

BRIDGEWATER STATE UNIVERSITY

SELF-STUDY 2022

**NECHE**

ACCREDITATION



BRIDGEWATER  
STATE UNIVERSITY



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BRIDGEWATER

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STATE UNIVERSITY

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Bridgewater State University  
Bridgewater, Massachusetts

**SELF-STUDY FOR REACCREDITATION**

Prepared for  
New England Commission of Higher Education

Fall 2022

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**Appendix**

- Affirmation of Compliance
- NECHE E-Series E1a & E1b Forms
- Financial Reports
- Reference Documents

## Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Date: June 2, 2022

1. Corporate name of institution: Bridgewater State University
2. Date institution was chartered or authorized: 1838
3. Date institution enrolled first students in degree programs: September 9, 1840
4. Date institution awarded first degrees: 1860 ("Certificates of Qualification" awarded until 1860)
5. Type of control:

<u>Public</u>	<u>Private</u>
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts legislature  
BA, BS, BSE, MAT, MEd, MA, MS, MSA, MSW, MPA, MBA, CAGS
7. Level of postsecondary offering (check all that apply).

<input checked="" type="checkbox"/>	Less than one year of work
<input type="checkbox"/>	At least one but less than two years
<input type="checkbox"/>	Diploma or certificate programs of at least two but less than four years
<input type="checkbox"/>	Associate degree granting program of at least two years
<input checked="" type="checkbox"/>	Four- or five-year baccalaureate degree granting program



- First professional degree
- Master's and/or work beyond the first professional degree
- Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
- A doctor of philosophy or equivalent degree
- Other doctoral programs \_\_\_\_\_
- Other (Specify)

8. Type of undergraduate programs (check all that apply)

- |                                                                                                      |                                                              |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree)  | <input checked="" type="checkbox"/> Teacher preparatory      |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree      | <input checked="" type="checkbox"/> Professional             |
|                                                                                                      | <input type="checkbox"/> Other _____                         |

9. The calendar system at the institution is:

- Semester     Quarter     Trimester     Other \_\_\_\_\_

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate    15 credit hours
- b) Graduate    9 credit hours
- c) Professional    9 credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	6520	501	7021
Part-time student headcount	1849	1072	2921
FTE	7071	826	7897

\*Fall 2021

b) Number of students (headcount) in non-credit, short-term courses: 268 (Fall 2021)

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**12. List all programs accredited by a nationally recognized, specialized accrediting agency.**

<b>Program</b>	<b>Agency</b>	<b>Accredited Since</b>	<b>Last Reviewed</b>	<b>Next Review</b>
Aviation Science (Aviation Management Concentration), BS	Aviation Accreditation Board International (AABI)	2019	2019	2023-2024
Aviation Science (Flight Training Concentration), BS	Aviation Accreditation Board International (AABI) & Federal Aviation Administration (FAA)	2019	2019	2023-2024
Chemistry, BA & BS	American Chemical Society (ACS)	1997-1998	2018	2024
Music, BA	National Association of Schools of Music (NASM)	2007	2013	2022-2023
Music Education, BA	National Association of Schools of Music (NASM)	2007	2013	2022-2023
Social Work, BS	Council on Social Work Education (CSWE)	1982	2022	2029
Studio Art, BA	National Association of Schools of Art and Design (NASAD)	2012	2017	2023-2024
Clinical Psychology, MA	Masters in Psychology and Counseling Accreditation Council (MPCAC)	2015	2020-2021	2025
Communication Disorders in Speech-Language Pathology, MS	Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association (CAA-ASHA)	2021	2021	2026
Computer Science, MS	Accreditation Board for Engineering & Technology (ABET)	2011	2019	2024-2025
Counselor Education; Mental Health Counseling, MEd School Counseling, MEd	Council for the Accreditation of Counseling and Related Educational Programs (CACREP)	2006	2019	2024
Public Administration, MPA	National Association of Schools of Public Affairs and Administration (NASPAA)	2007-2008	2021-2022	2026-2027
Social Work, MSW	Council on Social Work Education (CSWE)	2003	2020	2027

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13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

	Full degree	50%-99%	FTE
A. In-state Locations			<i>Fall 2021</i>
BSU Attleboro Campus Attleboro Corporate Campus, 11 Field Road Attleboro, MA 02703  Programs: Management	√		2.6
BSU Cape Cod Campus MacArthur Building, 1175 Route 28 South Yarmouth, MA 02664  Programs: Certified Public Manager Communication Studies-Public Relations Early Childhood Education and Care, Prek-K Educational Leadership Management Secondary Education-Accelerated Initial Licensure Special Education Teacher English to Speakers of Other Languages	√		0
Arnone School 135 Belmont Street Brockton, MA 02301  Programs: Teaching English to Speakers of Other Languages	√		0
Attleboro High School 100 Rathbun Willard Drive Attleboro, MA 02703  Programs: Educational Leadership	√		0
Brockton High School 470 Forest Ave Brockton, MA 02301  Programs: Educational Leadership	√		0
Cape Cod Community College 251 Iyannough Road Barnstable, MA 02668  Programs: Educational Leadership Reading Special Education	√		0
May Institute 41 Parcella Park Drive Randolph, MA 02368  Programs: Educational Leadership Special Education	√		0

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Normandin School 81 Felton Street New Bedford, MA 02745  Programs: Educational Leadership Special Education Teaching English to Speakers of Other Languages	√		0
Taunton High School 50 Williams Street Taunton, MA 02780  Programs: Educational Leadership	√		0

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- 14. International Locations:** For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.”

**Do not include study abroad locations.**

Name of program(s)	Location	Headcount
N/A		

- 15. Degrees and certificates offered 50% or more electronically:** For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Educational Leadership	M.Ed.	100%	9.75 <i>Fall 2021</i>

- 16. Instruction offered through contractual relationships:** For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
American Museum of Natural History	Central Park West at 79 <sup>th</sup> Street New York, NY 10024- 5192	American Museum of Natural History	Certificate	3

- 17.** List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
  - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
  - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
  - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

The spirit, vision and leadership of Horace Mann, America's father of public education and its strongest advocate, lives on more than 180 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 college 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 a wide range of academic programs and innovative learning experiences inside and outside the classroom. The University grants more than 2,500 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 Health Sciences; 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.

Bridgewater State University's tradition of providing opportunity – to learn by doing, to serving the world and 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.

## CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair, Board of Trustees	Jean MacCormack	Chair	July 1, 2022
President/CEO	Frederick Clark	President	2015
Chief Academic Officer	Karim Ismaili	Executive Vice President and Provost	2018
Dean	Arnaa Alcon	Dean of the College of Humanities and Social Sciences	2017
Dean	Martina Arndt	Interim Dean of the Bartlett College of Science and Mathematics	2022
Dean	Jeannean Davis-Street	Dean of the Ricciardi College of Business	2018
Dean	Tong-Ching Wu	Interim Dean of the College of Education and Health Studies	2020
Dean	Rita Miller	Dean of Undergraduate Studies	2017
Dean	Lisa Krissoff-Boehm	Dean of the College of Graduate Studies	2017
Dean	David Crane	Dean of the College of Continuing Studies & Special Advisor to the Provost for Enrollment	2015
Chief Financial Officer	Douglas Shropshire	Vice President for Finance	2016
Chief Student Services Officer	Joseph A. Oravec	Vice President for Student Life	2018
Planning	Deniz Leuenberger	Chief of Staff and Vice President for Planning and Strategy	2018
Institutional Research	Rebecca Mushet	Associate Director of Institutional Research	2015
Assessment	Ruth Slotnick	Director of Assessment	2014
Development	Ellen Cuttle-Oliver	Executive Director of the BSU Foundation and Chief Development Officer	2021
Library	Kevin Kidd	Dean of the Clement C. Maxwell Library	2021
Chief Information Officer	Steven Zuromski	Vice President for Information Technology/Chief Information Officer	2019
Grants/Research	Mia Zoino	Director, Grants and Sponsored Projects	2011

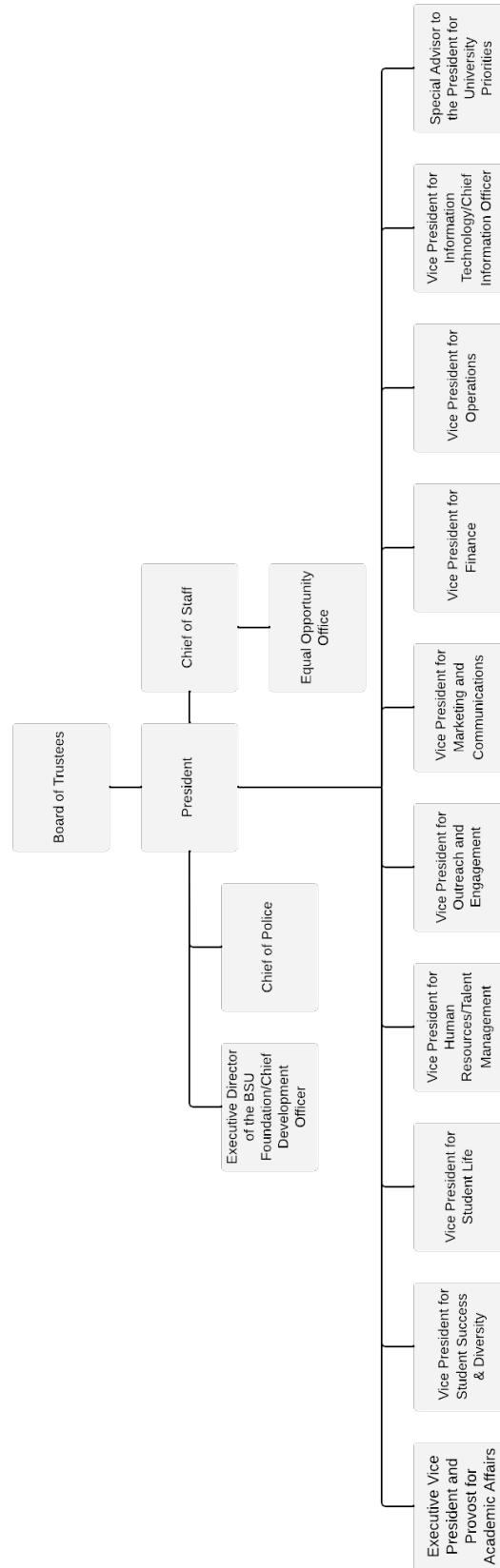


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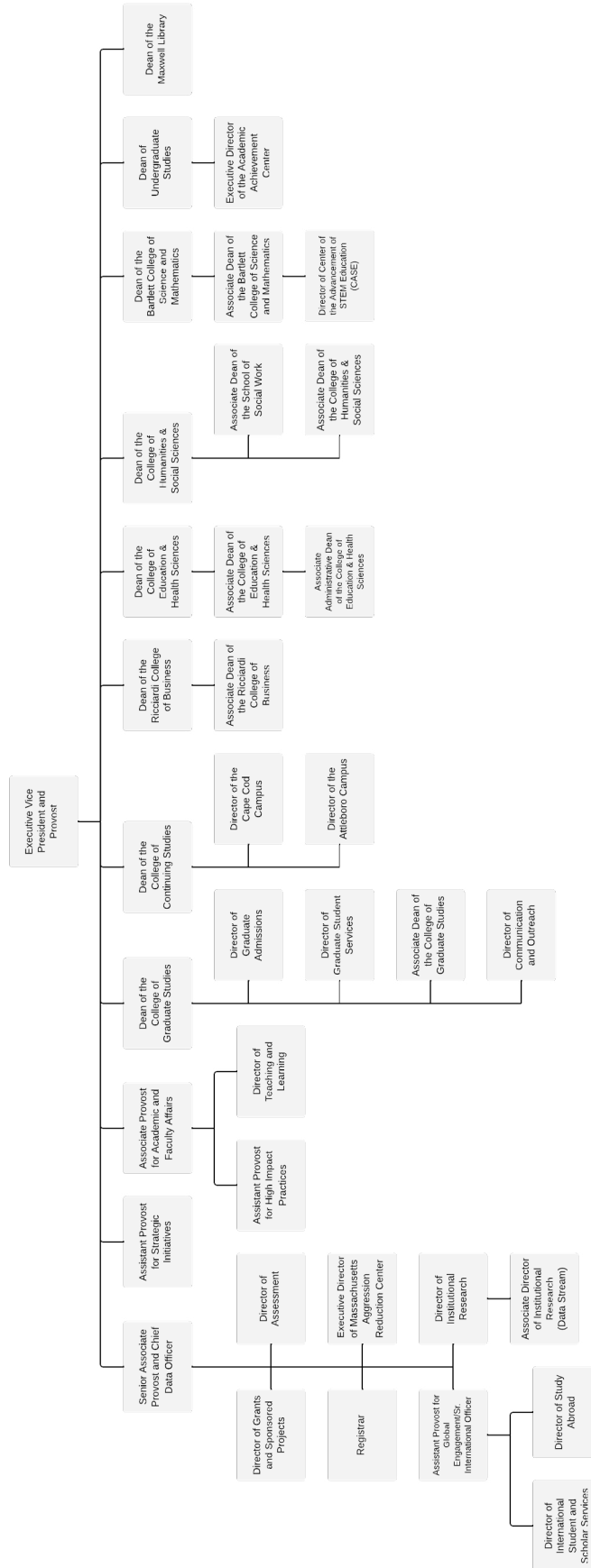
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Admissions	Gregg Meyer	Dean of University Admissions	2012
Registrar	Joseph Wolk	Registrar	2016
Financial Aid	Laura Biechler	Assistant Vice President, Financial Aid	2021
Public Relations	Paul Jean	Vice President for Enrollment, Marketing & Communications	2015
Alumni Association	Dan Darcy	Director of Alumni & Student Engagement	2020
Other: President's Division	Sabrina Gentlewarrior	Vice President for Student Success & Diversity	2015
Other: President's Division	Keri Powers	Vice President for Human Resources & Talent Management	2015
Other: President's Division	Diane Bell	Interim Assistant Vice President for Outreach & Engagement	2022
Other: President's Division	Karen Jason	Vice President for Operations	2016
Other: President's Division	David Tillinghast	Executive Director & Chief of Police	2016
Other: President's Division	Vinny deMacedo	Special Advisor to the President for University Priorities	2021
Other: Academic Affairs	Michael D. Young	Senior Associate Provost and Chief Data Officer	2017
Other: Academic Affairs	Nicole Glen	Interim Associate Provost for Academic & Faculty Affairs	
Other: Academic Affairs	Wing-Kai To	Assistant Provost for Global Engagement/Sr. International Officer	2018
Other: Academic Affairs	Jenny Shanahan	Assistant Provost, Center for Transformative Learning	2017
Other: Academic Affairs	Cindy Kane	Assistant Provost for Strategic Initiatives	2021

