



BRIDGEWATER STATE UNIVERSITY

# Institutional Strategic Plan

*January 15, 2018*



BRIDGEWATER  
STATE UNIVERSITY

## BY THE NUMBERS

11,024

### STUDENTS

Bridgewater State University is the 10<sup>th</sup> largest college or university, public or private, in Massachusetts.

357

### FULL-TIME FACULTY

Few institutions in New England have added full-time faculty at a more prolific rate since 1995 (an increase of 39%).

9<sup>th</sup>

### 6-YEAR GRADUATION RATES

Education Trust ranks BSU 9<sup>th</sup> in the nation for increasing overall 6-year graduation rates while simultaneously closing the race/ethnicity achievement gap.

+79%

### GROWTH IN DEGREES AWARDED

(increase since 1995)

91%

### DEGREES AWARDED AND EMPLOYMENT OF GRADUATES

Ninety-one percent of the Class of 2015 report they are either working in a career related to their field of study or are attending graduate school.

## LETTER FROM THE PRESIDENT



Bridgewater State University is on the rise. Over the past 20 years, through the commitment, innovation and hard work of faculty, staff, students and alumni, the University has reached new heights by almost any measure. Since 1995, enrollment has increased by 32 percent; full-time faculty by 39 percent; and degrees awarded by an extraordinary 79 percent. At the same time, Bridgewater raised the retention and graduation rates of all students, while simultaneously closing achievement gaps. The University also undertook a major \$400-million campus modernization project.

Building on this foundation, Bridgewater State University embarked on an inclusive, campus-wide strategic planning process in 2015 focused on advancing student success. The strategic plan has a 10-year planning horizon out to 2027 and a three-year review cycle. It also incorporates a nested model by which divisional and departmental plans will support and advance institutional-level strategic goals and priorities.

The strategic plan builds on the rapid progress of the past few decades to focus on “deepening” the Bridgewater experience for students, forging an extraordinary teaching and learning environment, expanding the University’s role as a center of regional intellectual, economic and cultural engagement, advancing social justice, and investing in the development of faculty, librarians and staff to support continued institutional growth and success.

Student success is the University’s highest priority. At its core, this means that students have the opportunity to achieve their full potential. Bridgewater aspires to be a national leader in removing barriers to academic achievement, providing the necessary supports to help each and every student grow and succeed, and eliminating any and all achievement gaps among different populations of students. The University seeks to build on its nationally ranked Undergraduate Research Program (among the top six percent of institutions in the country) to bolster experiential learning opportunities for students, including expanding the paid internship program, which affords students vital career opportunities while helping build a talent pipeline for regional employers.

The University seeks to drive programmatic innovation to respond to emerging educational and economic needs, particularly those of adult learners in Southeastern Massachusetts. Expansion of partnerships with Gateway Cities is also essential to regional economic development.

To continue to serve students, families and the wider community while preserving the educational affordability that is core to its mission, it is imperative that Bridgewater aggressively seeks to enhance and diversify its resource base, particularly through the growth of its endowment and programmatic innovation aligned with emerging opportunities.

This strategic plan is a “living” document, one that informs decisions and choices while plotting a future course for Bridgewater to continue on its trajectory of excellence and the success of all students who come through its doors. We will continuously measure our progress against this plan and share that progress publicly through a strategic plan dashboard that will live on our website.

This is an exciting time in the robust 177-year history of Bridgewater State University. Guided by a clear vision and path forward, we are confident that Bridgewater can meet the challenges of a changing higher education landscape while marching toward the more perfect realization of its historic calling: “Not to be ministered unto, but to minister.”

With warmest regards,

A handwritten signature in black ink, appearing to read 'F. W. Clark Jr.', written in a cursive, flowing style.

Frederick W. Clark Jr., Esq. '83  
President

## HISTORY

The spirit, vision and leadership of Horace Mann, America's father of public education and its strongest advocate, lives on more than 177 years after Bridgewater State University first opened its doors for the purpose of training teachers. His belief, not only in the importance of public education, but also in standardizing – or normalizing – the training of teachers, led to the establishment of normal schools. In 1840, Bridgewater became the third such school in the commonwealth and, along with its sister institutions, developed a comprehensive approach to teacher training that became a model emulated throughout the country and across the globe.

Bridgewater Normal School grew as the educational needs of society evolved. Not only were more and better-qualified teachers essential to a healthy and prosperous citizenry, but also the demand for a college-level liberal arts curriculum required that the Massachusetts General Court expand course offerings at the normal schools and establish public institutions of higher education.

Today, Bridgewater State University is the comprehensive university of Southeastern Massachusetts and the third largest public university – 10<sup>th</sup> largest overall, public or private – in the commonwealth. With an enrollment of approximately 11,000 students, Bridgewater State University provides opportunity to residents of the region and the commonwealth through a myriad of academic programs and innovative learning experiences inside and outside the classroom. The University grants more than 2,400 degrees and certificates each year.

The University's academic programs (36 undergraduate majors and 80 graduate programs) are housed and administered through its six colleges: the College of Education and Allied Studies; the College of Graduate Studies; the College of Humanities and Social Sciences; the Louis M. Ricciardi College of Business; the Bartlett College of Science and Mathematics; and the College of Continuing Studies.

