Demand internship opportunities in Northwest Ohio. For example, GKN Driveline, Freudenburg NOK, Fresh Products, MT Business Technologies, Sauder, Toledo Airport Authority, A-Gas Americas, Macy's Systems Technologies, Bendco, and Speedway align with the In-Demand Jobs areas where BGSU has developed internship opportunities as a result of the grant. Companies in the In-Demand fields of information technology where Computer Science students have secured internships include Marathon, Lubrizol, Owens-Corning, HMB, Nationwide, Progressive Insurance, Owens-Illinois, Quicken Loans, Ernest-Young, Federal Reserve Bank of Cleveland, Medical Mutual, ProMedica, Service Spring Corporation, and Secured State, to name a few.

In Fall 2016, BGSU is implementing a research-based initiative to support students who have decided on a major but do not have the characteristics needed to be successful. Career Center staff and Industrial-Organizational Psychology faculty and graduate students will research student behaviors indicative of major fit incongruence using the Department of Labor's Occupational Network (O*Net), an integrated database of occupational information, and OhioMeansJobs resources. This project will include mapping O*Net jobs to BGSU majors, determining a quantitative way to assess congruence, developing materials to help train

advisors to use the compiled list of O*Net occupations, and facilitating advisor training. As part of this research study, students will have a guided tour of O*Net and the OhioMeansJobs website. During advising meetings, students in the study will use the compiled list of O*Net occupations aligned with BGSU majors to review the skills, competencies, and interests identified as essential for jobs of interest. Prior to the meeting, students complete online pre-tests that are used to assess congruence. The information gathered from this research study will be used by faculty/advisors during junior degree audit meetings to discuss major progression and behaviors indicative of major fit.

B. Falcon Internship Guarantee

Over the past two years, the Falcon Internship Guarantee (FIG) program has provided students with a series of activities and programs to prepare for an internship in their chosen career fields. Each fall, students register for the FIG and work through self-paced assessments, workshops, and other activities such as developing a resume, conducting an informational interview, performing an internship search, participating in Skype mock interviews, and attending one or more career EXPOs (career fairs). Students who enroll in the FIG work closely with Career Center staff to gain competence and confidence in professional networking, goal setting, and articulating their skills and abilities to secure an internship and integrate classroom and workplace learning. The 2014-2015 FIG cohort included 386 students, and the 2015-2016 cohort grew to 639 students, an increase of 65%. The most popular activities (by participation) for students in the FIG are FOCUS (online interest assessment), creating and enhancing a resume, an in-depth overview of the programs and resources of the Career Center, and the career exploration workshop. A total of 111 students have already registered to participate for 2016-2017; this number will increase during the summer and into early fall.

VIII. PLANS FOR THE FUTURE

Bowling Green State University has made recent gains in enrollment, academic strength of the incoming first-year class, and retention of the first-time, full-time cohort. Just as University leadership, faculty, and staff have focused on increasing enrollment and retention, BGSU is equally committed to identifying and implementing strategies designed to increase the number and percentage of students *earning meaningful postsecondary credentials*. As evidenced by the preponderance of strategic goals and objectives directly related to degree completion, BGSU continues to emphasize the BG Experience as we work collaboratively across departments and divisions to identify and mitigate barriers to student success while creating programs and pathways that take into consideration **all** students. During the next two years, there will be increased efforts focusing on the characteristics and learning needs of nontraditional, military, transfer, and international students. Most importantly, the University strives for continuous improvement—through thoughtful assessment of student learning and evaluation of programs and initiatives to promote student success, the information gained will be leveraged to improve practice and develop new initiatives to support the ever-changing student populations served by the faculty and staff of Bowling Green State University.