## President's Division



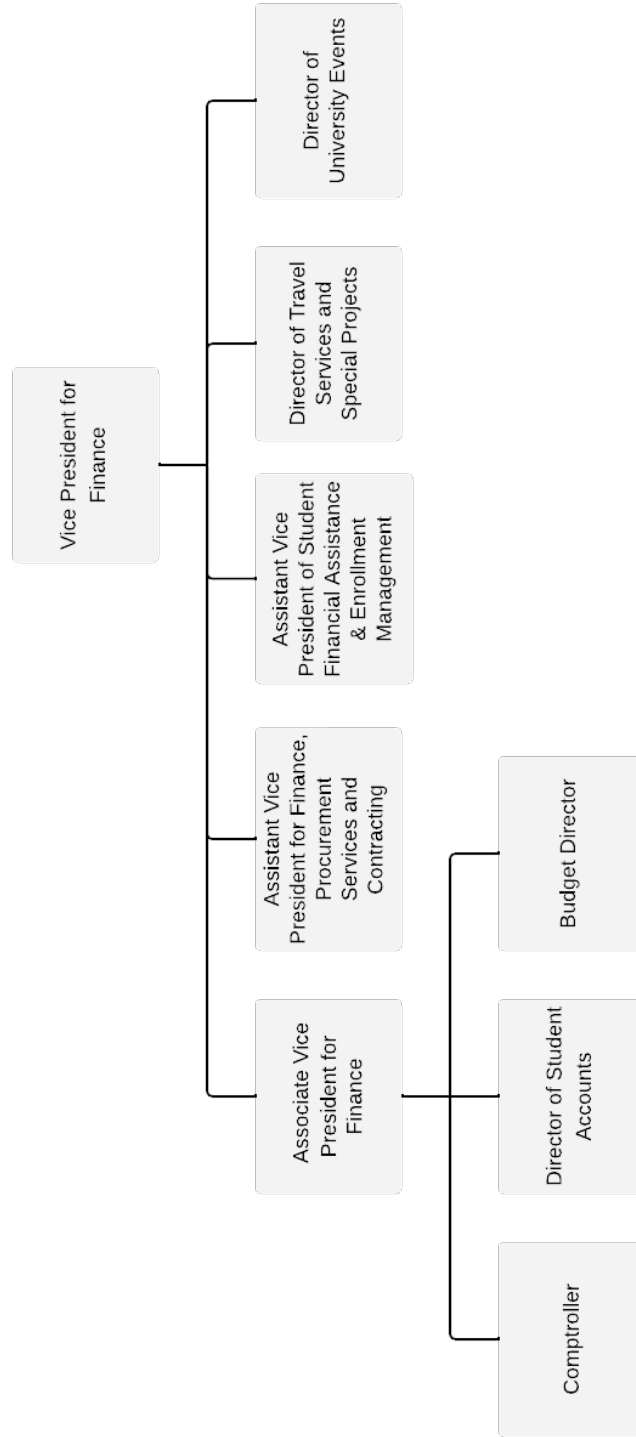
Academic Affairs Division



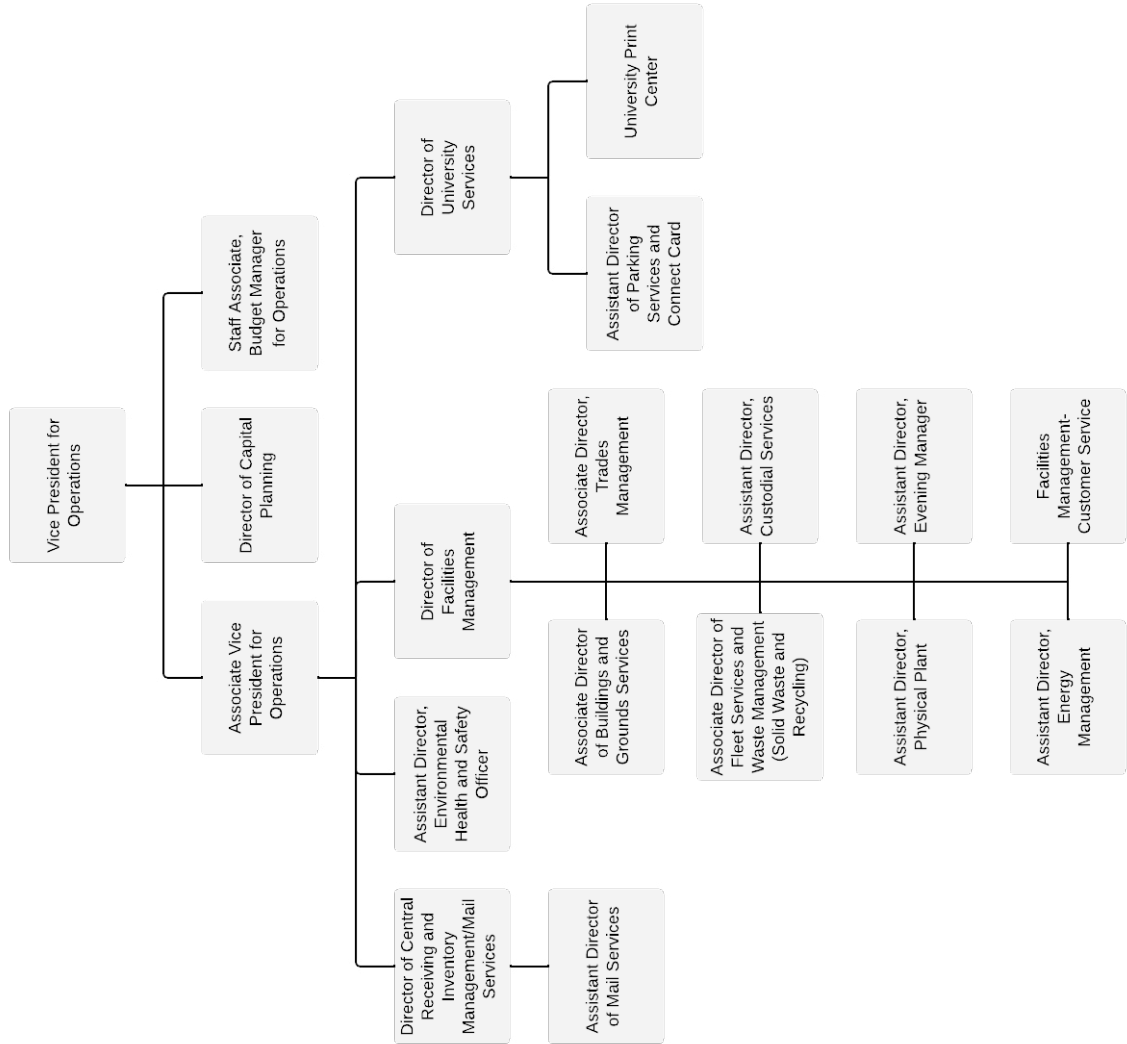
## Academic Department Chairpersons

Bartlett College of Science and Mathematics	Biological Sciences	Christopher Bloch
	Chemical Sciences	Steven Haefner
	Computer Science	Margaret Black
	Geography	Darcy Boellstorff
	Geological Sciences	Michael Krol
	Mathematics	Shannon Lockard, Acting
	Physics, Photonics and Engineering	Thomas Kling
College of Education and Health Sciences	Communications Sciences and Disorders	Sandra Ciocci
	Counselor Education	M. Nikki Freeburg
	Elementary and Early Childhood Education	Andrea Cayson, Acting
	Health & Kinesiology	Karen Richardson
	Secondary Education and Educational Leadership	Anne Hird
	Special Education	J. Edward Carter, Acting
	Teaching English to Speakers of Other Languages	Yulia Stakhnevich
College of Humanities and Social Sciences	Anthropology	Ellen Ingmanson
	Art and Art History	Colin Asmus
	Communication Studies	Jason Edwards
	Criminal Justice	Robert Grantham
	Dance	Jody Weber
	Economics	Margaret Brooks, Acting
	English	Elizabeth Veisz
	Global Languages and Literatures	Fernanda Ferreira, Acting
	History	Erin O'Connor
	Music	Sarah McQuarrie
	Philosophy	James Pearson
	Political Science	Brian Frederick
	Psychology	Melissa Singer
	School of Social Work	Jing Tan
Sociology	Kim MacInnis	
Theatre	Miranda Giurleo	
Louis M. Ricciardi College of Business	Accounting and Finance	Caitlin Finning-Golden
	Aviation Science	Michael Farley
	Management and Marketing	Jakari Griffith
Library Services	Library Program Area	Christine Brown