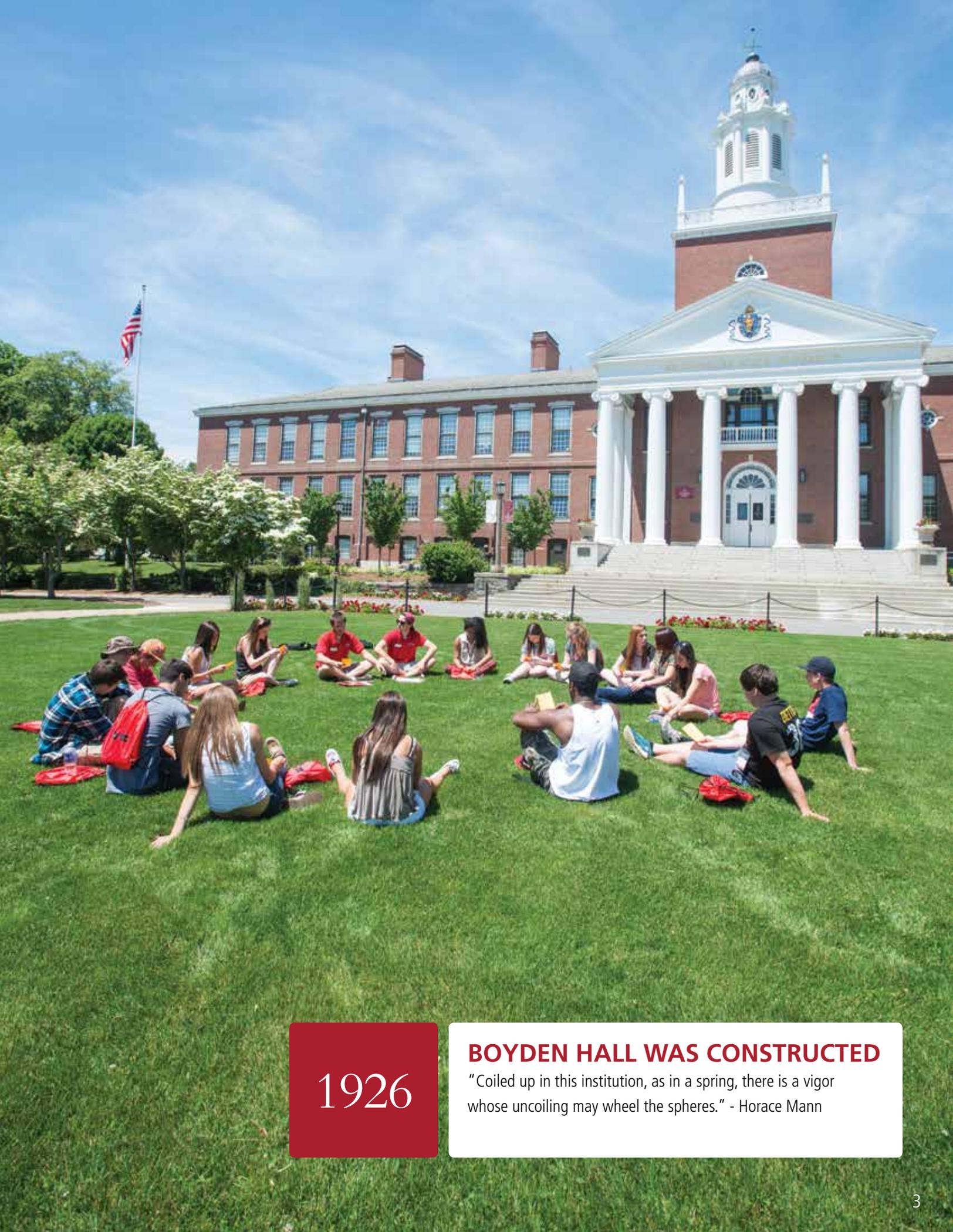
Despite the transformation of the campus over the past two decades and growth in student population, Bridgewater State University remains committed to small class sizes and extraordinary teaching and mentoring by a world-class faculty. Bridgewater affords students of all ages and backgrounds access to a variety of opportunities for learning and personal growth such as undergraduate research (which is nationally ranked by the Council on Undergraduate Research), international study, service learning and participation in an array of social justice initiatives.

Bridgewater's commitment to student success has earned national recognition (ranked 9<sup>th</sup> in the nation by The Education Trust for simultaneously closing achievement gaps while improving graduation and retention rates for all students) as the University enjoys a six-year graduation rate close to 60 percent, well above the national average for its mission class, and a freshman-sophomore retention rate of 76 percent.

These impressive numbers don't end there. Bridgewater graduate students historically have had among the highest first-time CPA exam pass rates of any university in Massachusetts. The University has been named an Apple College of Distinction award winner across the U.S. for its iPad initiative in the College of Education and Allied Studies. All the while, Bridgewater continues as one of the most prolific educators of new preK-12 teachers in the commonwealth and readies more science and mathematics teachers annually than any institution in Massachusetts.

Each year, more than 500 students participate in paid internships offered by the University in collaboration with the Bridgewater State University Foundation; the campus community provides nearly \$1-million in volunteer service to the region; and more than 750 students participate in the University's research symposium as well as many national and regional research conferences.

Bridgewater State University's tradition of providing opportunity – to learn by doing, to serving the world and the region, to teaching and learning, to discovering career paths, and dedication to making dreams a reality – have created the thriving, dynamic institution we see today.



1926

**BOYDEN HALL WAS CONSTRUCTED**

“Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.” - Horace Mann

## THE PLANNING PROCESS

Under the leadership of President Frederick W. Clark Jr., Esq., '83, Bridgewater State University is committed to an inclusive and comprehensive strategic planning process, building on a foundation of institutional strategic planning at the University.

Strategic planning is essential to the University's ability to advance its historic mission of providing access to a high-quality education for all students, promoting social justice and enhancing the quality of life for the residents of Southeastern Massachusetts through its position as a vital intellectual, economic and cultural resource in the region. Going forward, the plan will help the University to establish clear priorities, guide decision making, align its financial and human resources with its goals, and maximize the impact of its resources. This plan is a "living" document, a guidepost for decision making and one that is referenced, revisited and revised on an ongoing basis.

The institutional strategic plan is framed on a foundation of data-driven decision making, stakeholder inclusion and careful stewardship of human and financial resources. Building upon the University's previous efforts, it provides an inclusive and outcomes-focused guiding document. Bridgewater's strategic planning is comprehensive, using a unique nested design, which pivots off of the institutional plan to guide strategic plans at the divisional, college, departmental and program levels. Additionally, the plan incorporates an active planning process with a 10-year vision horizon to 2027 and a three-year review cycle.

For more information on the strategic planning process, visit <http://www.bridgew.edu/the-university/strategic-plan>



**\$1.96M**

### INTERNSHIPS

More than \$1.96M in funding has been disbursed to students for internships.

## APPROACH AND COMMITMENT

Bridgewater State University's strategic plan is a comprehensive "living" document with an institutional-level plan that establishes primary goals and objectives and an implementation plan, which describes the paths by which the institution achieves its strategic priorities and goals. It will also inform divisional, college, departmental and program level plans. Finally, the strategic plan includes a review and revision of policies and procedures to formalize paths to decision making.

### Institutional Strategy

Institutional goals and objectives  
Implementation plan

### Operational Plans

Divisional and college-level plans  
Departmental and program-level plans

### Tactical Integration

Policies  
Procedures

From Hinton, Karen E. 2012. A practical guide to strategic planning:

[oira.cortland.edu/webpage/planningandassessmentresources/planningresources/SCPGuideonPlanning.pdf](http://oira.cortland.edu/webpage/planningandassessmentresources/planningresources/SCPGuideonPlanning.pdf)



## **INCLUSION AND DATA INFORMING**

To ensure a robust and inclusive plan, Bridgewater actively invited its stakeholders to participate in the planning process. Additionally, survey instruments and a review of critical quantitative data provided a foundation for decision making.

### **Listening Tours**

At more than 90 sessions, President Clark invited University faculty, librarians, staff and students to share their vision for the institution. Key themes guiding the plan emerged out of this process.

