

**DRAFT BGSU "Ecosystem" leading to Student Success - Based upon framework of V. Tinto, *Completing College: Rethinking Institutional Action***

Level of Primary Responsibility	Expectations: Knowing what to do to be successful	Support: Providing the system to support the student	Engage and Involve: Understanding the relevance and a sense of belonging.	Feedback/Assessment: Provided information that focuses the student
	<b>Specific Objective: Students are provided clear and appropriately high expectations to achieve academic, social and financial success</b>	<b>Specific Objective: Students are aware and take advantage of academic, social and financial support systems focused on their success</b>	<b>Specific Objective: Students are engaged and involved in their academic and social experience and understand the application of this experience to their careers and life</b>	<b>Specific Objective: Students are provided feedback and assessment regarding their academic, social and financial success that is frequent, timely and formative</b>
<b>Individual Course Level Objective</b>	Course Learning Outcomes are appropriate, measurable and clearly stated	Appropriate Support programs that will assist students to achieve learning outcomes and success in the course	Course pedagogy that is appropriate to engage and involve students in their learning as well as helping them understand the relevance of the course to their discipline of study.	Tools and methods are employed that provide students with clear feedback regarding their progress towards achieving success in the course
<b>Examples</b>	Syllabus with stated LO's and stated grading policies, utilizing class time that has been scheduled for course	Office Hours, Information regarding Learning Commons, Supplemental instruction, TAs	Active learning, problem based, inquiry based pedagogy, Question based pedagogy	Early warning usage, types of tests/projects/ number of tests/projects, results provided to student during term
<b>Questions</b>	Does the syllabus state the learning outcomes of the course? Is it clear what is expected to earn a specific grade in the course? Are the learning outcomes appropriately high for this course?	What support systems are offered to help students succeed? Are the students aware of these systems? Are these systems appropriate for the level of course and preparation of the student?	How have the students been engaged in the learning process? Is there an attempt to help the student understand how the course materials are related to their course of study? Does the course material relate to their long term career/life?	Do the testing processes result in feedback to the student to assist them to understand how to improve their academic performance? Beyond tests, what are the ways in which student learning is being assessed? Is there assessment and feedback to help students to develop more holistically? Is feedback provided in a timely way so a student can change his/her behavior appropriately?
<b>Individual Academic Degree Program Level Objective</b>	Learning outcomes and requirements of degree completion are clearly stated and appropriate for the degree program	Department provides appropriate opportunities for students to understand degree requirements	Students understand how their discipline of study can be applied to their life/career	Students understand the progress they are making towards degree attainment as well as their life/career goals
<b>Examples</b>	SOAR/Orientation/Advising/Opening Weekend	Meet and Greet with Department Chair, Departmental study groups	Academic Discipline based student organizations, Co-curricular programming, UG research projects, senior seminars	Degree maps that are updated each term, meetings with Academic Advisors and Faculty Mentors
<b>Questions</b>	Does the student understand the requirements for degree completion? Does the student know Learning Outcomes of the program? Are the degree requirements appropriate to prepare the student for career/life?	Departmental Chair/Director available to the student; students know who chair is? Student knows where departmental office is located	Do the students understand how their degree program applies to their long term life/career goals?	Do the degree maps provide enough information so that the student knows if they are making progress towards their degree?
<b>University Level Objective</b>	Expectations of living and learning at BGSU is clearly stated and communicated	Services are provided for students to support their social and financial success at BGSU	Groups, programs and activities exist that will assist students to be engaged in a social and intellectual group that provides them a sense of belonging	Tools and methods are employed that provide students with clear feedback regarding their social and financial situation
<b>Examples</b>	Student Handbook, RA's, Opening Weekend, Meetings with RA and HD, BGSU Creed, Student Code of Conduct, Academic Honesty Policy, SOAR, Falcon Success Initiative, Student Support Services Advising Program	University Libraries, Learning Commons, FLY program, Office of Learning Access, Counseling Center, Recreation and Wellness programming, financial literacy courses, Center for Leadership, Student Employment Services, Student Legal Services, Office of Multicultural Affairs, Disability Services, TRIO, President's Leadership Academy, Office of Campus Activities, Office of the Dean of Students	Students Affairs Programming, Learning Communities, UG Research projects, Education Abroad, Internships, Leadership opportunities, Service Learning, Faculty Mentors in Residence Halls, Department/College picnics and activities, Recreation and Wellness programming, Career Center, Rec. Center programming, Opening Weekend activities, Fall Welcome activities, SOAR, Student organizations, Office of Multicultural Affairs and LGBT Resource Center Programming, McNair Scholars Program, TRIO Day	RAs, Academic Advisors, Department Chairs/Directors, Deans, various surveys, Grades First, Ziggy points, Office of the Dean of Students
<b>Questions</b>	Does the student understand the requirements of the University to complete their degree? Does the student know the University Learning Outcomes?	Are students aware of the support systems (academic, social, financial) that are available?	What is the meaningful participation rate of students in various high impact practices? Are students participating in the various co-curricular activities? Do students stay on campus during the weekends or do they go home?	How do the students know if they are not making progress? Do we proactively communicate concerns to students?
<b>External Community-Level Objective</b>	Students understand the local customs and laws	Students have access to support systems in the Community.	Students understand the various ways that they can become involved in the local Community	Students receive feedback if they are not meeting the expectations of the community
<b>Examples</b>		Falcon Health, Behavioral Connections, Religious organizations, United Way, Office of the Dean of Students, Off-Campus Student Services	Various community based organizations such as Humane Society, Food Kitchen, City of Bowling Green Human Relations Commission, NIOT	Public safety organizations, Office of the Dean of Students, Residence Life
<b>Questions</b>	Have we provided the students with information about the City of BG?	Are students aware of community based resources and do they access these resources?	Are students aware of community organizations with which they can become engaged? What is the participation rate?	

<b>Primary Responsibility</b>
Faculty/Chair/Director
Chair/Director/Dean
Deans/Vice-Presidents
Community