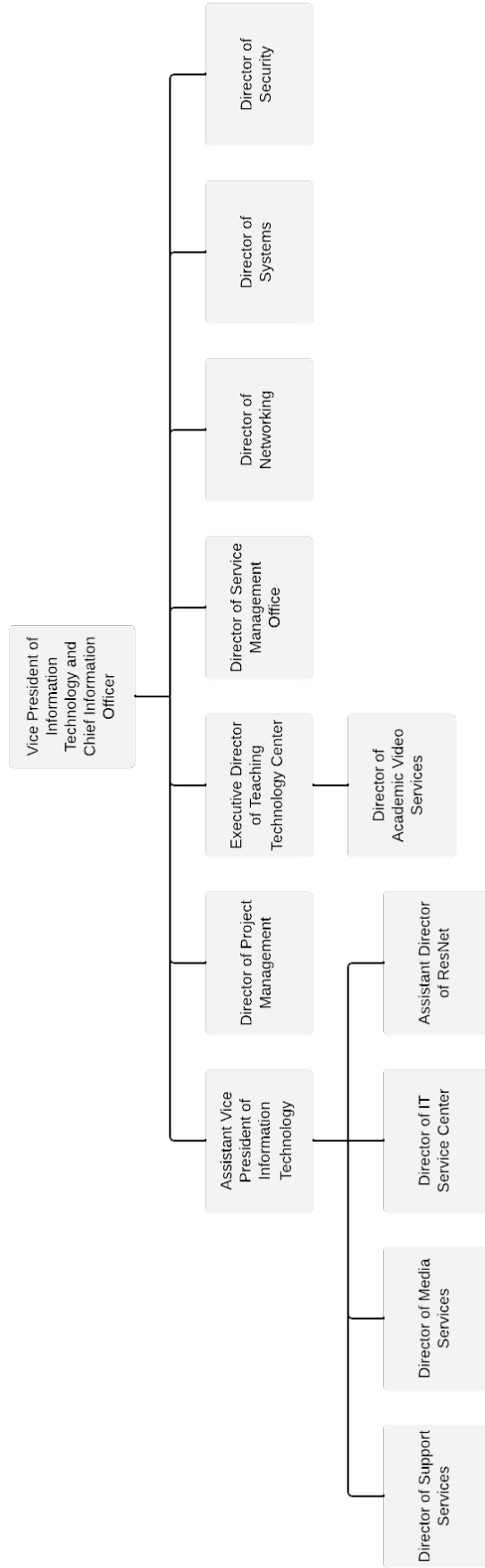
## Finance Division



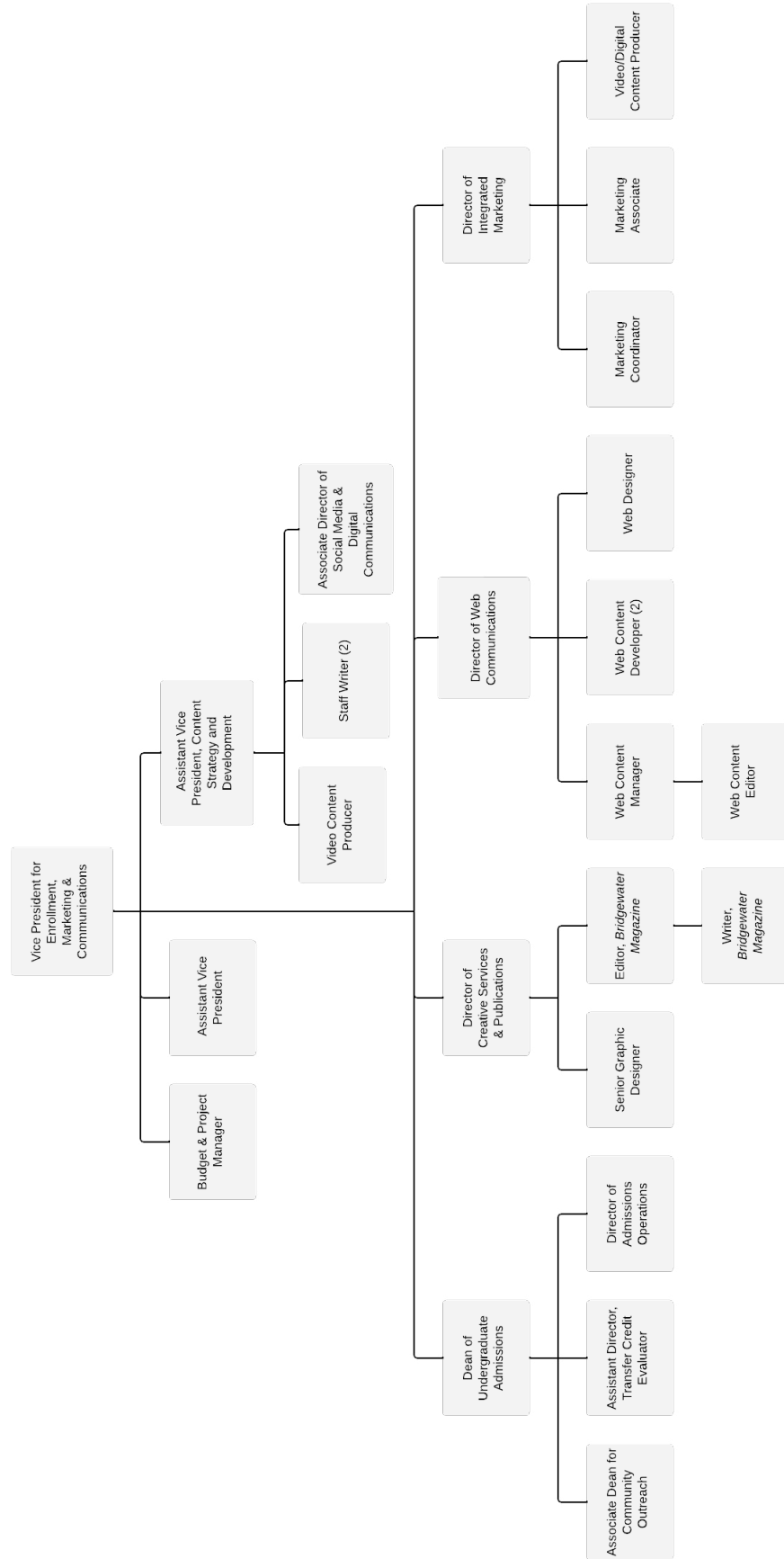
# Operations Division



# Information Technology Division

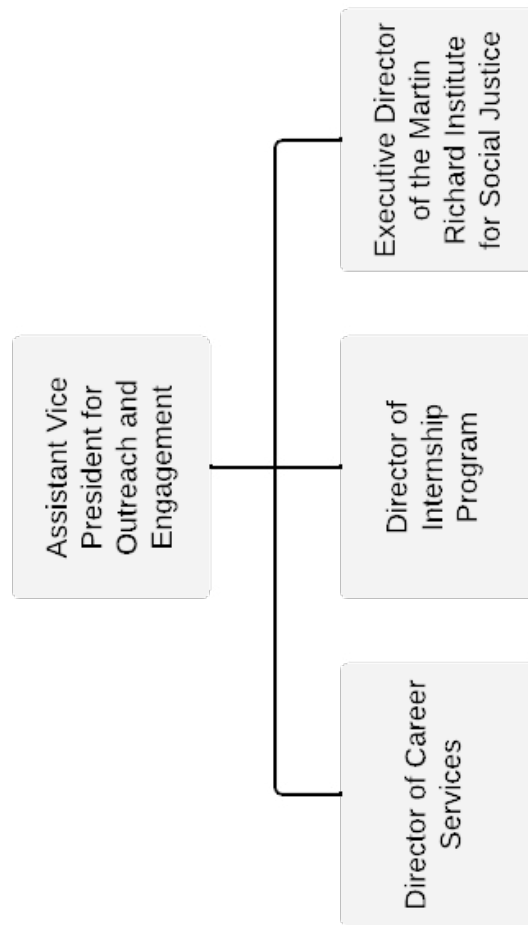


# Enrollment & Marketing & Communications Division

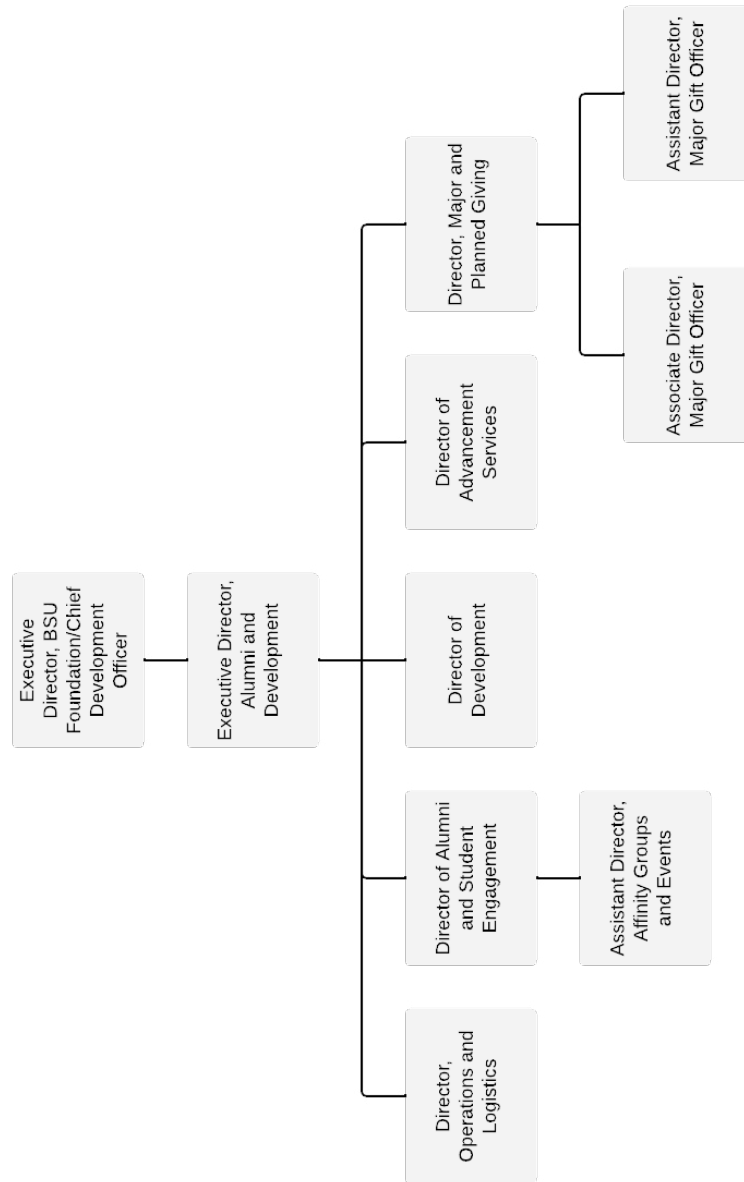




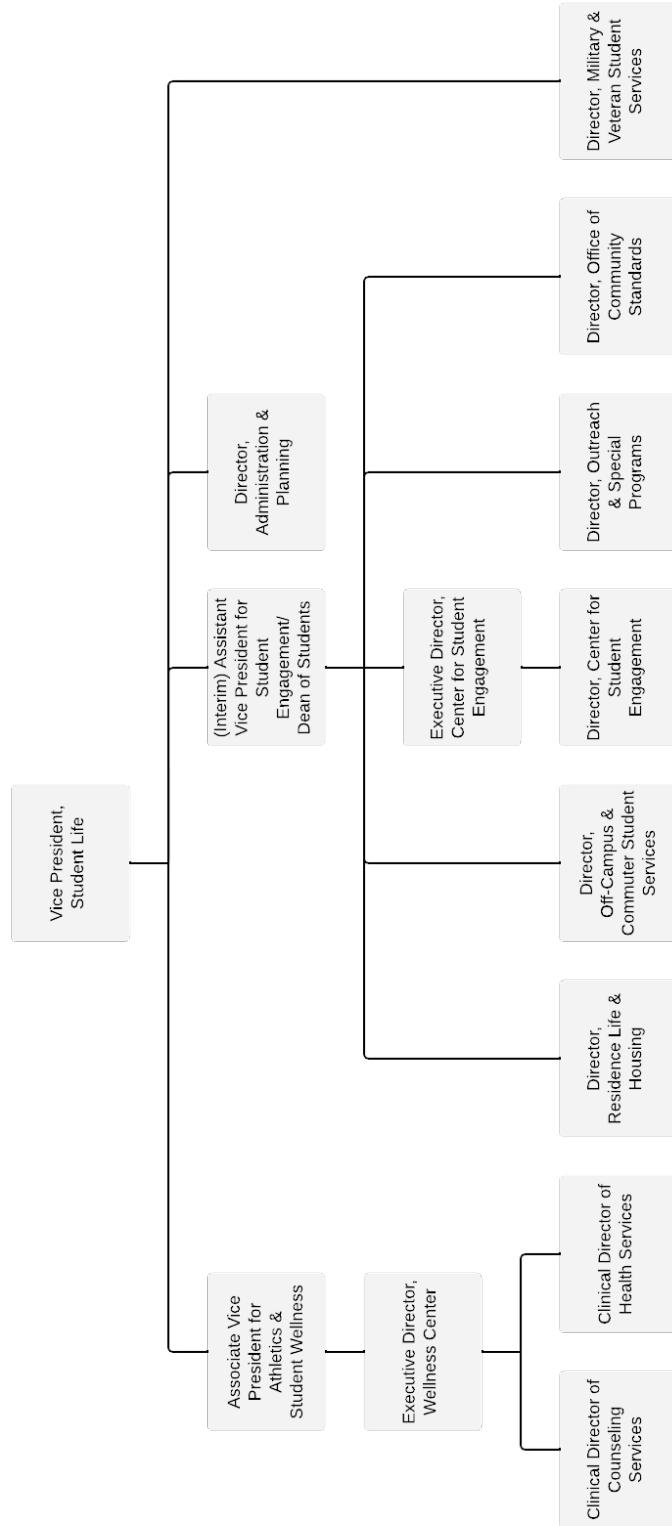
## Outreach & Engagement Division



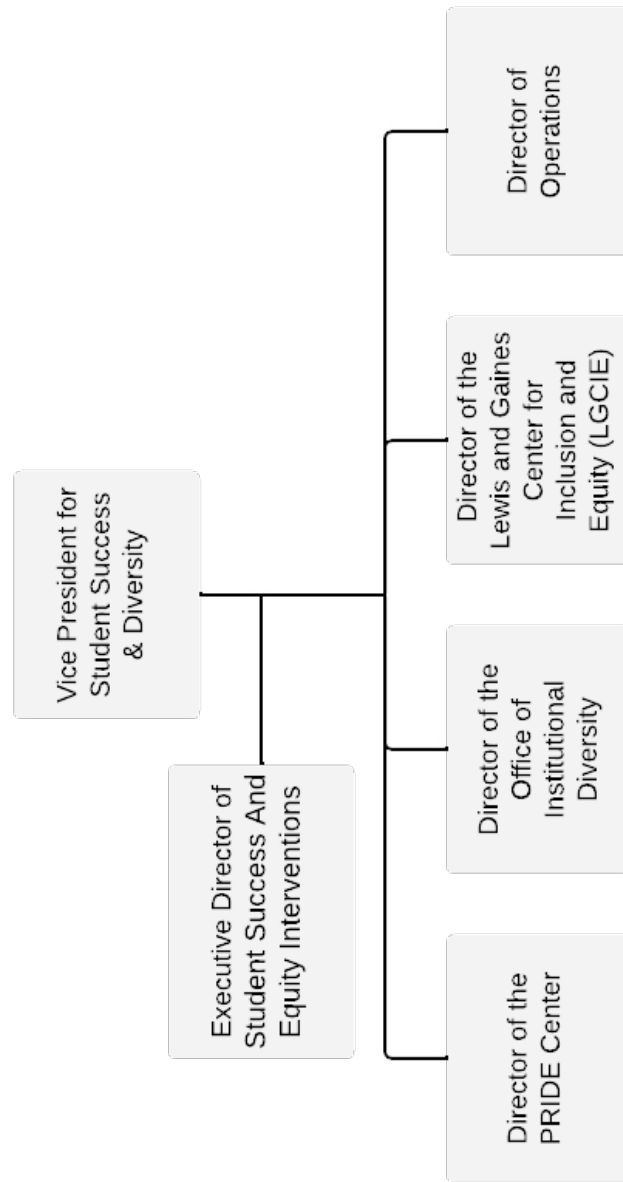
## Office of Alumni and Development



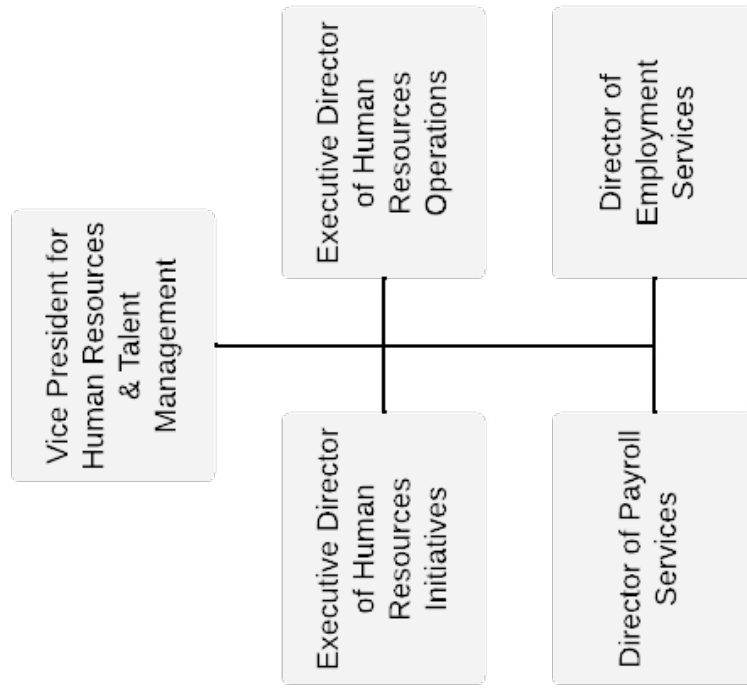
# Student Life Division



## Student Success and Diversity Division



## Human Resources and Talent Management Division



## TABLE OF NECHE ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

Date of Commission Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standards Cited in Letter	Self-Study Page Number
Dec. 7, 2017	Implementing its strategic plan with emphasis on ensuring that the University's revised mission statement and changes to programs, policies, and processes are in alignment.	1.4, 2.5, 2.3	pp.1-3 pp. 6-10
Dec. 7, 2017	Implementing its internal governance structures.	3.19	pp. 18-19
Dec. 7, 2017	Revising and evaluating the effectiveness of its Core curriculum with emphasis on student learning outcomes.	4.15, 4.16, 8.3	p. 70 pp. 99-100
Dec. 7, 2017	Implementing and assessing the effectiveness of student advising initiatives.	5.10, 6.13, 6.14	pp. 51-52 pp. 63-64 pp. 67-68
Dec. 7, 2017	Achieving enrollment goals and ensuring that financial resources and student services are sufficient to support the programs offered at the Yarmouth, MA and Attleboro, MA instructional locations.	5.0, 5.9, 7.6	pp. 47-48 p. 53 pp. 81-83
Dec. 7, 2017	Continuing to implement the STEM Graduate Certificate program with emphasis on achieving enrollment goals, evaluating student learning outcomes, and ensuring sufficient faculty oversight of the program.	5.0, 4.5, 4.32, 8.3	p. 34 p. 106
Feb. 3, 2020	Achieving its enrollment, retention, and financial goals for the online B.A. in Communication Studies. Provisional approval.	5, 7.6, 8.6	Separate distance education report provided to NECHE – see document room
Feb. 25, 2021	Providing an update on its success in offering its current courses and academic programs via distance education, its efforts to “continue to expand” its distance education offerings and its “demonstrable record of success in implementing the results of its planning” (2.5). BSU should discuss the institution’s developed capacity with this modality.	2.5, 4.45, 8.6	pp. 26-27 Separate distance education report provided to NECHE – see document room

## Introduction

Bridgewater State University began preliminary planning for the 2022 self-study process in fall 2019 with Executive Vice President and Provost Karim Ismaili and Dr. Michael Young, Senior Associate Provost and Chief Data Officer, meeting to identify a self-study leadership team. In summer 2020, President Frederick W. Clark Jr., Esq. appointed Dr. Jabbar Al-Obaidi, Professor of Communication Studies; Dr. Victoria Bacon, Professor of Counselor Education; and Dr. Ruth Slotnick, Director of the Office of Assessment; as co-chairs of the Self-Study Steering Committee. All three co-chairs were selected for their demonstrated leadership abilities, their combined academic expertise and experience at BSU in areas covered by the NECHE Standards for Accreditation, and their deep organizational knowledge representing a broad cross section of the University. A similar process was followed in the selection of Standards writing team chairs who, along with the co-chairs, comprise the Self-Study Steering Committee. This process was completed summer 2020.

In fall 2020, in consultation with the BSU Chapter of the Massachusetts State College Association (MSCA), a call was made for faculty/librarian members to participate as members of the Standards Writing Teams to join administrators, staff, and students who were selected separately. A confirmed total of 13 writing team chairs led teams comprising of 24 faculty/librarians, 54 administrators/staff, and one student. President Clark officially charged the Steering Committee comprised of the co-chairs and writing team chairs on January 29, 2021. In February 2021, the Co-Chairs convened a meeting of the Steering Committee and all members of the writing teams to launch the NECHE 2022 Self-Study research and writing process. Follow up meetings with the Standards Writing Team chairs and their writing teams provided a solid foundation and prepared them to write the first draft. All meetings took place virtually during the pandemic.

With the dedicated help from the Provost appointed support staff, Tracy Charbonnier and Michele Handley, throughout fall 2020, the Co-Chairs worked to articulate the self-study process and prepare a preliminary schedule for the undertaking that will culminate with the NECHE site-visit team visit in fall 2022 and anticipated confirmed reaccreditation in spring 2023. While the self-study was conducted during the 2020-2021 academic year, much work needed to be accomplished before and after that time. Drawing on NECHE documents and guidelines, the Co-Chairs developed writing guidelines for the narrative and a site on Blackboard to house the documents and drafts as they would be developed by the writing teams. Initial data collection via the Data First Forms and E-Series Forms was completed by the [Office of Institutional Research](#) and the [Office of Assessment](#) respectively, during summer and fall 2020. Throughout fall 2021, the Co-Chairs further developed a process for data collection related to changes that have occurred since the 2017 Interim Report and initiated the collection. The integration of the Microsoft Teams platform in spring 2020 and the BridgeNet SharePoint site in summer 2021 served as excellent repositories for the NECHE Co-Chairs to administer the self-study, house the digital document room, and prepare for the Peer Review Team site visit. Staff reserved meeting rooms, including the peer-review workroom, knowing that they would be working closely with the President's Office staff in preparation for the opening reception and final report processing.

Writing of the nine Standards chapters began in earnest during spring 2021. The Co-Chairs met weekly to discuss writing team progress, to address prevailing questions, and to clarify the NECHE 2021 Standards. The teams reviewed the Data First forms and NECHE E-Series forms as needed and decided how to allocate responsibility to explicitly answer each standard with credible evidence. The Co-Chairs provided ideas, input, and advice, while delegating primary responsibility for determining how to proceed to the writing team chairs since they had been selected for their content expertise, dedication to continuous improvement, and demonstrated leadership. The teams worked diligently collecting evidenced-based data across all colleges, departments and divisions.

Special attention was given to areas identified in the 2017 interim reports. Responses to the areas specifically identified for special emphasis were drafted by the units most closely coordinating those efforts. For instance, Standards 3 and 4 eloquently addressed the process of implementing the internal governance structures. Standard 4 provided a general overview of the effectiveness of the student advising initiative. Dr. Deniz Leuenberger, Chief of Staff and Vice President for Planning and Strategy, provided significant information related to the mission and strategic planning process section; Dr. Sabrina Gentlewarrior, Vice President for Student Success and Diversity, provided significant input related to her division's work on the definition of student success; and Dr. Rita Miller, Dean of Undergraduate Studies, provided updates on Core Curriculum revision and evaluation. Updates on governance as a vehicle for review and oversight of the undergraduate and graduate curriculum, programs, and academic policies through rigorous discussion and evaluation were addressed in Standard 3 along with the additional emphasis on the role of Undergraduate Curriculum Committee (UCC), Academic Policies Committee (APC), All University Committee (AUC), the Graduate Education Council (GEC), and several subcommittees. Members of the Provost's Council collectively provided information regarding improvements made in the advising process since the 2017 interim report. Dr. Lisa Krissoff Boehm and Dr. Wendy Haynes, Dean and Associate Dean of the College of Graduate Studies, provided information for the STEM Graduate Certificate sections.

The first completed full draft of the 100-page self-study report was submitted to the Dr. Young, Senior Associate Provost and Chief Data Officer, on June 15, 2021, for an initial review. The Co-Chairs standardized the format and began the process of synthesizing the narrative into a single voice. They also checked the narratives against the standards to ensure that each key element had been addressed and the description, appraisal and projections followed the guidelines. Drafting of the report continued during summer 2021 and final polishing was completed by Dr. Young during fall 2021. On December 15, the self-study report was shared with the Provost for additional review and feedback. The revised self-study report was shared with President Clark for review early January 2022 and on February 14 the Cabinet reviewed the report. In March 2022 the self-study report was posted for review and comment within the university campus community.

As part of the process, the Co-Chairs worked closely with the [Division of Marketing and Communications](#) to increase the transparency and visibility of the NECHE review. In early spring, Marketing and Communications staff created an external facing webpage for NECHE information. In addition, a NECHE digital document room and campus glossary of terms was being developed by Tracy Charbonnier and Michele Handley. As a best practice and to honor and apply transparency and integrity, the Co-Chairs established an open communication with the faculty, librarians and administrators via virtual meetings, email messages and phone calls to share the updates with BSU community and to acknowledge the collaboration of all concerned divisions and departments. Along this line, the Co-Chairs participated at the Center for Advancement and Research (CARS) May Celebration in 2021 and [created an asynchronous video presentation](#) to demonstrate the significant role of the NECHE self-study Steering Committee, the writing team leads and the writing team. The presentation detailed the importance of institutional reaccreditation of BSU and its leadership in higher education in Massachusetts and New England.

Beginning in spring 2021 and throughout the drafting of the NECHE report, the Co-Chairs reported regularly to the Provost regarding the progress of the writing teams. These updates included reports of any dynamics identified as opportunities for improvement or early warning of issues that could develop into a problem. In cases where the self-study revealed vulnerabilities that could be addressed in the short term, the President, Provost, and the President's Cabinet effected changes to address the area of need. All leaders involved in the self-study process were committed to identify and to remediate issues before they developed into costly problems that could have been avoided.