### **Student Success Micro-Survey and the Student Success Definition**

The Division of Student Success and Diversity led numerous campus meetings and administered a student survey to guide the University's definition of student success.

### **Strengths E-Survey with Faculty, Librarians and Staff**

All employees of the institution were invited to participate in an online survey informing institutional, divisional and departmental SWOT analyses and goal development. This information informed key themes and institutional and divisional goals.

### **Campus Climate Surveys**

Students, faculty, librarians and staff have been included in a number of campus climate surveys administered by the Office of Institutional Research. The surveys guided decisions to improve campus diversity, social justice and safety.

### **Community Surveys**

The planning process includes data on workforce development and community partnerships from stakeholders in the region, which was collected through focus groups and electronic surveys.

### **Senior Staff, Town Hall, Board of Trustees and the Strategic Planning Webpage**

A number of updates regarding the institutional planning process were shared at meetings of the University's senior staff, at Town Hall with all University employees, with the Board of Trustees and on the Strategic Planning webpage. Opportunities for participation were included.

### **Data Dashboard Building on the Board of Higher Education Vision Project and Data Streams**

The strategic plan paid particular attention to the Vision Project Dashboard, setting goals which would positively impact and advance the overarching goal of student success. Data Streams initiatives will continue to provide critical data for organizational decisions throughout the strategic planning implementation process.

### **Strategic Planning Training Sessions**

A train-the-trainer process was employed to provide tools for divisional participation at all levels of the strategic planning process. These individuals will continue to lead the divisional, college and departmental work. Tools included in-person training sessions, video training modules, planning worksheets and customized Blackboard planning sites.

### **The Strategic Planning Committee**

The planning process was advanced by a committee with representation from all divisions as well as representation from the MSCA, AFSCME and APA unions. These individuals provided final comments on the institutional level strategic plan.

387

## **HONORS PROGRAM**

Honors students are provided leadership opportunities that empower them to build community, promote social justice and model academic excellence. There are 387 students engaged in the Honors Program.

## **INCLUSION OF THE BOARD OF HIGHER EDUCATION (BHE) IN EDUCATIONAL OUTCOMES**

In addition to the input from internal stakeholders, the Bridgewater State University strategic planning process paid careful attention to include the BHE's six Vision Project educational outcomes. Listed below, each of these educational outcomes is carefully integrated into the planning process.

- College Participation**
- College Completion**
- Closing Achievement Gaps**
- Student Learning**
- Workforce Alignment**
- Preparing Citizens**

## **KEY THEMES**

Twelve key themes were revealed during Bridgewater's strategic planning process through both direct communication with stakeholders and data analysis. All of these key themes emerged from the inclusive planning process, which included listening tours and surveys of faculty, librarians, staff and students. The themes are integrated into both institutional and divisional plans.

- Student Success**
- Academic Excellence**
- Employee Success**
- Regional and Global Outreach**
- Social Justice**
- Diversity**
- Affordability**
- Safety**
- Asset Management**
- Post-Traditional Learners**
- Communication**
- Transparency**





6%

## **UNDERGRADUATE RESEARCH**

Bridgewater ranks in the top six percent in the nation among more than 900 institutions offering undergraduate research.

## TIMELINE

The Bridgewater State University strategic planning process began in summer 2015, with a commitment to a dynamic, effective and inclusive plan. The University engaged in a rigorous process of planning, which is the foundation of institutional decision making. The cycle of planning means that the University is continuously engaging in strategic planning and review. Institutional, divisional and departmental plans will be revised on a three-year cycle and reviewed annually. The general timeline for strategic planning is outlined below.

### Target Dates and Cycles

Vision Horizon: 2027, 10 year cycle

Strategic Plan Cycle: 3 year cycle

Strategic Plan Outcomes Review: 1 year cycle

**Institutional Plan Draft Completed: June 2017**

**Institutional Plan Submitted to BHE: July 2017**

*Divisional Plan Drafts Completed: June 2017 to December 2017*

*Departmental Plan Drafts Completed: September 2017 to May 2018*

### Critical Planning Steps and Dates for the Institutional Strategic Planning Process

- Strategic Planning Design: **July 2015**
- Listening Tours with Students, Faculty, Librarians and Staff: **August 2015 to October 2016**
- Student Success Survey of Students: **October 2015**
- Meetings on Definition of Student Success: **December 2015 to March 2017**
- Online Strengths Survey of Faculty, Librarians and Staff (SWOT Analysis): **September 2016 to July 2017**
- Blackboard Training Site, Documents and Videos: **July 2016 to February 2017**
- Train-the-Trainer Sessions: **July 2016 to February 2017**
- Town Hall Meeting Updates (4): **October 2015 to June 2017**
- Senior Staff Updates (3): **December 2015 to June 2017**
- Meeting with MSCA, AFSCME and APA Chairs, and Strategic Planning Committee: **November 2016**
- Data Streams Collection and Dashboard Planning: **July 2016 to April 2017**
- BSU Institutional Vision and Mission Draft: **November 2016**
- BHE Touch Point 1: **December 2016**
- BSU Institutional Goals Draft: **January 2017**
- BSU Institutional Objectives Draft: **March 2017**
- BSU Institutional Strategic Plan Reviewed by Cabinet and Provost's Council: **April 2017**
- BSU Strategic Planning Committee Review of Draft Institutional Strategic Plan: **May 2017**
- BSU Draft Institutional Strategic Plan Submitted to AUC, MSCA, AFSCME and APA for Review/Comment: **May 2017**
- BHE Touch Point 2: **May 2017**
- BSU Draft Institutional Strategic Plan Review: **May 2017**
- BSU Draft Institutional Strategic Plan Submitted to BSU Board of Trustees: **June 2017**
- BSU Draft Institutional Strategic Plan Submitted to BHE Commissioner: **July 2017**
- BSU Institutional Strategic Plan Submitted to BSU Strategic Planning Committee, AUC, MSCA, AFSCME and APA for Review/Comment: **between October 2017 and December 2017**
- BSU Institutional Strategic Plan Submitted to BSU Board of Trustees: **December 2017**



32%

**TOTAL ENROLLMENT**  
Enrollment has increased by 32% since 1995.  
More than 20% of students are students of color and  
84% of students stay in the region after graduation.

## MISSION STATEMENT

Bridgewater State University is an inclusive community dedicated to the lifelong success of all students, focused on the continuous improvement of its people, and responsible for leading innovation that benefits Southeastern Massachusetts, the commonwealth, and the world. Bridgewater's accessible environment of teaching and learning stimulates critical thinking, demands the rigorous pursuit of new knowledge and deeper understanding, cultivates meaningful and diverse interpersonal relationships, fosters global citizenship, and strives to transform lives and improve the human condition.