By the end of March 2022, after numerous iterations, Cabinet meetings, and follow-up with writing team chairs on questions and suggestions, the draft was ready for additional campus community comment. Although numerous members of the campus community had already been involved throughout the self-study and writing process, the President directed the draft self-study report be posted for campus community comment for approximately three weeks. During an employee “town meeting” in early April attended by faculty, librarians, administrators, staff and students, President Clark announced that the draft self-study report would be posted that day on his website. He encouraged Department Chairs to encourage input and to respond to questions. Additionally, the Student Government was encouraged to read and provide input on the circulating draft.

Final polishing of the draft began in June 2022. At the same time, the Co-Chairs and the Offices of Assessment and Institutional Research continued to update the NECHE E-Series and Data First forms, to refine the projections and to build the digital document room. Work continued throughout summer 2022. As the final draft was being circulated to the site-visit team, the President released the report to the broader community to build awareness for the upcoming site visit. The University also advertised in local media outlets to ensure external constituencies were made aware of the visit and understood their opportunity for public comment.

Since it began, the self-study process has provided BSU with invaluable information about itself and afforded the University a vital moment for comprehensive self-reflection. The pandemic only served to galvanize the strength of our academic community, commitment to diversity, equity, and inclusion and focus on student success. As members of the campus community are so close to the daily workings of the University it is sometimes difficult to grasp the wholeness of just how far the institution has progressed over the past decade. The NECHE 2021 Standards for Accreditation is a guide for a serious self-evaluation and has proved to be a tool beneficial to all.

A listing of all members of the writing teams and Steering Committee for the self-study follows.

## NECHE Self-Study Steering Committee

Jabbar Al-Obaidi, *Self-Study, Co-Chair*  
Victoria Bacon, *Self-Study Co-Chair*  
Ruth Slotnick, *Self-Study Co-Chair*

### Standard Writing Team Chairs

Elaine Bukowiecki, *Standard 4*  
Nikki Freeburg, *Standard 6*  
Todd Harris, *Standard 9*  
Karen W. Jason, *Standard 1*  
Paul Jean, *Standard 9*  
Tammy King, *Standard 4*  
John Marvelle, *Standard 8*  
Kate McLaren-Poole, *Standard 2*  
Jen Pacheco, *Standard 7*  
Brian Payne, *Standard 3*  
Denine Rocco, *Standard 5*  
Uma Shama, *Standard 6*

### Writing Teams

#### STANDARD ONE: MISSION AND PURPOSES

Karen W. Jason (*chair*), Jeanne Carey Ingle, Sherry Dray, Joe Oravec, Luis Paredes, Kristen Porter-Utley, Emily Ryan, Doug Shropshire, Wing-Kai To

#### STANDARD TWO: PLANNING AND EVALUATION

Kate McLaren-Poole (*chair*), Martina Arndt, Joanna Boeing-Bratton, Wendy Haynes, Deniz Zeynep Leuenberger

#### STANDARD THREE: ORGANIZATION AND GOVERNANCE

Brian Payne (*chair*), Ellen Cuttle-Oliver, Jo Hoffman, Keri Powers, Joe Wolk

#### STANDARD FOUR: THE ACADEMIC PROGRAM

Elaine Bukowiecki (*chair*), Tammy King (*co-chair*), Jennie Aizenman, Diane Bell, Ann Brunjes, David Crane, Stephen Krajewski, Lisa Krissoff Boehm, Eric LePage, Michael McClintock, Rita Miller, Michael Sandy, Michelle Santos

#### STANDARD FIVE: STUDENTS

Denine Rocco (*chair*), Malika Cruickshank, Lauren Folloni, Bjorn Ingvaldstad, Christina McCauley, Justin McCauley, Gregg Meyer, Matt Miller, John Paganelli, Lee Torda

#### STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

Nikki Freeburg (*chair*), Uma Shama (*co-chair*), Francisco Alatorre, Cindy Kane, Melanie McNaughton, Pamela Russell, John Santore, Jenny Shanahan, Cynthia Svoboda

#### STANDARD SEVEN: INSTITUTIONAL RESOURCES

Jennifer Pacheco (*chair*), Kelley Baran, Amy Beaulieu, Mark Carmody, Rachael Goodwin, Diane Nelson, Stephanie Ryan, Stephen Weiter

#### STANDARD 8: EDUCATIONAL EFFECTIVENESS

John Marvelle (*chair*), Martina Arndt, Karen Hamilton, Derek Leuenberger, Saritha Nellutla, Ruth Slotnick, and members of the Academic Affairs Assessment Council: Patricia Emmons, Adam Brieski-Ulenski, Joanna Boeing-Bratton, Michael DeValve, Anne Doyle, Donna Dragon, Donna Abelli, Pamela Hayes-Bohanan, Jill Beckwith, Wendy Haynes, Lisa Krissoff-Boehm, Rita Miller, and Michael McClintock.

#### STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Todd Harris, (*co-chair*), Paul Jean, (*co-chair*), Eva Gaffney, Maria Hegbloom, Laura Machado, Sue McCombe, Rebecca Mushet, David Tillinghast

## Institutional Overview

**Introduction:** The spirit, vision and leadership of Horace Mann, America's father of public education, lives on 182 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 prosperous and engaged citizenry, but 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, the third largest public university and 10<sup>th</sup> largest university, public or private, in the commonwealth. With an enrollment of nearly 10,000 students, Bridgewater State University provides a wide range of academic programs and innovative learning experiences inside and outside the classroom. The University grants approximately 2,500 degrees and certificates each year.

The University's academic programs (54 undergraduate degree programs and 43 graduate degree programs) are housed and administered through its six colleges: [Louis M. Ricciardi College of Business](#), [College of Education and Health Sciences](#), [College of Humanities and Social Sciences](#), [Bartlett College of Science and Mathematics](#), [College of Continuing Studies](#), and [College of Graduate 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 size (average class size is 22) and extraordinary teaching and mentoring by a world-class faculty. With a 17:1 student-to-faculty ratio, the hallmark of a BSU education is the close engagement of faculty and students in teaching, learning, research and scholarship.

Bridgewater affords students of all ages and backgrounds access to a variety of excellent opportunities for learning and personal growth such as undergraduate research (ranked among the top programs nationally by the Council on Undergraduate Research), study abroad (more than 250 programs in more than 50 countries), service learning, internships and participation in an array of social justice initiatives. BSU has been named one of the top Fulbright-producing institutions in the country, and two students have received prestigious Goldwater Scholarships for excellence in natural science, engineering and mathematics. BSU continues to expand its reach and deepen its service to the community through new early college and senior college initiatives.

Bridgewater's commitment to student success has earned national recognition. BSU was ranked as the second leading university in Massachusetts for advancing the social mobility of students from a wide range of socioeconomic backgrounds and identities. The Chronicle of Higher Education (2021) ranked BSU ninth in the nation among institutions in its mission class for six-year graduation rates for undergraduate Black students and BSU is a leader in racially equitable high-impact practices, as witnessed by its leadership of the Leading for Change Racial Equity and Justice Institute. The University boasts a six-year graduation rate just over 60%, well above the national average for its mission class, and a first to second year retention rate of 77%.

The 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 College of Education and Health Sciences has been named an Apple College of Distinction for its innovative use of technology. 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 2,000 students participate in internships, field or practicum experiences; more than 1,000 students present at campus research symposia and over 200 students present at regional and national conferences; and 93% of BSU graduates secure jobs or enroll in graduate school within six months to a year after graduation.

Like all higher education institutions, BSU faces an array of challenges: coping with the consequences of the COVID-19 pandemic; a decreasing number of high school graduates and plummeting numbers of community college students, each portending enrollment difficulties; growing mental health challenges for students and employees; and issues of racial justice and equity.

However, Bridgewater State University's proud tradition of providing opportunity to all students, without exception – to learning by doing, to serving the world and the region, to teaching and learning, to discovering career paths, to dedicating making dreams a reality, and to encouraging a spirit of innovation – have created the thriving, dynamic institution we see today and bode well for the institution's ability to stake out a leadership position in addressing the many trials confronting higher education.

**Mission and Purposes:** BSU's mission statement, which was updated and adopted by the Board of Trustees in 2018, is the guiding force for the University's major strategic priorities. The University's timeless motto – Not to be Ministered unto, but to Minister – continues to inspire the institution to be a leader in serving the region, state and the larger global community. Its value statement, adopted by the Board of Trustees and signed by hundreds of BSU employees and students, affirming BSU's commitment to being a “welcoming, compassionate, and intellectually rigorous learning, working, and living environment,” animates our practices across every division of the University.

**Planning and Evaluation:** BSU has adopted a highly effective, inclusive and “nested” strategic planning process that helps align priorities, decision-making, and resource allocation at the institutional, divisional and departmental levels. The institution has largely completed implementation of its 2018 Strategic Plan 1.0 and has initiated the process for developing Strategic Plan 2.0, which will be completed in 2023. The Strategic Plan was instrumental in guiding decision-making and resource allocation during the COVID-19 pandemic. The Strategic Plan is reviewed each year as part of a larger movement toward establishing a culture of continuous improvement and data-informed planning and evaluation.

BSU embraces best practices in the evaluation of academic programs with specific attention to educational outcomes and student learning. The University has made major advances in producing equity-oriented data collection and establishing a predictive analytics process that informs equity-oriented retention interventions intended to close educational achievement gaps. The University recently completed a cross-divisional, intensive Strategic Enrollment Planning process that developed data-informed situation analyses and numerous strategies and action plans to drive enrollment and increase market share.

**Organization and Governance:** The University has undertaken two major reorganizations over the last seven years to meet evolving needs of the university, tackle emerging challenges and support its leading priority of student success.

In 2015, the divisions of Student Success and Diversity, Planning and Strategy, and Marketing and Communications were established, while the mission of Human Resources was expanded to include Talent Development.

In 2022, the University undertook a reorganization that involved establishment of a new division of Enrollment, Marketing & Communications; shifted the focus of a renamed Student Life division; moved Financial Aid to the Division of Finance and Transfer Services to the Division of Academic Affairs; and elevated career oriented offices. These changes were designed to (1) drive implementation of the strategic enrollment plan and align and intensify recruitment strategies; (2) enhance student engagement, particularly in the wake of COVID-19; (3) address concerns over student and employee mental health; and (4) focus the University on preparing students for a changing labor force and aligning programs and initiatives to serve emerging economic sectors (an initiative called “BSU Works”).

**The Academic Program:** As the flagship of the Massachusetts State University system, BSU has a deep commitment to academic excellence. The University has significantly strengthened its system of academic program review, evaluation and continuous improvement, and is by many measures a national leader in the quality, inclusiveness and results of its High Impact Practices: BSU received the 2019 Campus-Wide Award for Undergraduate Research Accomplishments from the Council on Undergraduate Research; the University has been named by the Department of State as one of the top Fulbright-producing institutions; and BSU students have earned prestigious and competitive national fellowships, awards and honors in the past five years, including two Goldwater scholarships, five Fulbright grants and one Truman scholarship finalist. Approximately 40% of students participate in internships and the Martin Richard Institute for Social Justice provides students with social justice, civics education, community engagement and leadership opportunities.

BSU is also focused on providing more educational opportunities to post-traditional students through its College of Continuing Studies. BSU has invested in and supported academic innovation, resulting in 58 new academic offerings (undergraduate and graduate degrees, certificates, minors, concentrations) in the past five years. The University recently launched its first engineering program in Photonics and Optical Engineering and is poised to bring to market a new B.S. in cybersecurity program in Fall 2023, featuring the most sophisticated cyber range in the state.

**Students:** Enrollments at BSU have been stable over the period from 2016–2019, ranging between a fall headcount of 11,019 to 10,651 students. As a result of COVID-19, enrollments in fall 2021 dropped below 10,000 students but the University is confident that it is well positioned to stabilize enrollments as a result of its robust strategic enrollment planning process and implementation of a host of new strategies designed to increase the “top of the admissions funnel” and improve yield.

In the last five years, BSU has focused on becoming an ever more student-centered university, supporting the holistic development of students and delivering services and interventions that support equal opportunity, equity, diversity and inclusion. BSU has implemented numerous innovative equity practices that have garnered increasing levels of external support and recognition, including deploying student navigators and scaling the Summer Bears program to assist at-risk students and granting Retention Scholarships that clear unpaid balances and allow students to persist.

The pandemic also highlighted and intensified the social disengagement of many students. BSU's renamed Division for Student Life (formerly Student Affairs and Enrollment Management) is focused on reimagining the student experience and has created a new Center for Student Engagement and is deploying new technologies and resources to enhance the co-curricular experiences and opportunities for students.

BSU is committed to improving academic advising, which student surveys have identified as an ongoing area for improvement. BSU is investing additional resources in its Academic Achievement Center to provide first-year students with professional advising throughout the year and is seeking to augment advising support for transfer students.

The Wellness Center has built upon its culture of care for students by adding 24-hour and online resources to complement its in-person services. BSU has completed a JED Foundation strategic plan to increase efforts to support the mental and emotional health of students and has implemented Kognito training to enable faculty and staff to better cope with increasing levels of anxiety and depression among students.

**Teaching, Learning, and Scholarship:** Excellence in teaching and providing outstanding learning experiences are at the heart of the academic experience at Bridgewater State University. BSU supports this promise by (1) supporting diverse modalities of teaching and learning; (2) making sustained and strong investments in the professional development of its faculty; and (3) seeking to recruit and hire a diverse faculty more representative of its student body.

BSU has 337 full-time faculty and librarians and 425 part-time day faculty. Full-time faculty teach 57% of courses and there is a 17:1 student-to-faculty ratio. The University offers courses through a range of modalities including lecture, seminar and discussion, online/hybrid, capstone/discussion, lab, and physical activity courses, and has made substantial technological investments to support these modalities.

The University provides a uniquely robust set of faculty professional development opportunities that support teaching, research, scholarship and creative activities. BSU will continue to apply a flexible approach to accommodating evolving faculty and student needs and is committed to enhancing the transparency of faculty development and service opportunities.

BSU currently has 19% faculty of color. Reflecting the recommendations of the President's Special Task Force of Racial Justice, the University is committed to building a more diverse faculty and is implementing several equity-minded hiring practices.

**Institutional Resources:** Core to the University's ability to advance its mission during a period of rapid change and multiple challenges is the strength of its human, financial, physical and technological resources.

The University's establishment of the Talent Development function has increased the range of professional and personal development opportunities for all employees. With changes in patterns of work, especially increased reliance on telecommuting, it will be even more important to be adaptive to changing employee needs (including additional resources to support mental and physical health and wellness). The University is committed to implementing more equity-minded hiring practices to improve the diversity of its staff, with 11% employees of color compared to 25% of the student body.

BSU is in a very strong financial position, realizing budget surpluses in each of the last seven years through conservative fiscal planning and budgeting and successful advocacy for increased state appropriations. In 2023, the University will launch the largest capital campaign in its history to increase the pooled endowment to \$100 million. As an institution highly dependent on tuition and fee revenue, the successful implementation of the University's strategic enrollment plan and maintaining the affordability of a BSU education are critical priorities.

BSU continues to make strategic investments in its physical and technological infrastructure, with a strong emphasis on sustainability. Securing \$25 million in state funding for the renovation of Burnell Hall (the home of the College of Education and Health Sciences) will optimize space throughout campus and reduce deferred maintenance. The University plans to develop a new Master Plan to align with Strategic Plan 2.0 and continues to upgrade classrooms and technology to support student success.

**Educational Effectiveness:** Since 2012, BSU has significantly strengthened its culture of assessment. As part of its assessment of the Core Curriculum, BSU completed a systematic review of select core skills in 2015, with the next review during June 2022. BSU also systematically evaluates academic degree programs through program reviews and annual assessment reports. The current Quality Project system assesses programs on a five-dimension scale, and the Office of Assessment is assisting academic departments in utilizing Quality Project evidence to drive continuous improvement.

The University also uses a variety of surveys to indirectly measure student perceptions of their experiences at BSU. The latest National Survey of Student Engagement found that more than 80% of BSU first-year students and senior respondents indicated that their overall experience at BSU has been “excellent” or “good”.

BSU’s most recent results from the class of 2020 Graduating Senior Survey indicate that students feel they had the opportunity to succeed at BSU (88%), felt welcome and safe on campus (85%), and would recommend BSU (79%) to others.

BSU already has made advances in providing disaggregated data from different survey instruments and will continue to focus on efforts to more effectively share such data to support racial justice and equity.

**Integrity, Transparency and Public Disclosure:** Bridgewater State University clearly articulates and upholds the highest standards of ethical behavior and fairness in its interactions with all university constituencies and its values of diversity, inclusion and equity. One of the hallmarks of President Clark’s presidency has been a commitment to transparency, as manifested in expanding and regularizing communications to the campus community; launching a new BridgeNet intranet site with an information-rich homepage; and redesigning and expanding information on the University’s bridgew.edu website. Transparency was on full display during the COVID-19 pandemic when the University shared copious information on health, policies, testing and vaccinations. The University has built sustainable systems and staffing to produce and share information across its growing array of digital, social media, web and print communications platforms.

**DATA FIRST FORMS  
GENERAL INFORMATION**

Institution Name:

OPE ID:

		<b>Annual Audit</b>	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input style="width: 95%; border: 1px solid black;" type="text" value="06/30"/>		
Most Recent Year	<input style="width: 95%; border: 1px solid black;" type="text" value="2021"/>	Yes	Unqualified
1 Year Prior	2020	Yes	Unqualified
2 Years Prior	2019	Yes	Unqualified

Fiscal Year Ends on:  (month/day)

Budget / Plans

Current Year	2022
Next Year	2023

Contact Person:

Title:	<input style="width: 95%; border: none;" type="text" value="Senior Associate Provost and Chief Data Officer"/>
Telephone No:	<input style="width: 95%; border: none;" type="text" value="(508)-531-2380"/>
E-mail address	<input style="width: 95%; border: none;" type="text" value="myoung@bridgew.edu"/>



## Standard 1: Mission and Purposes

### Description

*Not to be Ministered unto, but to Minister.* In other words, *not to be served, but to serve*, has been Bridgewater State University's (BSU) commitment since its founding in 1840. This motto has passed the test of time. The 2017 NEASC five-year report indicated that a robust effort was underway to create a new mission statement ([2017 NEASC report](#)). The BSU Board of Trustees (BOT) approved the mission statement on January 15, 2018 as part of the most recent strategic plan. The mission statement is as follows:

*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.*

Today's mission statement advances the ideals that have consistently steered the institution, inclusive of alternative instructional locations (Attleboro and New Bedford) and across all curriculum and service delivery modalities. These ideals are realized through the University's vision and values and the [BSU Strategic Plan](#). 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. The plan helps the University establish clear priorities, guide decision making, align its financial and human resources with its goals, and maximize the impact of its resources.

July 2021 marks the start of current cabinet level administrative team's seventh year serving the University. The first three years were devoted to the inclusive strategic planning process. In the past three years, divisional, college-level, and departmental strategic plans have been developed to nest within the institution's strategic plan and, in effect, operationalize the strategy. All segments of the strategic planning are documented annually as outlined in Standard 2 of this report. Assessment tools or [dashboard metrics](#) have been established to measure achievement toward our goals. Today, the University is positioned to meet our students, one individual at a time, using innovation as the guiding principle to achieve our goals, and social justice as our call to action.

### Appraisal

The University's 2018 Institutional [Strategic Plan](#) is guided by the mission and values of the University. The BSU community had been engaged at multiple stages in the development of the mission and the strategic plan which it guides, providing deeper understanding. This multi-participant process is clearly outlined in Standard 2. Subsequent to mission definition and Board of Higher Education and BSU Board of Trustee approval, the strategic plan metrics and annual reports provide evidence to the BSU community that the mission informs strategic, divisional, college and departmental decision making. The 10-year vision for the strategic plan also requires that every three years the mission is re-assessed as part of the strategic plan review and in alignment with the [Board of Higher Education's](#) agenda.

In addition to structured annual and three-year reviews, the University community witnesses the changes to programs and processes to actively meet our strategic goals that are informed by the mission. As indicated in the [2017 NEASC Five Year Report](#), lifelong student success is the highest priority at Bridgewater State University, and at that time the student success definition was well underway and the formal definition of [student success](#) was presented to the BOT in November 2017. Specific examples of progress made in

our efforts for student success include: a culture of care by referring students in distress to the [Care Team](#), creation of the [Student Navigator system](#) to track interventions for those students (450 to date) referred, Retention Scholarship program, [BSU Bears Summer Scholars program](#), and the Come Home to BSU campaign, which uses various platforms to retain students in good standing from one semester to the next.

While these initiatives have proven to retain students at increasing levels as evidenced in Standard 4, the Core Curriculum continues to be the undergirding strength of BSU's mission as a comprehensive liberal arts institution in pursuit of both foundational and new knowledge. Since the 2012 accreditation, BSU has affirmed and expanded its mission as described above. This change has resulted in policies and practices leading to new program development and approval, program expansion, increases in degrees conferred, growth in continuing studies and graduate student enrollment, increases in number of Deans List students, and improved retention of first generation and BIPOC students. Specifics are available in Standard 4. All these innovative changes provide evidence to the students that the University is fulfilling its mission by stimulating critical thinking and transforming lives. The Core Curriculum program provides a solid liberal arts base for students to build on while they explore their major and foster themselves as educated and responsible citizens.

Additionally, the [Center for Transformative Learning \(CTL\)](#), which formally aligns the Honors, Undergraduate Research, and National Fellowships programs, provides a space for meaningful faculty and student relationships. It is a hub for collaborations across other [BSU High-Impact Practices](#) that aligned with the American Association of Colleges and Universities" (AAC&U) that significantly correlated with student retention and academic success, including global engagement, internships, and community engagement, each of which foster diverse relationships and global citizenship and engagement.

[The Leading for Change: Racial Equity and Justice Institute \(REJI\)](#) was established in 2018 with Bridgewater State University as the leader and convenor of this statewide effort to support the 31 member campuses along with Massachusetts Department of Higher Education representatives in identifying, implementing and assessing interventions intended to close racial educational gaps. The REJI campuses serve nearly 40,000 racially minoritized students and have provided the [Leading for Change Racial Equity and Justice Practitioner Handbook](#) free to the nation with a range of data-informed practices that are closing racial equity gaps on member campuses. A Senior Administrative Fellow for Civics and Social Justice in the [Martin Richard Institute for Social Justice \(MRISJ\)](#) was appointed in January of 2020. With new leadership and organizational structure, the policies and programming have been aligned more appropriately with the mission and purpose of BSU. Recent initiatives include annual Faculty Institute, multiple grant opportunities, and focused civics curriculum development and engagement.

While these efforts were implemented to support the strategic goals, certain units which showed to be less effective at supporting the mission and strategic plan have been restructured or eliminated to allow resource reallocation. Examples of these efforts include shifting the model at the Cape Cod alternative instructional location, closing the Children's Center and repurposing staff to directly support student success, and sunseting programs in the College of Graduate Studies.

Challenges fundamental to meeting the mission driven goals are linked to public funding levels and our heavy dependence on student fees. Thus, enrollment and retention planning are paramount to our ability to thrive and meet our goals. The Commonwealth of Massachusetts and our strategic plan require that social justice remain in the forefront of all our efforts. In particular, all new faculty and staff positions must be filled with candidates whose experience is exceptional and with people who reflect the diverse and inclusive student body that is and will continue to be BSU. The [President's Racial Justice Task Force Report](#) has included recommendations that challenge the University to raise the percentage of faculty and administrators of color.

The University's Strategic Enrollment Management Group (SEMG) is developing a long-term strategic enrollment plan (SEP) that considers all facets of enrollment as identified in Standard 5. The SEMG identified a set of planning assumptions and the SEP key performance indicators (KPIs) late in fall 2020. Early in 2021, five cross-divisional working groups produced situation analyses, outlining the current state in their respective enrollment areas and proposing potential strategic interventions to positively impact the SEP KPIs. The working groups in consultation with University content experts further developed the strategies using a rigorous action planning method. The action plans contain detailed strategy descriptions, implementation timelines, evaluation and assessment procedures, enrollment impacts, detailed budgets, and Return on Investment (ROI) calculations. The SEMG co-chairs presented the strategies and action plans to the Cabinet in summer 2021, with implementation commencing in fall 2021.

While admissions is a driver, the criticality of retaining our students is also being informed by robust data analysis and multiple interventions outlined in Standard 5. Over the past five years, the overall first to second semester retention rate for first-time, full-time freshmen increased by 1.6%. Additionally, many rates for student groups either stayed the same or increased between the 2016 and 2020 cohort. Our refined disaggregation of student demographics (51 student identities and experiences) provides invaluable data supporting the continued retention efforts. The University remains overwhelmingly committed to the guiding principles and sense of purpose that underpin the current mission statement. The commitment to provide an equity-centered, high-quality educational experience will carry Bridgewater State University into the future as its legacy of service continues.

### **Projections**

Due to the disruptive nature of the COVID pandemic, the University is currently developing a blueprint for goals to support its current mission projecting out until 2023; at that point a new strategic plan will be in place, Strategic Plan 2.0. During the development of Strategic Plan 2.0; the University's mission will be assessed, and specific measurable indicators will be established to measure the progress toward fulfilling the mission. Moving forward, predictive modeling with this data will inform additional interventions for retention.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	<a href="https://www.bridgew.edu/sites/bridgew/files/BSU-Institutional-Strategic-Plan-01_15_18_0.pdf">https://www.bridgew.edu/sites/bridgew/files/BSU-Institutional-Strategic-Plan-01_15_18_0.pdf</a>	June 12, 2017
Mission Statement published		
University Mission Statement	<a href="https://www.bridgew.edu/the-university/mission">https://www.bridgew.edu/the-university/mission</a>	Print Publication
University Strategic Plan	<a href="https://www.bridgew.edu/the-university/strategic-plan">https://www.bridgew.edu/the-university/strategic-plan</a>	
Bartlett College of Science and Mathematics	<a href="https://www.bridgew.edu/academics/colleges-departments/bartlett-college-science-mathematics">https://www.bridgew.edu/academics/colleges-departments/bartlett-college-science-mathematics</a>	Academic Excellence 2018
College of Education and Health Sciences	<a href="https://www.bridgew.edu/academics/colleges-departments/college-education-health-sciences">https://www.bridgew.edu/academics/colleges-departments/college-education-health-sciences</a>	
Ricciardi College of Business	<a href="https://www.bridgew.edu/academics/colleges-departments/ricciardi-college-business">https://www.bridgew.edu/academics/colleges-departments/ricciardi-college-business</a>	
College of Continuing Studies	<a href="https://www.bridgew.edu/ccs">https://www.bridgew.edu/ccs</a>	
College of Graduate Studies	<a href="https://www.bridgew.edu/academics/colleges-departments/college-graduate-studies">https://www.bridgew.edu/academics/colleges-departments/college-graduate-studies</a>	
Related statements		
BSU Values	<a href="https://www.bridgew.edu/bsuvalues">https://www.bridgew.edu/bsuvalues</a>	Print Publication
Mission of the Massachusetts Public Higher Education System	<a href="https://www.mass.edu/system/aboutsystem.asp">https://www.mass.edu/system/aboutsystem.asp</a>	
Mission of the Massachusetts State University System	<a href="https://www.mass.edu/system/aboutsystem.asp">https://www.mass.edu/system/aboutsystem.asp</a>	

Please enter any explanatory notes in the box below

Mission statement is found on page 13 of 28 (on line) and page 11 of print version of the Bridgewater State University Institutional Strategic Plan. I see some conflicts on our extranet when mission statement is entered into search, I've included links above. They are different, albeit very similar in the general sense. As part of strategic planning site, the historic mission is cited, which is not the same as in the actual strategic plan document. Entering mission into search brings to yet another mission statement

## Standard 2: Planning and Evaluation

### Overview

Over the past decade, BSU has made significant strides in establishing a culture of continuous improvement and data-informed planning and evaluation. A key element in this shift has been prioritization by the University's leadership in aligning institutional energy and resources with [BSU's strategic initiatives](#) and use of quantitative and qualitative data to inform decisions about future efforts. BSU's ongoing comprehensive strategic planning process has created opportunities for increased inclusion, with nested planning allowing the institution to share and develop goals and initiatives that are unified from the institutional level, through the divisions, and to each department and program and evaluated by metrics specific to those areas. The University's commitment to data-informed planning and decision-making has further enhanced evaluation efforts with a particular focus on continuous improvement of academic programs, student affairs and enrollment management strategies, and student success and equity initiatives.

### Planning

#### *Description*

Under the leadership of President Frederick Clark, Bridgewater State University has implemented an innovative strategic planning process with a central focus on student success and achievement with the underlying purpose of a deep alignment with the [institutional mission](#). Unanimously approved by the Board of Trustees in February 2018, 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 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. It is fully renewed every five years under the [Massachusetts Board of Higher Education \(BHE\)](#) requirements and with a comprehensive and fully inclusive revision at that time.

The history of robust planning at BSU, guided by past Presidents Dana Mohler-Faria and Adrian Tinsley, has created a trajectory of excellence. Upon that foundation, President Clark has developed a unique strategic planning, distinguished from past approaches by the fact it is: Comprehensive in its breadth extending across all divisions of the institution; Nested in its design, from the institutional level to the department and program levels; Defined by its use of metrics in decision making; Fully responsive to the guidance of the BHE and to the voice of stakeholders; Homegrown in its approach, drawing from institutional expertise and providing planning training at all levels of the organization; and, Mindful of and responsive to changes and opportunities in the environments in which it operates.

The [BSU Strategic Plan](#) is supported by divisional-level strategic plans, which focus on student success and data-informed decision making. The institutional-level and the divisional-level plans are carefully integrated and provide detailed direction on goals, objectives, responsible parties, and resources to guide implementation. Additionally, interdivisional initiatives are established to guide implementation that requires the input of multiple divisions. Goals are updated annually, and outcomes are reported two times per year.

In addition to the input from internal stakeholders, the BSU strategic planning process included coordination with the Board of Higher Education's (BHE) six [Vision Project](#) educational outcomes. Each of these educational outcomes is integrated into the planning process: college participation; college completion; closing educational equity gaps; student learning; workforce alignment; and preparing citizens. The Vision Project outcomes are clearly mapped to BSU's Strategic Plan goals in the strategic plan [document](#) of January 15, 2018. Divisional-level and institutional-level plans have more recently begun to

integrate the goals of the BHE [Equity Agenda](#) which was adopted in May 2020. The statewide goals of the equity agenda include: Sixty percent of working-age Massachusetts residents ages 25–64 will hold an associate degree or higher and an additional 10% of the population will hold a high-quality credential by 2030. Forty-three percent of African American and 32% of Latinx Massachusetts residents ages 25–64 will hold an associate degree or higher by 2024. Gaps in completion rates for African American and Latinx students who initially enroll in the Massachusetts public higher education system, relative to White students, will be reduced by 9–10% with respect to the completion outcomes of the fall 2018 entering cohort. The Massachusetts Department of Higher Education (DHE) will also track and report on racial gaps in first-year success metrics incorporated into the Performance Measurement Reporting System (PMRS), including completion of college-level math and English in the first year, on-time credit accumulation, and persistence to a second year of postsecondary education.

By combining the character and values of BSU with the goals and values of the BHE, concrete, discrete and achievable action items remain a key part of the planning model, and such items serve as the institutional impetus and justification for the advancement of five fundamental, enduring goals for BSU Institutional Strategic Plan:

- Focus resources and decisions on the overarching priority of student success,
- Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative and professional growth,
- Provide opportunities for personal and professional growth for faculty, librarians and staff in support of organizational progress,
- Serve as a regional catalyst for economic, cultural and intellectual engagement,
- Advance diversity and social justice with impact in the region and beyond.

### *Appraisal*

Progress on these goals is measured using a [dashboard](#) of relevant indicators corresponding to each goal. These goals and outcomes are also shared through the BHE [dashboard](#) and there are regular conversations hosted by BHE to establish statewide goals in partnership with all Massachusetts state universities. Strategic advancement is assessed regularly by University leadership and evaluated formally by the BSU Board of Trustees on a semi-annual basis. A robust financial planning and forecasting model, orchestrated by the Division of Finance, works symbiotically with these processes to ensure the proper and timely investment of resources. Each division aligns its budget and human resources to strategic planning goals and objectives and related outcomes are reviewed weekly at meetings of the Cabinet and regularly with the Board of Trustees. The annual budget review process also clarifies resource allocation at all levels through the lens of the strategic plan.

A substantive commitment has been made to make key elements of the plan readily accessible on the University's website. The plan has provided both a focus and a vocabulary that support coordination and alignment of the activities of diverse constituencies on a rapidly growing campus. The strategic plan has in turn guided other sophisticated planning and evaluation endeavors. While the input and output data are readily available, the outcome data about the actual impact of many of these activities on student success needs attention going forward, including robust data collection on post-graduation employment and career advancement.