## VISION STATEMENT

Bridgewater State University aspires to be a community in which:

- All students, regardless of socioeconomic background, have full and equal access to the educational opportunities and social experiences that best prepare and inspire them to build purposeful lives of their choosing.
- All employees, regardless of role or position, are deeply engaged in the creation and enhancement of these opportunities and experiences.
- All members of the community readily embrace the University's values of fairness, respect, dignity and free expression, causing them to think beyond the self and to be engaged in the advancement of the greater good.

## GOALS

**GOAL 1** - Focus resources and decisions on the overarching priority of student success.

**GOAL 2** - Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative and professional growth.

**GOAL 3** - Provide opportunities for personal and professional growth for faculty, librarians and staff in support of organizational progress.

**GOAL 4** - Serve as a regional catalyst for economic, cultural and intellectual engagement.

**GOAL 5** - Advance diversity and social justice with impact in the region and beyond.



# GOAL ONE

Focus resources and decisions on the overarching priority of student success.

Student success is the highest priority at Bridgewater State University. As the institution looks to 2027, its vision centers on an interdivisional, University-wide commitment to access, opportunity and diversity, building on demonstrated success in reducing achievement gaps over the past 10 years. Bridgewater will be the leader in student success outcomes in its mission class, advancing its goals through data-driven decision making, program review and strategic planning. The institutional plan aligns resources and decisions to eliminate gaps, create pathways to degree completion, support student wellness and provide access to high-quality, affordable education.

| cp | cc | sl | w | c | ag | 1A | Prioritize and advance retention and graduation goals working to eliminate all achievement gaps   |
|----|----|----|---|---|----|----|---|
| ✓  |    |    |   |   | ✓  |    | Increase enrollment of incoming first-year students, full-time students, transfer students, graduate students and continuing studies students     |
| ✓  |    |    |   |   | ✓  |    | Support the success of a diverse body of students (first-generation college-going, gender, race, Pell Grant eligible, disability, veterans, LGBT) |
|    | ✓  |    |   |   | ✓  |    | Improve retention rates (first-year retention, fall-to-fall retention)  |
|    | ✓  |    |   |   | ✓  |    | Improve graduation rates (four-year graduation rate, six-year graduation rate, six-year completion rate, number of degrees offered)               |

| cp | cc | sl | w | c | ag | 1B | Support access to higher education in the region by creating pathways to degree completion                                 |
|----|----|----|---|---|----|----|--|
| ✓  |    |    |   |   |    |    | Continue to offer high-quality, affordable education to a diverse population of students across Southeastern Massachusetts |
| ✓  |    |    |   |   |    |    | Create pathways from community colleges, including advancing the Community College Initiative                              |
|    | ✓  |    |   |   |    |    | Create degree completion pathways for post-traditional learners  |
|    | ✓  |    |   |   |    |    | Further serve the region through programming at BSU Cape Cod and BSU Attleboro campuses and the Flight Training Center     |

| cp | cc | sl | w | c | ag | 1C | Create and advance a system of continuous assessment, planning, program review, and improvement with the use of Data Streams, Strategic Planning and Project Management |
|----|----|----|---|---|----|----|---|
|    |    | ✓  |   |   |    |    | Focus on NEASC Accreditation five-year and full reviews   |
|    |    | ✓  |   |   |    |    | Ensure transparent planning, assessment and improvement processes   |
|    |    | ✓  |   |   |    |    | Foster continuous assessment and improvement of student learning  |

52%

**TRANSFER SUCCESS**  
More than half of new transfer students are from Massachusetts community colleges.

| cp | cc | sl | w | c | ag | 1D | Advance excellence in student success while building a sustainable financial future for the University |
|----|----|----|---|---|----|----|--|
|    | ✓  |    |   |   |    |    | Leverage resources to ensure educational affordability and enhance student success                     |
|    |    |    | ✓ |   |    |    | Optimize student employment practices with a focus on improving outcomes for students with unmet needs |
|    |    |    |   |   |    |    | Develop and execute a successful campaign that builds a \$100-million endowment                        |
|    |    |    |   |   |    |    | Increase alumni engagement   |
|    |    |    |   |   |    |    | Increase donor support for student success   |

| cp | cc | sl | w | c | ag | 1E | Leverage information technology, communication, and operations processes and systems with a focus on student success                    |
|----|----|----|---|---|----|----|---|
|    |    | ✓  |   |   |    |    | Advance projects that optimize information technology infrastructure and innovative academic technologies that promote student learning |
|    |    | ✓  |   |   |    |    | Focus on capital and deferred maintenance plans to provide a safe and engaging learning environment                                     |
|    |    |    |   |   |    |    | Enhance and improve internal and external communications  |
|    |    |    |   |   |    |    | Design and implement an effective Enterprise Risk Management strategy   |
|    |    |    |   |   |    |    | Focus on continuous improvement of campus safety and crisis management  |

**1F Promote active engagement and partnership on student and employee wellness**

| cp | cc | sl | w | c | ag | GOAL ONE DASHBOARD |   |
|----|----|----|---|---|----|--------------------|---|
| ✓  | ✓  |    |   |   |    |                    | 1. Retention rates for first-time, full-time students   |
|    | ✓  |    |   |   |    |                    | 2. Six-year graduation rates for first-time, full-time students   |
|    | ✓  |    |   |   |    |                    | 3. Six-year completion rates for first-time, full-time students   |
|    | ✓  |    |   |   |    |                    | 4. Degrees and certificates awarded (undergraduate)   |
|    | ✓  |    |   |   |    |                    | 5. Degrees and certificates awarded (graduate)  |
| ✓  |    |    |   |   |    |                    | 6. Enrollment numbers overall, first-time, full-time students, first-time transfer students (parse the feeder community colleges from the others), graduate students, continuing studies students (DHE data center annual unduplicated student headcount ranking, fall unduplicated headcount, tuition and fees as a percent of state median income, fall gender and minority headcount, annual FTE and fall FTE) |
| ✓  |    |    |   |   |    |                    | 7. Community college students matriculated into BSU   |
|    | ✓  |    |   |   |    |                    | 8. Enrollment breakdown for BSU Cape Cod, BSU Attleboro and the Flight Training Center  |
|    | ✓  |    |   |   |    |                    | 9. Affordability ranking within the Massachusetts State University System and Public Higher Education in Massachusetts (tuition and mandatory fees)   |
|    | ✓  |    | ✓ |   |    |                    | 10. Student employment numbers and funding  |
|    |    |    |   |   |    |                    | 11. Foundation/advancement/endowment numbers by year  |
|    |    |    |   |   |    |                    | 12. Number of alumni engaged  |
|    |    |    |   |   |    |                    | 13. Number of donors to Bridgewater State University Foundation   |
|    |    |    |   |   |    |                    | 14. Amount donated per year   |
|    |    |    |   |   |    |                    | 15. Total private funds received through the institution and the Foundation and total market value of dollars in the endowment  |
|    |    |    |   |   |    |                    | 16. External grants in number of applications, number awarded and dollars received  |
|    |    |    |   |   |    |                    | 17. Number of IT projects completed by year   |
|    |    |    |   |   |    |                    | 18. Amount spent on deferred maintenance and capital projects by year   |
|    |    |    |   |   |    |                    | 19. Capital adaptation and renewal expenditures   |
|    |    |    |   |   |    |                    | 20. Primary reserve ratio   |
| ✓  |    |    |   |   |    |                    | 21. Expenditures for instruction, academic support, student services, institutional support – annual HCT and peer annual average HCT  |



## GOAL TWO

Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative and professional growth.