During the COVID-19 crisis, the strategic plan has been an especially valuable tool. For instance, hiring decisions and budget decisions at BSU have been clearly aligned with strategic goals, ensuring that the institution has been able to remain financially healthy, students have been provided access to funding to support retention, and key innovations have been supported. Examples include investment in mental health resources for students and increased academic support for students to facilitate online learning, all tied directly to the goal of student success. Despite the devastating impact of the Coronavirus pandemic in the region and around the world, BSU has survived and flourished relative to many of its sister institutions. This is evidenced in more stable student admissions and higher retention than our sister institutions. This success can be directly attributed to prudent and progressive planning. The institution depends on the stakeholder inclusive model of planning to ensure positive outcomes in all levels of strategic planning.

To ensure a robust and inclusive plan, BSU actively invites its stakeholders to participate in the planning process. Additionally, survey instruments and a review of critical quantitative data provided a foundation for decision making. Elements of the planning process include the following, among many others:

- Listening Tours (August 2015–October 2016): 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. (See p. 7 of [Strategic Plan](#) for Key Themes).
- Student Success (October 2015): 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](#).
- Community Surveys (2016–2017, 2020): 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. (See p. 7 of [Strategic Plan](#) for Key Themes).
- Data Dashboard Building on the Board of Higher Education Vision Project and the University Data Stream (July 2016–April 2021): The strategic plan paid particular attention to the [Vision Project Dashboard](#), setting goals that would positively impact and advance the overarching goal of student success. [University Data Stream](#) initiatives will continue to provide critical data for organizational decisions throughout the strategic planning implementation process.
- [Strategic Planning Committees](#) (2016–2017, 2019–2020): The planning process was advanced by a committee with representation from all divisions as well as representation for the [MSCA](#), [AFSCME](#) and [APA](#) unions. These individuals provided final comments on the institutional level strategic plan (May 2017).

The Interdivisional Initiatives for FY 20–21 illustrate well the integration of strategic planning across the institution and throughout the annual budget process. In a March 2021 report to the Board of Trustees, President Clark cited significant areas of progress in 20 cross-divisional initiatives. For example, the [Enterprise Risk Management](#) (ERM–Interdivisional Initiative 9) includes representation from every division and has not only established a risk register that will underpin requests for one-time budget expenditures, but in partnership with the Division of Student Success and Diversity has created a process to infuse racial justice and equity mindedness into the ERM system. In another example, representatives from the Divisions of Outreach and Engagement, Academic Affairs, and University Advancement combine forces on the Career Task Force (interdivisional Initiative 2) with impressive results, including exceeding goals for documented internships and identifying three major goals for focus on career pathways and professional development for students. The semi-annual update of these efforts provides an opportunity for participants in the 20 initiatives to reflect on progress, realign efforts as needed, and celebrate progress. Areas for strengthening include work on the matter of disability access and inclusion and accelerating work on enrollment management strategies, given the anticipated decline in traditionally-aged undergraduate enrollment.

## Strategic Planning/Equity Agenda

### *Projection*

Events of the last several years have underscored the importance of putting racial justice -- the equity agenda as defined by the Massachusetts Department of Higher Education -- at the heart of all that the BSU communities undertake. As BSU revises and updates its institutional strategic planning, the attendant actions and results will aim squarely at infusing focus on the equity agenda at all levels. Recommendations of the [Racial Justice Task Force](#) will be reflected in this vital work. The Provost's Office will take the lead on this initiative with the full support of the Office of the President.

## Evaluation

### *Description*

The enhanced strategic plan metrics developed as well as the University's commitment to data-informed decision making and resource allocation resulted in the development and adoption of increasingly sophisticated data collection and analysis tools and methods, with a strong focus on data disaggregation from an equity lens. Major systematic data collection tools and methods are described below.

- A [Graduating Senior Survey](#) (GSS) administered annually to gauge students' readiness to demonstrate leadership after finishing their respective undergraduate degree programs.
- A [Campus Climate Survey](#) (CCS) administered every three years and stratified across student, faculty/librarian and staff populations intended to gauge various key indicators of campus life;
- An [Alumni Survey](#) (AS) administered in 2017 and designed to measure attitudes of alumni across a range of dimensions;
- The [National Survey of Student Engagement](#) (NSSE) administered every three years to assess strengths and areas for improvement in student learning and engagement.
- Prior to 2020 the [CIRP Freshman Survey](#) and now the [Beginning College Survey of Student Engagement](#) (BCSSE) administered annually to collect data about entering students' prior academic and co-curricular experiences and plans for college;
- A [Career Survey](#) (CS) administered by Career Services annually to determine the career and employment status of new graduates.
- A [Graduate Experience Survey](#) (GES) administered bi-annually to assess graduate student satisfaction with academic programs and student services.

In addition to surveys and data analytic tools, the University conducted focus groups with [commuter students](#) in 2017 and with [students of color](#) in 2019. The purpose of these qualitative studies was to better understand the student experience and develop action plans to improve success and campus climate for these populations of BSU students.

Beyond the quantitative and qualitative data collected through the surveys and focus groups described above, the University also uses several data analysis tools and reports for institutional improvement. The [Strategic Plan Metrics Dashboard](#) provides a university-facing visual of metrics used to evaluate university planning efforts. Over the past 10 years, BSU has established the [University Data Stream](#) (UDS), a data warehouse that joins data from disparate systems. In addition, in the past five years, the University established [Tableau](#) as the front-end tool for the UDS and the main data visualization tool utilized by more than 165 staff and faculty users across campus. The Office of Institutional Research provides reports and analyses used for institutional improvement through Tableau or print, including the [Factbook](#), DFWI



(grade distribution) reports, and equity data dashboards. Faculty and staff are also able to extract and run their own data reports through the enterprise reporting tool, Argos. In addition, the University utilizes the [Department of Higher Education \(DHE\) Data Center](#) dashboards to evaluate important access, affordability, student success, equity, workforce, and fiscal metrics. Lastly, since 2018 the University has established a predictive analytics process for estimating entering students' predicted probability of retaining to the second year and shared that data in the newly established ACCESS student success tool used by student success navigators and academic advisors. This data informs equity-oriented retention interventions intended to close educational equity gaps. The results from the first year are promising as white students supported by this program succeed at higher rates while racially minoritized students are especially benefitted – thereby closing BSU's racial equity gap.

### *Appraisal*

The remainder of this section details division-specific efforts aimed at effective evaluation with respect to four primary areas: Core Curriculum assessment, academic assessment and program review; evaluation practices in student affairs and enrollment management; and other measures of student success and equity.

### **Core Curriculum Assessment**

In spring 2014, the Core Curriculum Steering Committee (CCSC) received a request from then President Dana Mohler-Faria to review the [Core Curriculum](#), first instituted in 2006. The Core Curriculum subsequently underwent a three-year revision process from 2014 through 2017, resulting in a proposed new Core Curriculum in fall 2017. Ultimately, the more extensive proposal was withdrawn and replaced with a more limited proposal to address some issues in the current Core Curriculum. Assessment of the Core Curriculum has two primary components: the [Core Assessment Project](#) (CAP), and periodic student and faculty surveys as directed by the CCSC. Conducted by the Office of Assessment, the CAP began in 2011, with assessment of writing, speaking, and logical reasoning skill elements, and pilot assessment of critical thinking and quantitative reasoning skills. In fall 2015, the CAP for four skill areas of critical thinking, information literacy, quantitative reasoning, and writing was conducted using capstone-level papers. A third round of the CAP is planned for June 2022. Additional detail of core assessment is found in Standard 8. However, the process of assessing additional core skills of the Core Curriculum is still evolving.

### **Annual Assessment Reporting: BSU Quality Project**

In addition to periodic program review, the Office of the Provost requires all academic degree programs to submit an annual assessment report by June 1 to their respective College Dean. The purpose of the annual assessment report is for programs to provide evidence-based summaries on how well students are meeting program student learning outcomes, and the results feed into periodic program review. In 2015 in collaboration with the [Academic Affairs Assessment Council](#) and in response to the 2013 NEASC Commission letter, the Office of Assessment began the [Quality Project](#), a review of the annual reports by the Office of Assessment consisting of the “Five Dimensions of Quality for Learning Outcomes Assessment” (quality of learning outcomes, transparency of outcomes, assessment planning, reporting, and using results) as well as the maturity of each program's assessment system (established, revising, developing, or beginning). Annual assessment reports are submitted online via the [Qualtrics](#) submission system, and the Office of Assessment and College Deans provide individual feedback on reports to help programs make the necessary improvements to increase student success. Aggregate assessment results across all programs and colleges help the university prepare for New England Commission of Higher Education interim and decennial reviews. The Quality Project has been working well, with a steady increase in the quality of annual reports, degree programs reaching out for assistance from the Office of Assessment, and feedback from the respective deans; however, degree programs need to increase alignment of program learning outcomes with the BSU strategic plan and strengthen their assessment plans. In conjunction with the annual assessment reporting, the Office of Assessment updates the [NECHE E-Series forms](#) information.

The annual reporting requirement for June 1, 2020, became optional due to the COVID-19 pandemic, and the Office of Assessment offered consultations to assist programs in planning assessment work. In addition, for those programs who submitted optional annual assessment reports, assessment staff invited submitters for post-review verification meetings to enhance transparency of program assessment work as reported on the [NECHE E-Series forms](#). Two additional initiatives came out of the Quality Project: The [Transparency Project](#), guided by the OA Graduate Assistants, to promote greater transparency of student learning outcomes for degree programs, and the [Exemplary Programs and Practices Project](#), designed to share and highlight exemplary practices along with a badging recognition system for Excellence in Assessment. In addition, an increasing number of degree programs are administering regular graduating student surveys to capture student perceptions and reflections as they exit the degree program for program improvement. Results of the Quality Project are found in Standard 8 and in the [NECHE E-Series forms](#).

### **Academic Program Review**

All undergraduate and graduate academic degree programs are required to undergo a periodic program review (typically every five years) using either the BSU program review process or specialized accreditation requirements. The purpose of program review is to provide a comprehensive look at the academic program with a specific focus on curriculum, learning outcomes and instruction, faculty development and scholarship, enrollment (recruitment and retention), and student learning. The process is also an opportunity to identify budgetary concerns and resources needed to sustain and support future programmatic growth and innovation. Program review ensures that the university remains in compliance with its responsibilities to the Commonwealth of Massachusetts Board of Higher Education and the New England Commission of Higher Education and aligns with BSU's strategic plan and mission. The [program review schedule](#) is determined by the Department in consultation and collaboration with the applicable College Dean. If a program is subject to specialized accreditation, it must meet the BSU program review standards (as determined through consultation with the College Dean and Senior Associate Provost and Chief Data Officer) either within the specialized accreditation process or in a separate BSU program review. In the summer of 2019, the Office of Assessment, at the request of the Office of the Provost, redesigned the BSU academic program review process and materials, with self-guided modules, templates for correspondence, and timelines. At the request of the Provost, the Office of Assessment successfully piloted the [new program review system](#) with two undergraduate departments: Geography in preparation for an upcoming program review, and Management post-program review. Due to the COVID-19 pandemic, the Geography program review was delayed. According to data provided by the departments, the only other program that has used the new system to date is the [English BA](#) degree program. Based on anecdotal evidence, the new system has worked well for the English BA program and the work conducted to date by the [Geography](#) program, but a more formal feedback system should be implemented to gather how well the process is working from the perspective of the deans, department and graduate program chairs, the coordinators and committees, and faculty involved in program review.

### **Evaluation in Student Affairs & Enrollment Management**

Since 2012, the division of Student Affairs and Enrollment Management (SAEM) has continued its work in the area of planning, evaluation, and assessment. SAEM has established [Student Learning Goals & Outcomes](#) to drive programs and services for students. These outcomes were developed to be consistent with the BSU mission, strategic plan, Core Curriculum and the American College Personnel Association and National Association of Student Personnel Administrators guidelines. A divisional Assessment Committee exists to increase knowledge and awareness of assessment practices throughout the division.

A [divisional strategic plan](#) for SAEM was developed in 2019 and built upon an earlier plan that was established during the 2016–2017 academic year. [New mission, vision, and goal objectives were developed](#) as part of the 2019 plan and departments within SAEM also created plans derived from the institutional and divisional plans. Annually, SAEM prepares priority initiatives that focus divisional energy and resources toward the divisional strategic plans, goals, and learning outcomes and departments develop annual goals based on these priorities. Departments prepare monthly and annual reports that include updates on any efforts that contribute to the division's annual priorities; divisional, or departmental strategic plans; and share any relevant data or reporting that emerged during the prior month. This process is intended to sharpen focus on strategic efforts and the assessment thereof and the outcomes of these reports are an annual report submitted to the President and ultimately shared with the Board of Trustees to document its progress on annual priorities.

Beyond the divisional and departmental strategic plans, in spring 2020 BSU embarked on a Strategic Enrollment Planning process. Led by Provost Karim Ismaili and VP of Student Affairs and Enrollment Management (SAEM) Dr. Joe Oravec, BSU contracted with Ruffalo Noel Levitz to assist with the development of a Strategic Enrollment Plan that was ready in summer 2021. This process was highly collaborative, and cross-divisional as groups were formed to prepare in-depth, data-informed situation analysis, prepare strategies to drive enrollment and increase market share. Considering projected enrollment declines based on population demographics and uncertainty resulting from the pandemic, strategic enrollment planning, and campus-wide involvement is paramount.

Student Affairs and Enrollment Management uses several data collection and reporting tools and methods specific to their departmental areas. The feedback and data from this survey is used to identify high performance and low performance areas and high impact and low impact service areas. Many programmatic priorities and adjustments have been made using this data. This is the single-most comprehensive and effective form of assessment that Residence Life and Housing has utilized to inform best practice and student satisfaction. The data from this survey is also shared with campus partners such as BSU Dining, Facilities Management, the BSU Police, ResNet and others.

In addition to this survey, SAEM uses data from the development of key performance indicators (KPIs), weekly enrollment and housing data reports, Student Athlete End of Season Surveys, Community Standards Survey, and Orientation Program and Transfer Welcome Evaluations, among others to assess and evaluate its programs and offerings. In October 2020, The JED Foundation – an external entity contracted to assist with Mental Health review and implementation on campus – distributed a needs assessment of Counseling and overall Mental Health Services on campus. A subsequent student focus group asking about services on campus was added to the information gathered and led to the development of a new JED [strategic plan](#) for BSU.

Though SAEM has continued its planning and evaluation work, it is important to note that over 50% of divisional leaders are new to their role since 2017. While dramatic changes such as these present significant challenges, the infusion of new leadership has also provided an opportunity to re-energize the division and re-focus strategic planning and implementation efforts. For example, SAEM leadership will reignite internal departmental Council for the Advancement of Standards in Higher Education standards reviews with external peer reviews. In addition, BSU's more recent focus on retention data and efforts has shifted SAEM's attention from learning goals and outcomes assessment to the development of retention-focused activities and programs.

## Evaluation of Student Success & Equity

Since the last NEASC accreditation, in alignment with the new strategic plan, the Division of Student Success and Diversity was established in 2015. As one of its earliest initiatives, the division created a student-led [definition of student success](#) that includes student success metrics that help to measure the diverse definition of what it means to be a successful student and graduate of BSU. At the same time, the University has also developed key infrastructures for developing equity-oriented data collection methods, and can now measure success metrics like GPA, retention, and graduation rates of a variety of sub-populations of students, including intersectional analyses by race, sex, low-income, first-generation, LGBTQ+, and veteran status. This disaggregated data allows the University to better understand what groups of students experience success at the highest rates and which groups may need additional support and resources. The University Data Streams, Tableau, the DHE Data Center, and the use of predictive analytics afforded the institution a variety of new metrics to gauge the performance, success, and experiences of our increasingly diverse student population. These metrics and tools constitute a considerably more sophisticated and committed approach to data-informed decision-making at the macro level than at any point in the University's history.

As previously mentioned, in 2018 the Office of Institutional Research developed an in-house predictive analytics model that uses a variety of incoming student-level metrics to predict the probability that a student will retain to their second semester and second year at BSU. This data is shared with student success navigators and academic advisors through the newly developed Advancing Care Coordination, Equity and Student Success (ACCESS) tool. The predictive analytics metrics and the ACCESS tool allow navigators and advisors to provide customized outreach and support to students with low probability of retaining as well as any student who is referred to these offices with specific academic, financial, or other support needs with the goal of increasing student retention and graduation rates.