Bridgewater State University fosters a supportive teaching and learning environment, empowering students to achieve their educational, professional and personal goals through excellence in academic and student affairs programming. Exceptional faculty, librarians and staff lead the University's commitment to students through innovative curricular offerings and high-impact practices. Bridgewater's rich academic environment advances and leads opportunities for undergraduate and graduate student growth and success.

| cp | cc | sl | w | c | ag | <b>2A</b> | <b>Build high-quality, innovative curricular offerings and programs at the undergraduate and graduate levels, focusing on high-impact practices</b> |
|----|----|----|---|---|----|-----------|---|
|----|----|----|---|---|----|-----------|---|

|  |   |   |   |  |  |  |   |
|--|---|---|---|--|--|--|---|
|  |   | ✓ | ✓ |  |  |  | Complete revision and advancement of the Core Curriculum  |
|  |   | ✓ |   |  |  |  | Advance excellence in student learning  |
|  |   | ✓ | ✓ |  |  |  | Support diversity and success in STEM enrollment and degree completion  |
|  | ✓ | ✓ |   |  |  |  | Enhance student advising practices  |
|  |   | ✓ | ✓ |  |  |  | Expand new academic programs that respond to student and regional economic needs, including programming such as an undergraduate major in health sciences |
|  |   | ✓ |   |  |  |  | Enhance curricular innovation through the Academic Program Planning and Implementation Leadership Team  |

| cp | cc | sl | w | c | ag | <b>2B</b> | <b>Advance opportunities for excellence in faculty teaching, research and service</b> |
|----|----|----|---|---|----|-----------|---|
|----|----|----|---|---|----|-----------|---|

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  |  | ✓ |  |  |  |  |  |
|--|--|---|--|--|--|--|--|

| cp | cc | sl | w | c | ag | <b>2C</b> | <b>Expand internship, service learning and community service opportunities</b> |
|----|----|----|---|---|----|-----------|--|
|----|----|----|---|---|----|-----------|--|

|  |  |  |   |   |  |  |  |
|--|--|--|---|---|--|--|--|
|  |  |  | ✓ | ✓ |  |  | Create opportunities for students to engage in internships, service learning and community service                   |
|  |  |  |   | ✓ |  |  | Facilitate faculty leadership of service learning, civic engagement and community service opportunities for students |
|  |  |  | ✓ | ✓ |  |  | Provide opportunities for 1,000 funded internships annually  |

| cp | cc | sl | w | c | ag | <b>2D</b> | <b>Advance student life skills, citizenship, civility, institutional pride and a welcoming environment</b> |
|----|----|----|---|---|----|-----------|--|
|----|----|----|---|---|----|-----------|--|

|  |  |  |  |   |  |  |  |
|--|--|--|--|---|--|--|--|
|  |  |  |  | ✓ |  |  |  |
|--|--|--|--|---|--|--|--|

| cp | cc | sl | w | c | ag | <b>2E</b> | <b>Support student leadership, career planning and workforce development</b> |
|----|----|----|---|---|----|-----------|--|
|----|----|----|---|---|----|-----------|--|

|  |  |  |   |   |  |  |  |
|--|--|--|---|---|--|--|--|
|  |  |  | ✓ | ✓ |  |  |  |
|--|--|--|---|---|--|--|--|



| cp | cc | sl | w | c | ag | GOAL TWO DASHBOARD   |
|----|----|----|---|---|----|--|
|    |    | ✓  |   |   |    | 1. Student/faculty ratio   |
|    | ✓  |    | ✓ |   |    | 2. Number of internships (for credit and funded)   |
|    |    | ✓  |   |   |    | 3. Number of full-time faculty (tenured, tenure-track, full-time temporary)  |
|    | ✓  | ✓  |   |   | ✓  | 4. Number of Adrian Tinsley Program (ATP) student grants (summer, semester and travel)   |
|    | ✓  | ✓  |   |   | ✓  | 5. Institutional funding for ATP student grants (summer, semester and travel)  |
| ✓  | ✓  | ✓  | ✓ |   |    | 6. Number of participants in the Honors Program  |
|    | ✓  | ✓  | ✓ |   | ✓  | 7. Number of participants in Service Learning  |
|    | ✓  |    |   |   | ✓  | 8. Measure of tutorial utilization in the Academic Achievement Center (number of students, student tutors and budget amount by year)   |
| ✓  | ✓  | ✓  | ✓ |   | ✓  | 9. Number of participants in Undergraduate Research  |
|    |    |    | ✓ |   |    | 10. STEM enrollment, retention and graduation numbers  |
|    |    | ✓  |   |   |    | 11. Faculty Measures –<br>a. Amount of faculty development funding<br>b. Number of APRs for faculty development work<br>c. Number of APRs for service<br>d. Number of workshops offered and number of participants in faculty development workshops<br>e. Number of participants in University-wide committees |
|    |    | ✓  |   |   |    | 12. Student Measures –<br>a. Number of participants in leadership programs<br>b. Number of participants in educational conferences<br>c. Number of participants in volunteer roles   |
|    | ✓  |    |   |   |    | 13. Number of participants utilizing DegreeWorks   |



## GOAL THREE

Provide opportunities for personal and professional growth for faculty, librarians and staff in support of organizational progress.