The University knows that equity gaps exist in retention and graduation rates for various groups of students, including students of color and low-income students. Based on this data, the university has established groups charged with addressing inequities in educational outcomes. In 2014 BSU founded the [Leading for Change Diversity Consortium](#) to provide a data-informed learning community focused on educational equity. In 2018 in view of the persistent nature of racial educational equity gaps, the focus of the group shifted to emphasize racial equity, with the group rebranding itself the Racial Equity and Justice Institute. BSU continues to lead and participate in this 30-campus consortium. BSU has a range of exemplars of educational equity practices. BSU's Racial Equity and Justice team is comprised of over 40 individuals from across campus who work together to identify, implement and assess interventions intended to help eliminate BSU's racial educational equity gaps; the group's [goals](#) and progress reports for AY 22-23 demonstrates the progress being made. The Division of Student Success and Diversity leads the [BSU Summer Bears Program](#) that provides curricular and co-curricular support to incoming students with a lower high school GPA. Assessment efforts indicate this program supports the retention of all participants, relative to like peers that do not participate, but has an especially potent retention impact for students of color who participate in the program. The Bartlett College of Science and Mathematics and Ricciardi College of Business have equity data and action planning groups exploring ways to make equity-oriented data actionable in the colleges in order to advance equity. In addition, readily available access to student data has allowed faculty and staff to apply for, and receive, grants aimed at student success and retention.

Examples of these grants include:

- T. Kling, Bartlett College of Science and Mathematics, NSF, Students Engaging in Scientific and Mathematical Interdisciplinary Collaborations (SEISMIC), \$1,000,000 (2017)
- N. Glen, College of Education and Health Sciences, NSF, Preparing Elementary Teachers for STEM-EL, \$300,000 (2020)
- S. Gentlewarrior, Student Diversity and Success, Lumina Foundation, Lumina Foundation's Equity Imperative, \$100,000 (2020)
- S. Gentlewarrior, Student Success and Diversity, Department of Higher Education Racial Equity Innovation Fund, \$150,000 (2021)
- R. Miller, Office of Undergraduate Studies, Designing Year 1 at BSU, \$44,604, (2018)

In addition, due to the challenges of going fully remote in spring 2020, the Student Academic Engagement Initiative (SAEI) was established as a faculty-referral and follow-up process aimed to support students who appeared to be struggling in their courses. Since spring 2020, each week during the fall and spring semesters an email is sent to BSU faculty members asking them to fill out a report on any student they may be concerned about. Once a report is filed, a student success navigator contacts the student to offer resources like mental health care, academic support, retention scholarships, or CARES Act funds depending on each individual student's needs. Likely in part due to the predictive analytics, ACCESS, and SAEI outreach, and despite challenges associated with the pandemic, the first to second semester retention rate for the 2020 first-time full-time entering cohort was nearly two percentage points higher than the pre-pandemic 2019 cohort.

The University has also made great strides in the past 10 years in terms of efforts and evaluation of equity, and in particular, racial equity on campus. Typically, every three years BSU conducts a [Campus Climate Survey](#) of students, faculty and staff. The results of the most recent survey in 2018 indicated that staff of color were less satisfied with their overall experience at BSU compared to their white peers (66% satisfied vs 82% satisfied). In addition, while students of color indicated that they feel welcome at BSU at similar rates as white students, anecdotal evidence of racial bias and the desire for more information about the experiences of students of color led to a student of color focus group project in the fall of 2019.

In early June 2020, in response to the death of George Floyd, BSU hosted two Community Forums on Racial Justice Bridgewater State University, after which students called on the University to play a more active role in advancing racial justice. This led to the creation of a special [Presidential Task Force on Racial Justice](#), with six subcommittees: Curricula and Co-Curricula; BSU Workforce; Education, Training, and Continued Learning Opportunities for Faculty, Staff, and Students; Investing in and Supporting Students; Police and Public Safety; and Creating a Place for Ongoing Support, Problem Solving, Reporting Resolution, and Response. The [final task force report](#) is guiding campus-wide efforts at the institution coordinated by the Provost who has also assumed the role of Executive Vice President; coordinating the racial justice implementation work is key to the EVP's portfolio.

While these efforts and initiatives have established BSU as a leader in student success and equity work, there are still ways that BSU can improve. Enhanced data infrastructures, analytics, and visualization tools have helped the university analyze and share data more quickly and with wider audiences, however, disaggregated data by department and program should be more accessible to and more widely shared with faculty, staff and students. In addition, data disaggregated by racial categories rather than aggregated together for persons of color will aid in racial equity efforts for students, faculty and staff. The institution has administered its own Campus Climate Survey every three years since 2010. Based on changes in issues of racial equity as well as racial equity research and efforts in the past decade, the University is planning to update the survey or adopt a nationally normed survey to allow for peer comparison.

### *Projections*

#### **Academic Programs**

- Core Assessment aims at providing useful data to share with academic programs for continuous improvement of targeted core skills resulting from the Core Assessment Project conducted in 2022.
- Increased collaboration with offices that support student success, e.g., [Institutional Research](#), the [Office of Assessment](#), the [Center for Transformative Learning](#), and the [Office of Teaching and Learning](#), Faculty responsible for assessment work within academic departments would benefit greatly from increased collaboration with these offices, and in particular, having better access to data related to student learning relative to the degree program.

#### **Student Affairs and Enrollment Management**

- Strategic Enrollment Planning (SEP) work is ongoing. This plan will inform institutional and divisional efforts to admit, enroll, retain, and graduate an increasing number of students in the next five to 10 years.
- SAEM leadership will reignite internal departmental Council for the Advancement of Standards in Higher Education standards review with external peer reviews for continuous improvement purposes.
- The division will further mesh the established divisional student learning outcomes with institutional retention initiatives and systematically collect data to evaluate the success of those initiatives.

#### **Student Success and Equity**

- As part of the Strategic Enrollment Planning work, new cross-divisional student success and retention initiatives will continue to be established, implemented, and assessed.
- Additional equity-oriented data reports and dashboards in Tableau have been and will continue to be developed by IR and shared with colleges, departments, and faculty. Reports disaggregate data by colleges and departments and provide breakouts by racial categories for students, faculty and staff. In addition to the ongoing work of the Equity Data Group within the Bartlett College of Science and Mathematics and Ricciardi College of Business, the faculty Equity Fellows program piloted in AY22-23 will continue and help support dissemination and use of the equity data to establish student success initiatives in colleges and academic departments.

Standard 2: Planning and Evaluation

PLANNING		Year approved by governing board	Effective Dates	Website location
<b>Strategic Plans</b>				
Immediately prior Strategic Plan		2009		Currently not available online
Current Strategic Plan		2018	2017-2027	<a href="https://www.bridgew.edu/sites/bridgew/files/BSU-Institutional-Strategic-Plan-01_15_18_0.pdf">https://www.bridgew.edu/sites/bridgew/files/BSU-Institutional-Strategic-Plan-01_15_18_0.pdf</a>
Next Strategic Plan				
<b>Other institution-wide plans*</b>				
Master plan				<a href="https://studentbridgew.sharepoint.com/sites/AcademicAffairs/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FACademicAffairs%2FShared%20Documents%2FOffice%20of%20the%20Provost%20SharePoint%20Academic%20Affairs%20Strategic%20Plan%20%2D%20October%202018%2Epdf&amp;parent=%2Fsites%2FACademicAffairs%2FShared%20Documents%2FOffice%20of%20the%20Provost%20SharePoint">https://studentbridgew.sharepoint.com/sites/AcademicAffairs/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FACademicAffairs%2FShared%20Documents%2FOffice%20of%20the%20Provost%20SharePoint%20Academic%20Affairs%20Strategic%20Plan%20%2D%20October%202018%2Epdf&amp;parent=%2Fsites%2FACademicAffairs%2FShared%20Documents%2FOffice%20of%20the%20Provost%20SharePoint</a>
Academic plan		2018		
Financial plan				
Technology plan		2020		<a href="https://studentbridgew.sharepoint.com/sites/IT/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder%2FStrategic%20Planning%20%2D%20IT%20Strategic%20Plan%202020%2Epdf&amp;parent=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder">https://studentbridgew.sharepoint.com/sites/IT/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder%2FStrategic%20Planning%20%2D%20IT%20Strategic%20Plan%202020%2Epdf&amp;parent=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder</a>
Enrollment plan				
Development plan				
<b>Plans for major units (e.g., departments, library)*</b>				
IT Department Strategic Plans				<a href="https://studentbridgew.sharepoint.com/sites/IT/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder%2FStrategic%20Planning%20%2D%20IT%20Strategic%20Plan%202020%2Epdf&amp;parent=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder">https://studentbridgew.sharepoint.com/sites/IT/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder%2FStrategic%20Planning%20%2D%20IT%20Strategic%20Plan%202020%2Epdf&amp;parent=%2Fsites%2FIT%2FShared%20Documents%2FIT%20Main%20Site%20Document%20Folder</a>
Student Affairs & Enrollment Management				<a href="#">Student Affairs and Enrollment Management (SAEM) - Divisional Strategic Plan ud</a>
BSU's Definition of Student Success				<a href="https://studentbridgew.sharepoint.com/sites/StudentSuccessAndDiversity/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FStudentSuccessAndDiversity%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FStudentSuccessAndDiversity%2FShared%20Documents">https://studentbridgew.sharepoint.com/sites/StudentSuccessAndDiversity/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FStudentSuccessAndDiversity%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FStudentSuccessAndDiversity%2FShared%20Documents</a>

EVALUATION		Website location
<b>Academic program review</b>		
Program review system (colleges and departments). System last updated:		<a href="https://studentbridgew.sharepoint.com/sites/AcademicPlanning/SitePages/Academic-Program-Review.aspx">https://studentbridgew.sharepoint.com/sites/AcademicPlanning/SitePages/Academic-Program-Review.aspx</a>
Program review schedule (e.g., every 5 years)		Every 5 years
Sample program review reports (name of unit or program)*		
<b>System to review other functions and units</b>		
Program review schedule (every X years or website location of schedule)		
Sample program review reports (name of unit or program)*		
<b>Other significant institutional studies (Name and web location)*</b>		<b>Date</b>
NSSIE:	<a href="https://studentbridgew.sharepoint.com/sites/IR/SitePages/NSSIE.aspx">https://studentbridgew.sharepoint.com/sites/IR/SitePages/NSSIE.aspx</a>	2020
BCSSE:	<a href="http://www.bridgew.edu/sites/IR/SiteAssets/SitePages/Institutional-Research-Reports/2639718001BCSSE2">http://www.bridgew.edu/sites/IR/SiteAssets/SitePages/Institutional-Research-Reports/2639718001BCSSE2</a>	Annually
Graduating Senior Survey:	<a href="https://studentbridgew.sharepoint.com/sites/IR/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FIR%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FIR%2FShared%20Documents">https://studentbridgew.sharepoint.com/sites/IR/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FIR%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FIR%2FShared%20Documents</a>	Annually
Alumni Survey:	Copy in electronic reading room	2017
BSU Exit Survey:	<a href="https://studentbridgew.sharepoint.com/sites/IR/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FIR%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FIR%2FShared%20Documents">https://studentbridgew.sharepoint.com/sites/IR/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FIR%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FIR%2FShared%20Documents</a>	Annually
Campus Climate Survey:	<a href="https://studentbridgew.sharepoint.com/sites/IR/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FIR%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FIR%2FShared%20Documents">https://studentbridgew.sharepoint.com/sites/IR/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FIR%2FShared%20Documents%2F2017%20Student%20Success%20Definition%5F%2Epdf&amp;parent=%2Fsites%2FIR%2FShared%20Documents</a>	2018
Core Assessment Project:	<a href="https://studentbridgew.sharepoint.com/sites/Assessment/SitePages/Core-Assessment-Project-2022.aspx">https://studentbridgew.sharepoint.com/sites/Assessment/SitePages/Core-Assessment-Project-2022.aspx</a>	2016
Quality Project:	<a href="https://studentbridgew.sharepoint.com/sites/Assessment/SitePages/Quality-Project(1).aspx">https://studentbridgew.sharepoint.com/sites/Assessment/SitePages/Quality-Project(1).aspx</a>	Annually

\*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

## Standard 3: Organization and Governance

### Overview

Bridgewater State University remains committed to the concept of shared governance, which facilitates the expression of the multitude of diverse voices that the institution employs, educates and represents. Students, faculty and librarians, staff, administration, and the public all have important “seats at the table” at various organizational and governance bodies.

Since the 2012 accreditation, Bridgewater State University has made significant changes to its organizational structure to reflect the evolving needs of higher education. These changes, outlined in more detail below, have allowed the university to provide educational services to post-traditional learners, engage in important educational goals in achieving social justice, improve the University’s commitment to diversity, improve internal and external communication and transparency, and enhance the use of the University’s talent.

As the chief executive officer, the university president is responsible for day-to-day operations as well as long-term managerial planning and is assisted by the Cabinet of Vice Presidents, consisting of 10 members, including the Executive Vice President and Provost; Vice President of Student Success and Diversity; Chief of Staff/Vice President for Planning and Strategy; Vice President for Student Affairs and Enrollment Management; Vice President of Human Resources and Talent Management; Vice President for Outreach and Engagement; Vice President for Marketing and Communications; Vice President for Finance/Chief Financial Officer; Vice President for Operations; and Vice President for Information Technology/Chief Information Officer.

Decision making at the university is open and transparent with easily accessible documentation and adheres to all state and federal laws governing the public’s ability to access information.

### Governing Board

#### *Description*

Massachusetts Board of Higher Education: The Massachusetts Department of Higher Education (DHE) has statutory responsibility as specified under [Chapter 15A, Section 7](#) of the General Laws of Massachusetts for defining the mission of the Commonwealth’s system of public higher education and coordinating its work. The university also works closely with other critical state agencies such as the [Division of Capital Asset Management and Maintenance \(DCAMM\)](#) for the construction and maintenance of new academic and administrative facilities, and the [Massachusetts State College Building Authority \(MSCBA\)](#) for the construction and maintenance of residence halls and affiliated student life venues.

Board of Trustees: The University’s Board of Trustees is established, authorized, prescribed, and permitted by the laws of the Commonwealth of Massachusetts. The Board consists of three elected officers (Chairperson, Vice Chairperson and Secretary), whose responsibilities are outlined in [Bylaws](#) of the Board.

The [Board of Trustees](#) consist of three elected officers and currently consists of 11 members who collectively ensure that the university adheres to its public mission and retains all authority not otherwise delegated to the president. One seat on the board is reserved for a student member, who is nominated by the student body, and a second seat is reserved for an alumnus/alumna, who is selected by the Alumni Association. The other nine members are appointed by the governor. The university President and Board of Trustees put forth their recommendations for reappointment and to fill a vacant seat. The Governor may appoint a nominee or a person of their own choosing. Currently, three of the members of the Board of Trustees are alumni. Four of the Board’s members identify “business” as their area of expertise, two identify “accounting/finance,” two as “government/public policy,” one in “marketing,” one in “law,” and one in “education.”



### *Appraisal*

Bridgewater State University fully collaborates with the DHE and is fully compliant with required guidelines and mandates. The Board of Trustees largely works independently from direct DHE oversight. The university President and Board of Trustees put forth recommendations for reappointments and two nominations to fill each vacant seat. The information is then reviewed by a nominating committee through the Director of Boards and Commissions in the Governor's office. A committee meets to review those nominations and a background check is completed on each nominee seeking appointment. The governor may appoint a recommended member or may appoint a person of their choosing.

The Executive Committee includes all three elected members and other Board members as the chairperson may designate. The Executive Committee reviews and considers all issues and proposals and makes recommendations to the Board. The Nominating Committee nominates candidates as officers for the Board of Trustees. The Board has adopted a number of new training efforts on state ethics law mandated by the Massachusetts Board of Higher Education.

The Board of Trustees offer oversight of the university through the work of its standing committees. There are 12 standing committees of the Board of Trustees: (1) Executive Committee; (2) Nominating Committee; (3) Finance and Operations Committee; (4) Academic and Student Affairs Committee; (5) Alumni and Development Committee; (6) Audit Committee; (7) Honorary Degree Advisory Committee; (8) External Relations Committee; (9) Student Success and Diversity Committee; (10) Presidential Review and Compensation Committee; (11) University Safety and Security Committee; and (12) Racial Justice and Equity Committee. The specific function and responsibilities of each standing committee is clearly stated in Article 3 of [The Board of Trustees Bylaws](#). Also as stated in Article 3, Section 1 of the Bylaws, "The Board of Trustees may from time to time constitute any one or more additional standing committees and charge each of them with such responsibilities (other than responsibilities conferred on the Executive Committee and on the Nomination Committee) as it deems appropriate."

Article 1, Section 2 of the Bylaws of The Board of Trustees explicitly states that "The Board of Trustees delegates all discretionary duties, powers and responsibilities not explicitly retained by the Board through its Bylaws, or those limited by Article I, Section 1 of said Bylaws, to the President of the University and the Administration."