Bridgewater State University believes that institutional accomplishments are rooted in and strengthened by the well-being of its employees. The University supports the growth and engagement of team members, who are the heart of the institution. Bridgewater will continue to invest in the professional development and wellness of faculty, staff and librarians.

| cp | cc | sl | w | c | ag | 3A | Advance opportunities for faculty, librarian and staff professional development |
|----|----|----|---|---|----|----|---|
|    |    | ✓  |   |   |    |    |   |

| 3B | Partner on employee wellness opportunities |
|----|--|
|----|--|

| cp | cc | sl | w | c | ag | 3C | Inspire institutional pride and engagement in University programs and activities in partnership with our employees, volunteers, alumni and students |
|----|----|----|---|---|----|----|---|
|    |    |    |   | ✓ |    |    |   |

| cp | cc | sl | w | c | ag | GOAL THREE DASHBOARD |   |
|----|----|----|---|---|----|----------------------|---|
|    |    | ✓  |   |   |    |                      | 1. Number of participants in faculty development opportunities [e.g., Office of Teaching and Learning (OTL), Center for the Advancement of Research and Scholarship (CARS), Writing Across the Curriculum (WAC), Quantity Across the Curriculum (QuAC)] |
|    |    |    |   |   |    |                      | 2. Faculty travel numbers   |
|    |    |    |   |   |    |                      | 3. Budgeted resources used for faculty travel (CARS, OTL, deans, departments, provost, other)   |
|    |    | ✓  |   |   |    |                      | 4. Amount of institutional funds spent on/budgeted for faculty development opportunities (OTL, CARS grants)   |
|    |    |    |   |   |    |                      | 5. Number of professional development opportunities for staff   |
|    |    |    |   |   |    |                      | 6. Amount of institutional funds spent on/budgeted for professional development opportunities for staff   |
|    |    |    |   |   |    |                      | 7. Number of participants in staff professional development opportunities offered   |
|    |    |    |   |   |    |                      | 8. Number of employee wellness opportunities offered  |
|    |    |    |   |   |    |                      | 9. Amount of institutional funds spent on/budgeted for employee wellness opportunities  |
|    |    |    |   |   |    |                      | 10. Number of participants in employee wellness opportunities   |



345

## FACULTY DEVELOPMENT

Trips taken by faculty in FY2016



# GOAL FOUR

Serve as a regional catalyst for economic, cultural and intellectual engagement.

Bridgewater State University is the central resource and convener for economic, cultural, and intellectual engagement and outreach in Southeastern Massachusetts. The University, through service, research and education, enriches the region and its citizens.

| cp | cc | sl | w | c | ag | 4A | Serve as a convener of partners across the region to build economic, cultural and intellectual capacity |
|----|----|----|---|---|----|----|---|
|    |    |    | ✓ |   |    |    |   |

| cp | cc | sl | w | c | ag | 4B | Deepen the University's commitment to Gateway Cities |
|----|----|----|---|---|----|----|--|
| ✓  | ✓  |    | ✓ |   |    |    |  |

| 4C | Facilitate opportunities for family-friendly educational, cultural and recreational activities |
|----|--|
|    |  |

| cp | cc | sl | w | c | ag | 4D | Prepare citizens for civic and community leadership throughout Southeastern Massachusetts |
|----|----|----|---|---|----|----|---|
|    |    |    |   | ✓ |    |    |   |

| cp | cc | sl | w | c | ag | 4E | Lead alignment on workforce development and related educational needs for the community and students |
|----|----|----|---|---|----|----|--|
| ✓  |    |    | ✓ |   |    |    |  |

| cp | cc | sl | w | c | ag | GOAL FOUR DASHBOARD |  |
|----|----|----|---|---|----|---------------------|--|
|    | ✓  | ✓  | ✓ |   |    |                     | 1. Number of internships (for credit and funded)   |
|    |    |    |   |   |    |                     | 2. Number of community service hours by faculty, staff and students  |
|    |    |    |   |   |    |                     | 3. Number of participants in Arts for Youth  |
|    |    |    |   |   |    |                     | 4. Number of Family Performing Arts Center (FPAC) productions and number of tickets sold by production   |
|    |    |    |   | ✓ | ✓  |                     | 5. Number of Anderson Art Gallery events and participation in those events   |
|    | ✓  |    |   |   |    |                     | 6. Number of Center for the Advancement of Stem Education (CASE) programs offered and number of students, educators and community participants |
|    | ✓  |    |   |   |    |                     | 7. Number of youth athletic program participants   |
|    |    |    |   |   |    |                     | 8. Number of events and participants in One Book, One Community Program  |
|    |    |    |   |   |    |                     | 9. Attendance numbers for Homecoming and Family Day and other New Student and Family Programs  |
|    |    |    |   | ✓ |    |                     | 10. Number of activities and participants in the Center for Democratic Governance and Leadership Program                                       |
|    |    |    |   | ✓ |    |                     | 11. Number of activities and participants in the Citizen Leadership Program  |
|    |    |    |   |   |    |                     | 12. Number of participants in Residence Life and Housing Haunted Halls Program   |
|    |    |    | ✓ |   |    |                     | 13. Number of participants in Career Services' Career Fairs  |



20,000+

## STEM EDUCATION

Since 2015, the Center for the Advancement of STEM Education (CASE) has had more than 20,000 participants each year.



## GOAL FIVE

Advance diversity and social justice with impact in the region and beyond.

Bridgewater State University's vision reflects the importance of diversity and social justice in its work within the University and within the region and beyond. "Not to be ministered unto, but to minister" summarizes the University's dedication to service. Bridgewater will continue to be a leader in diversity and social justice, providing a pathway to college access, guiding community-based action and developing models for best practice.

| cp | cc | sl | w | c | ag | 5A | Build college participation across Southeastern Massachusetts with an emphasis on student diversity |
|----|----|----|---|---|----|----|---|
|----|----|----|---|---|----|----|---|

|   |  |  |  |  |   |  |  |
|---|--|--|--|--|---|--|--|
| ✓ |  |  |  |  | ✓ |  |  |
|---|--|--|--|--|---|--|--|

| cp | cc | sl | w | c | ag | 5B | Advance institutional diversity practices, education and action through the leadership of the President's Cabinet |
|----|----|----|---|---|----|----|---|
|----|----|----|---|---|----|----|---|

|  |  |  |  |  |   |  |  |
|--|--|--|--|--|---|--|--|
|  |  |  |  |  | ✓ |  |  |
|--|--|--|--|--|---|--|--|

| cp | cc | sl | w | c | ag | 5C | Support service opportunities for faculty, librarians, staff and students |
|----|----|----|---|---|----|----|---|
|----|----|----|---|---|----|----|---|

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
|  | ✓ |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|

| cp | cc | sl | w | c | ag | 5D | Commit to social justice action, outreach and education through the leadership of the Martin Richard Institute for Social Justice |
|----|----|----|---|---|----|----|---|
|----|----|----|---|---|----|----|---|

|  |  |  |  |  |   |  |  |
|--|--|--|--|--|---|--|--|
|  |  |  |  |  | ✓ |  |  |
|--|--|--|--|--|---|--|--|

| cp | cc | sl | w | c | ag | 5E | Demonstrate best practices in higher education diversity through the Leading for Change Consortium |
|----|----|----|---|---|----|----|--|
|----|----|----|---|---|----|----|--|

|  |  |  |   |  |   |  |  |
|--|--|--|---|--|---|--|--|
|  |  |  | ✓ |  | ✓ |  |  |
|--|--|--|---|--|---|--|--|

| cp | cc | sl | w | c | ag | GOAL FIVE DASHBOARD |  |
|----|----|----|---|---|----|---------------------|--|
|----|----|----|---|---|----|---------------------|--|

|   |   |  |  |   |   |  |   |
|---|---|--|--|---|---|--|---|
|   | ✓ |  |  |   |   |  | 1. Enrollment numbers for total new degree-seeking students   |
| ✓ |   |  |  |   |   |  | 2. Number of first-time students with demographic breakdown   |
| ✓ |   |  |  |   |   |  | 3. Number of new transfer students with demographic breakdown   |
| ✓ |   |  |  |   |   |  | 4. Number of new graduate students with demographic breakdown   |
|   |   |  |  |   |   |  | 5. Number of community-service hours by staff, faculty and students with Community Service Center activities separated              |
|   | ✓ |  |  | ✓ |   |  | 6. Number of degrees awarded (undergraduate and graduate)   |
|   |   |  |  |   |   |  | 7. Number of engagements with preK-12 students through College of Education and Allied Studies (CEAS), CASE and other campus groups |
| ✓ |   |  |  |   |   |  | 8. Number of hours served in the SERV program   |
| ✓ |   |  |  | ✓ |   |  | 9. Number of programs and participants in programming of the Martin Richard Institute for Social Justice                            |
| ✓ |   |  |  | ✓ | ✓ |  | 10. Number of activities and participants in Leading for Change initiative  |
| ✓ |   |  |  |   | ✓ |  | 11. Percentage of special admissions students, average high school GPA of incoming first-year students                              |



The Martin Richard Social Justice Pledge was developed as a living embodiment of Martin's message of peace and to actuate his message into personal commitments to advance equity, fairness and peace in the world.

Individuals taking the pledge agree to take some action, big or small, whether in their family, neighborhood, community, or abroad, to foster peace and understanding or to improve the lives of those less fortunate than they are.

The pledge gives people the opportunity to respond to Martin's call in their own personal way.

**Martin W. Richard**  
The youngest victim of the 2013 Boston Marathon Bombing, Martin Richard is the son of Bridgewater alumni Bill and Denise Richard, who first met here on [unclear] years. Martin exemplified and ultimately [unclear]

## ALIGNMENT WITH VISION PROJECT GOALS

The six Vision Project educational outcomes – college participation, college completion, closing achievement gaps, student learning, workforce alignment and preparing citizens – are core to the BSU strategic plan. The Vision Project outcomes are woven into the five major goals and accompanying objectives that BSU has established in its strategic plan and into the metrics by which BSU will measure its progress and to which the University will hold itself publicly accountable.

In its strategic plan, BSU identifies student success as its overarching priority and commits to focusing its resources and decision making on advancing that goal. The University's first goal of student success encompasses each of the BHE's major objectives of increasing college participation and college completion, advancing student learning and closing achievement gaps.

### College Participation

To increase college participation through improved access and affordability, BSU will focus on several key strategies and initiatives.

- MCC2BSU and BCC2BSU – This partnership is a collaborative partnership between Bridgewater State University and Massasoit and Bristol Community Colleges that offers a streamlined admission process to students who participate in the program. After a student obtains an associate's degree from the community college, the student can transfer directly - without applying for admission – to BSU to complete their bachelor's degree. BSU will also provide mentoring during the process to ensure successful completion at all stages of the program.
- Center for the Advancement of STEM Education (CASE) – This is a program which seeks to provide PreK-12 educators, students and the community access to Science, Technology, Engineering and Mathematics (STEM) resources. This program offers professional development courses, summer courses for middle and high school students, and access to the BSU observatory and Project EarthView's inflatable globe.

- K-12 Programming – The Martin Richard Institute for Social Justice and the College of Education and Allied Studies provide programs such as the Bridge Partnership, Footbridge and Jumpstart, all of which provide early intervention to increase college participation for K-12 students. This is also supported by early college programming through dual enrollment participation.

BSU also supports a number of other key initiatives and programs to support college participation including Dual Enrollment, Student Employment, 100 Males to College and Transfer Central. Military and Veteran Student Services and the GLBTA Pride Center provide additional services to increase college participation.

### College Completion

To improve college completion rates, BSU has introduced several initiatives.

- Bridgewater State University's Retention Grants Program in the Division of Student Success and Diversity – This program is designed for undergraduate students who are in good academic standing, close to graduation, have a genuine financial need and modest unpaid tuition and fee balances that are preventing them from persisting.



- High-Impact Educational Practices in the Division of Academic Affairs - This program provides High-Impact Practices (HIPs), which are distinctive learning experiences shown to contribute directly and significantly to academic success, rates of persistence and graduation, and campus engagement for a diverse body of students in every field of study. BSU offers the following High-Impact Practices:

- ◆ First-Year Seminars and Experiences
- ◆ Common Intellectual Experiences (Core Curriculum and Honors Program)
- ◆ Learning Communities (Residential Learning Communities and Honors Program)
- ◆ Writing-Intensive Courses
- ◆ Collaborative Assignments and Projects
- ◆ Undergraduate Research (faculty-mentored scholarly work; BSU ranks among the top six percent in the country out of more than 900 institutions offering undergraduate research)
- ◆ Diversity/Global Learning and Study Abroad
- ◆ Service Learning/Community-Based Learning
- ◆ 1,000 Funded Internships
- ◆ Capstone Projects and Courses (including Honors Theses)

Other initiatives include the 100 Males to College program and a renewed focus on internship opportunities for our students. BSU will continue to find innovative ways to improve retention and college completion while monitoring retention and graduation rates.

## Closing Achievement Gaps

BSU seeks to be a leader in its mission class in closing achievement gaps, as evidenced by its national recognition by the Education Trust for simultaneously closing achievement gaps while raising the graduation rate of all students. To work toward eliminating achievement gaps, Bridgewater State University will develop several initiatives.

- Academic Achievement Center – The center offers students advising, academic tutoring and disability resources to assist all students in successful completion of their degree.
- DegreeWorks – DegreeWorks is an important tool and motivator which helps to ensure that students receive a timely and accurate response to their registration needs. DegreeWorks provides students an accurate estimate of their time to graduation, the classes they need to graduate and allows students to run “what if” analyses before making formal changes to their class schedule.
- Student Advising – BSU is also working toward improving the process of student advising. Using the DegreeWorks program, advisors can now support real-time delivery of academic advice through intuitive web interfaces, highlight student progress toward program completion, reduce paperwork and manual program check sheets, and support and monitor unique program changes.

- Adrian Tinsley Program – This program supports undergraduate research and provides resources that assist in the reduction of achievement gaps.

## Student Learning

Student learning and success are our primary goals at BSU and are embedded throughout the BSU strategic plan.

- Core Curriculum – Our Core Curriculum was developed to serve as the educational foundation that all Bridgewater State University students will build upon when completing their program of study. The Core Curriculum features a skills-centered, outcomes-based distribution model of general education that allows students a wide choice of courses and the flexibility to integrate the requirements of their major with the broader, liberal arts education that is required of responsible, educated citizens of the 21<sup>st</sup> century. BSU is also working toward a Core Curriculum that is responsive to the needs of our students in light of innovation and skill-requirements in Southeastern Massachusetts and beyond.
- Student/Faculty Ratio – BSU is also committed to maintaining our student/faculty ratio of 19:1 enabling a personalized learning experience for our students.
- Student learning is also improved through our initiatives in our High-Impact Practices initiative and STEM/STEAM.

## Workforce Alignment

Workforce alignment and employment after graduation is a top priority at Bridgewater State University.

- Career Services Center – The center offers students a host of tools to prepare them for entry into the workforce. Some of these tools include: the development of career plans, resumé and cover letter preparation and review, interviewing techniques and career fairs.
- Internship Placement Services – Through the Internship Program, students are placed in internships in order to gain practical work experience, develop new skills, network and apply classroom theory in a professional setting.
- Workforce Investment Boards – BSU works with employers to determine area workforce needs and, through conversations and data collecting, provide educational and internship opportunities that assist our students beyond graduation.
- Academic Innovation – Led by the Division of Academic Affairs, the Academic Innovation strategy focuses on aligning regional workforce needs and innovative classroom and interdivisional programming. Related projects have included the use of drone technologies, the addition of 12 Bloomberg terminals and the Student Equities Investment Fund of \$200,000.

## Preparing Citizens

A solid education goes beyond the classroom and must prepare students to be informed and active citizens in their communities.

- Center for Democratic Governance and Leadership – This program seeks to advance leading-edge research on the study of democratic governance and leadership in established and emerging democracies; integrate research, teaching and policy application; and engage and advance the economic, cultural, civic, and political life of Southeastern Massachusetts, other domestic communities, and our global community. This program was recognized nationally in 1998 and is part of the BSU Department of Political Science.
- University and Community Partnership – This office fosters the connection between BSU and the Bridgewater Community.
  - ◆ One Book One Community
  - ◆ Citizen Leadership Program
  - ◆ Anderson Art Gallery

- BSU also has offerings available to broaden the scope and definition of community and participation.

- ◆ Family Performing Arts Center (FPAC)
- ◆ Arts for Youth
- ◆ Youth Athletic Programs

The BHE Vision Project provided a critical input in the inclusive strategic planning process BSU began in 2015. Although the goals articulated in the BSU strategic plan are unique to the institution, they are consistent with and advance the primary goals of the Vision Project. BSU is confident that this plan includes innovative strategies for increasing college participation, student learning and college completion, closing and indeed eliminating achievement gaps, aligning with the workforce needs of the regional economy, and preparing informed and engaged citizens.



## COLLABORATION IN ADVANCING VISION PROJECT GOALS

Bridgewater State University is absolutely committed to working with our partners throughout the higher education system to advance our common goals. Indeed, as a founder of the CONNECT partnership in Southeastern Massachusetts, BSU was a pioneer in forging strong relationships among the community college, state university and University of Massachusetts systems. Among other accomplishments, CONNECT has played a lead role in eliminating barriers to transfer across member institutions, enhancing college readiness, promoting workforce alignment with area businesses and improving efficiencies (in fact, CONNECT became the basis for PACE, which links all the Massachusetts state universities and community colleges).

BSU is taking the same collaborative approach to advancing the priorities in its strategic plan and in the BHE's Vision Project. Below we have provided three examples corresponding to the major goals of college participation, college completion and closing achievement gaps.

### Collaboration in Support of College Participation

The 100 Males to College program is a joint initiative of Bridgewater State University, Massasoit Community College and two high schools – Brockton High School and Southeastern Regional Vocational Technical High School. The program targets young, low-income males and males of color who rank lowest among all students in academic outcomes.

The two high schools will identify 100 at-risk sophomores and juniors whose academic performance indicates they would likely graduate and enroll in college with a relatively small amount of additional support. Bridgewater State and Massasoit will train peer college mentors to work with these young men who may know little about higher education, helping them create a new identity as part of a "Brotherhood for Success." The program will provide college and career planning and financial literacy skills. Most importantly, every student will have the chance to take college classes.

In adopting 100 Males to College, Bridgewater and Massasoit are building off of an established program that has already yielded strong results. In Springfield, where the program started in 2015, all of the young men enrolled are graduating high school and 95 percent are going on to college – an impressive turnaround for this population.

### Collaboration in Support of College Completion

BSU is leading a major new initiative – CC2BSU – with Massasoit Community College and Bristol Community College designed to further facilitate the seamless transfer of students from the regional community colleges to a four-year program. CC2BSU encourages and supports students to clearly see their path from community college to university and bachelor's degree completion. CC2BSU goes beyond traditional transfer programs by admitting to both BSU and MCC or BCC simultaneously. Students start their college career at either MCC or BCC but do not need to reapply to BSU after completing their associate's degree. Students have access to BSU facilities and services while they are students at MCC or BCC and there is a dedicated BSU advisor on the MCC and BCC campuses.

A steering committee comprised of staff members from Bridgewater, Massasoit and Bristol have met continuously since the announcement of CC2BSU in spring 2017 and the first students will be admitted to this program beginning in fall 2018.

### Collaboration in Support of Reducing Achievement Gaps

The Leading for Change Higher Education Diversity Consortium was born of the realization that effective diversity practices in higher education are critical components to closing achievement gaps and increasing graduation rates for students from under-represented groups. Despite this importance, little consistency exists across institutions regarding diversity practices and there is very little dissemination of the results of diversity efforts, inhibiting the identification and adoption of best practices.

In an effort to share and encourage diversity best practices in higher education, in 2013 Bridgewater State University hosted an inaugural Leading for Change: Diversity Practices in Higher Education conference attended by representatives from 48 public and private higher education institutions in Massachusetts.

That conference led to the formation of the Leading for Change Higher Education Diversity Consortium, which now consists of 22 public and private colleges and universities from across the state. Members of the consortium now regularly share data on achievement gaps and information about strategies they have adopted and the results of those efforts. Leading for Change is filling the gap in identifying and realizing effective diversity practices in an effort to increase graduation rates and close achievement gaps for under-represented groups of students.





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BRIDGEWATER

STATE UNIVERSITY

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