## **Internal Governance**

### **President's Division**

#### *Description*

The President's division has undergone significant organizational change since 2012 to meet the evolving needs of the university and support its commitment to student success and operational efficiency. The University created four new vice president positions on Student Success and Diversity; Marketing and Communications; Operations; and Planning and Strategy. The Vice President of Student Affairs has been renamed the Vice President of Student Affairs and Enrollment Management; the Vice President of Administration and Finance has been changed to the Vice President of Finance; the Vice President of External Affairs has changed to the Vice President of Outreach and Engagement; the Chief Information Officer has changed to the Vice President of Information and Technology and Chief Information Officer, and the Associate Vice President of Human Resources has been elevated and renamed to the Vice President of Human Resources and Talent Management. These changes have collectively resulted in flattening the President's Division and improving communications across the divisions.

### *Appraisal*

Restructuring the President's Division was part of the President's priority of elevating diversity in administrative leadership and institutional focus. Furthermore, splitting Finance and Operations was a response to the required technical expertise needed in these fields and the increasing importance of these resources. With declining numbers in "traditional-aged" student population, marketing the university is crucial for maintaining enrollment by recruiting outside the traditional college student demographic. The restructuring also improves internal and external communication. Talent management was included in Human Resources to ensure our existing employees were provided opportunities for growth and development and that the university was strategic in managing positions and aligning staffing with the strategic plan.

## **Academic Affairs Division**

### *Description*

The Executive Vice President and Provost oversees all undergraduate and graduate academics and the work of the four academic colleges as well as the College of Continuing Studies, the College of Graduate Studies and the Maxwell Library. The College of Humanities and Social Sciences includes the departments of Anthropology; Art and Art History; Communication Studies; Criminal Justice; Dance; Economics; English; History; Music; Philosophy; Political Science; Psychology; Social Work; Sociology; Global Languages and Literature; and Theatre. The Bartlett College of Science and Mathematics includes the departments of Biological Sciences; Chemical Sciences; Computer Science; Geological Sciences; Geography; Mathematics, and Physics. The College of Education and Health Sciences includes the departments of Communication Sciences and Disorders; Counselor Education; Elementary and Early Childhood Education; Health and Kinesiology; Secondary Education and Educational Leadership; Special Education; and the Teaching English to Speakers of Other Languages. The Louis M. Ricciardi College of Business includes the Departments of Accounting and Finance; Aviation Science; and Management and Marketing. The Dean of the College of Graduate Studies oversees graduate degree programs and course offerings across the four academic colleges. The Dean of the College of Continuing Studies oversees part-time bachelor's degree completion programs offered in the evening and online, as well as undergraduate certificate and non-credit professional development programs.

Department chairs are recommended by majority vote of the full-time faculty in their departments and are appointed by the President to serve three-year terms ([Article VI, Section B](#)). A department chair may serve up to three consecutive three-year terms. Department chairs evaluate faculty in their departments for reappointment, tenure, promotion, and post-tenure review; administer budgets; draft course schedules; and provide leadership for program development, program review and accreditation initiatives.

### *Appraisal*

The Provost meets weekly with the deans, Senior Associate Provost, Vice Provost and Assistant Provosts, who serve as an academic leadership team known as the Provost's Council. Twice a semester, the Senior Associate Provost meets with an extended academic leadership council, the Academic Council, comprised of members of the executive directors, assistant deans, and directors of academic administrative departments. The Provost and Vice Provost also hold two workshops each term with the department chairs. This structure ensures coordinated decision-making within the Division of Academic Affairs.

The Academic Affairs Division has developed to respond to new demands in higher education. The Institute for Social Justice has been renamed the [Martin Richard Institute for Social Justice \(MRISJ\)](#) and has been relocated to the Division of Outreach and Engagement. A faculty associate in the MRISJ provides a connection between the work of the Institute and the Division of Academic Affairs. This connection has allowed the university to better integrate its campaign for social justice with the academics of the university.

The university has also expanded its engagement in global affairs through the work of the [Minnock Institute for Global Engagement](#), and the [Institute for Cape Verdean Studies](#).

During the COVID-19 crisis, the Provost approved a delay of academic program reviews in accordance with recommendations from the state and across higher education. The [program review schedule](#) has been adjusted to allow for the continuation of robust reviews beginning in the 2021–2022 academic year.

## **Collective Bargaining Contractual Governance Committees & Decision-Making Processes**

### *Description*

The governance structure set by the [MSCA-BHE collective bargaining agreement](#) facilitates and ensures ground-up academic decision-making, giving the primary authority for academic planning, programming, and amendment to the internal university governance structure. As such, faculty retain the primary voice for academic integrity at BSU, in cooperation with administrative representatives on those committees, and subject to final approval by the Executive Vice President and Provost and the university President.

The MSCA faculty/librarian Day Contract commits the university to faculty/librarian leadership in academic programs. The contract states, “In recognition of the fact that the faculty and librarians have fundamental and unique responsibilities in matters affecting the academic well-being of the several State Universities, the parties hereby agree to establish a firm basis for the professional role of faculty and librarians in the decision-making process.” The contract further states, “It is therefore fitting that such unit members assume a primary role in academic decision-making at the several State Universities in accordance with the terms of this Agreement.”

The MSCA Day Contract outlines the governance process for course and program development at both the undergraduate and graduate level, as well as continuing education. It is accessible via Academic Affairs and the [MSCA union’s website](#). Each of the governance committees at the university are staffed via a democratic process in which faculty/librarians nominate their own representatives. This process is handled wholly by the MSCA union completely independent of administrative oversight and thus provides the highest level of independence of the faculty/librarian voice. The MSCA chapter executive, which is an elected body of representatives, takes those nominations and selects members to the various governance bodies to ensure appropriate distribution of governance representation from the various colleges as well as providing opportunity for all ranks of faculty and librarian participation.

Prior to the start of an academic year, the Executive Vice President and Provost recommends administrators to serve on various governance committees for a period of one academic year. Administrators may accept or decline this opportunity.

At the start of every academic year, the university President, Executive Vice President and Provost, and the MSCA Bridgewater Chapter President meets with each governance committee to review their responsibilities and the charge the committee with its duties. This process ensures that every member is familiar with the appropriate documents and rules and can seek clarification of those charges.

The [All-University Committee \(AUC\)](#) consists of eight members of the faculty/librarians, three student representatives, and three administrators. The Curriculum Committee consists of 16 members of the faculty/librarians, three student representatives, and three administrators. The Academic Policies Committee (APC) consists of 16 members of the faculty/librarians (at least one of which must be a librarian), three student representatives, and three administrators. The Student Affairs Committee (SAC) consists of five faculty/librarians, nine student representatives, and five administrators. The Graduate Education Council (GEC) consists of three administrators, 10 members of the graduate faculty, and one student representative.

The AUC is “the primary agency for coordinating and implementing” university-wide participation in decision making. The AUC receives all proposals from university members, in coordination with a Registrar’s Office representative, and refers the proposals to the appropriate standing committees, or, if necessary, to an established ad hoc committee. All recommendations from such standing and ad hoc committees are returned to the AUC for further deliberations and then transmitted to the Executive Vice President and Provost and the President for final approval.

The Curriculum Committee handles “the general coordination and improvement of the University’s academic program,” including changes to existing courses and programs, general educational requirements, and new majors and courses. The APC handles any recommendations regarding the academic calendar, academic standards, standards for admission to the university, policies governing selective retention, educational services that the University should render to the local community, and library services. The Student Affairs Committee receives recommendations related to the needs of the student population, student activities, and student participation in the cultural and social activities of the University. The GEC reviews proposals and recommendations related changes to existing graduate courses and programs, the establishment of new graduate courses and programs, and the establishment of new graduate academic policies, as well as criteria for the designation of graduate faculty. The GEC also hears appeals from graduate students.

### *Appraisal*

The concept of shared governance is at the heart of the success of the governance system at the University. The MSCA Day Contract clearly identifies the centrality of faculty/librarian leadership in the academic endeavors of the University. Failure to adhere to this core philosophy can be arbitrated through the contractual grievance process first at the informal, on-campus level, and then, if necessary, formally through third-party arbitration or mediation. The Executive Committee of the Bridgewater Chapter of MSCA remains actively committed to ensuring a diversity of voices in faculty/librarian representation through the nomination and selection process. This membership of the Executive Committee as well as the Chapter President are elected by the faculty/librarian at-large.

The university has been involved in an ongoing conversation about the core curriculum, led mainly by the Core Curriculum Steering Committee (CCSC). This committee, established by university governance, is comprised on administrative representatives as designated in the Core document as well as faculty representatives selected via an MSCA union call. A major proposal to revamp the core curriculum failed to pass governance during the 2018–2019 academic year. Conversations regarding revision of the existing core curriculum continue in the CCSC.

## **Student Governance**

### *Description*

The university has taken steps to improve student participation in the decision-making process. At the center of this is the [Student Government Association \(SGA\)](#), which identifies itself as “a student body dedicated to serving the collective interests of the Bridgewater State University community, preparing the community for effective living in a democratic society, advocating for the students’ rights and needs, and encouraging self-reliance in the Association’s search for truth and justice.” SGA specifically identifies as one of its main missions to “provide the means whereby the members of the Student Body may express themselves effectively in the programs of the university, which directly affect their intellectual, social, economic, physical, and spiritual welfare.”

Senators from SGA are listed as standing members of Academic Governance Committees (APC, the Curriculum Committee, and AUC) as outlined above. This is re-affirmed regularly through a referendum during SGA elections voted on by undergraduate students. Senators are appointed to each committee at the beginning of the academic year.

The SGA also advocates for student membership to be included in any additional campus committee or taskforce that will have direct impact on the student experience. This includes committees such as the Bookstore Committee, Dining Committee, Traffic and Parking Committee, Space Committee, Safety Committee, and others.

The SGA President has a guaranteed seat on the Student Advisory Board within the purview of the Vice President for Student Affairs and Enrollment Management, providing an opportunity for the SGA to communicate directly with the President's Division via this vice president.

### *Appraisal*

The SGA has taken proactive steps to be more involved in decision making process beyond the requirements specifically outlined in the MSCA Day Contract. For example, the SGA, with support from the Vice President for Student Affairs and Enrollment Management, moved to change the name of the Rondileau Campus Center to the Rondileau Student Union to better reflect the purpose of that space as student-centered.

The SGA has been particularly proactive during the immediate crises of racial justice and the global pandemic. For example, they have advocated on behalf of the implementation of a pass/no pass grading policy to address students' high anxiety of academic success during new educational experiences of virtual and hybrid course delivery. They have worked with the administration to provide student feedback regarding other COVID policies and procedures as well as marketing the [Bear Paw Pact](#) to ensure a safe campus. With regard to racial justice, SGA has engaged in the community conversations regarding the experience of our African, Latinx, Asian, and Native American (ALANA) students and have begun the process of reviewing their own internal policies that may have resulted in inequities. The Student Government Association has active seats on the Presidential Task Force on Racial Justice and the university Mental Health Task Force.

The SGA also engages in regular reviews much like the academic departments and programs at the university. These reviews have included Fraternity and Sorority Advising Programs (2014), Campus Activities Programs (2015), and College Union (2016).

SGA representatives have served on university-wide search committees, including the director of Financial Aid, the Assistant Dean of Students, the Executive Director of the Wellness Center, the directors of the Resident Halls, as well as various leadership roles in the Center for Student Engagement.

## **Internal Governance**

### *Projection*

Academic Organization: To continually reflect on the academic structure and organization of the university, the university has taken steps to enhance and systematize the academic assessment process. Academic programs will continue to complete internal or external program reviews and the Provost will recommend to the appropriate governance structures, based on program review recommendations and other data-based decision-making resources, whether additional changes to the academic structure are needed to advance the University's mission and achieve its strategic goals. BSU embraces best practices in academic program review and evaluation of academic programs with specific attention to educational outcomes, student learning, and balancing efficiencies in resource allocation.

Governance: The university will continue its existing internal governance structure as established by the MSCA Day Contract. Any disputes related to internal governance will still be arbitrated in accordance with the contract, or through the Employment Relations Committee (ERC) jointly established by the contracting parties. Changes to the internal governance structure can only be proposed via contractual bargaining, which the contracting parties engage in every three years.

Student Governance: The SGA has called for the formation of a Student Union Board of Governors, which will eventually provide insight and influence over the decisions made regarding the Rondileau Student Union. That body will be primarily made up of students and is currently in the process of being created.

**Standard 3: Organization and Governance  
(Board and Internal Governance)**

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	NA
Website location of documentation of relationship	NA

**Governing Board**

	Website location
By-laws	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-of-trustees-bylaws">https://www.bridgew.edu/the-university/board-of-trustees/board-of-trustees-bylaws</a>
Board members' names and affiliations	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-members">https://www.bridgew.edu/the-university/board-of-trustees/board-members</a>

	Website location or document name for meeting minutes
Board committees *	
? Executive Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
Nominating Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
Finance and Operation Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
Academic and Student Affairs Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
University Advancement Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
Audit Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
Honorary Degree Advisory Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
External Affairs Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
Student Success and Diversity Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>
Presidential Review and Compensation Committee	<a href="https://www.bridgew.edu/the-university/board-of-trustees/board-meetings">https://www.bridgew.edu/the-university/board-of-trustees/board-meetings</a>

**Major institutional faculty committees or governance groups\***

	Website location or document name for meeting minutes
All-University Committee	<a href="https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx">https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx</a>
Curriculum Committee	<a href="https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx">https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx</a>
Academic Policy Committee	<a href="https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx">https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx</a>
Student Affairs Committee	<a href="https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx">https://studentbridgew.sharepoint.com/sites/Governance/SitePages/ALL-UNIVERSITY-COMMITTEE-(AUC).aspx</a>
Graduate Education Council	<a href="https://studentbridgew.sharepoint.com/sites/GEC/SitePages/Home.aspx">https://studentbridgew.sharepoint.com/sites/GEC/SitePages/Home.aspx</a>

**Major institutional student committees or governance groups\***

	Website location or document name for meeting minutes
Student Government Association	<a href="https://engage.bridgew.edu/sqa/past-newsletters/">https://engage.bridgew.edu/sqa/past-newsletters/</a>

**Other major institutional committees or governance groups\***

	Website location or document name for meeting minutes

\*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

**Standard 3: Organization and Governance  
(Locations and Modalities)**

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2020)	(FY 2021)	(FY 2022)
Main campus	Bridgewater, MA, United States	1/1/1840	12,948	12,643	12,643
Other principal campuses	NA				
Branch campuses (US)	NA				
Other instructional locations (US)	Attleboro, MA, United States	9/1/2007	92	0	0
	Cape Cod, MA, United States	1/1/2015	47	0	0
	New Bedford, MA, United States	9/1/2014	0	0	0
	Randolph, MA, United States	1/19/2011	15	0	0
	Taunton, MA, United States	1/1/2017	0	0	0
Branch campuses (overseas)					
Other instructional locations (overseas)					

**Educational modalities**

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY 2020)	(FY 2021)	(FY 2022)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	M.Ed. In Educational Leadership		28	51	51
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	Dual Enrollment		120	173	173
Contractual Arrangements involving the award of credit	American Museum of Natural History	9/1/18	30	29	29

\*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below



## Standard 4: The Academic Program

### *Description*

Bridgewater State University, a flagship university in the Massachusetts State University system, has an ongoing commitment to academic excellence. BSU offers Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Business Administration degrees; we do not offer doctoral or associate degree programs. The university publishes learning goals and requirements for each program in the [Bridgewater State University Catalog](#), and in some cases, through departmental intranet and extranet sites accessed through a [department's link](#). BSU's process of shared governance ensures that only those programs that are designed coherently and meet standards for breadth and depth are approved by the University. Commendable progress has been made in the development and support of online programs and courses through professional development and training.

### *Appraisal*

BSU offers a rich variety of pathways to degrees across all colleges at both the graduate and undergraduate levels which are rigorous, in-depth, and engaging with undergraduate courses following the [Core Curriculum](#). BSU shares and distributes detailed information about program rationales, learning outcomes assessment, and requirements to the university community and to the general public through the [BSU Catalog](#), the [Office of Assessment](#), and individual department intranet pages. New programs are reviewed extensively by governance committees as part of the approval process. All undergraduate and graduate academic degree programs undergo a periodic program review, using either the [BSU Academic Program Review](#) or discipline-specific specialized accreditation standards. Academic programs use the results from program reviews to improve curriculum and instruction and to identify budgetary concerns and resources needed to sustain and support future programmatic growth and innovation. All academic programs submit an annual assessment report by June 1 to their respective College Dean through the [Qualtrics](#) submission system managed by the Office of Assessment. Admission to all undergraduate programs is administered through the [Office of Undergraduate Admission](#). BSU maintains a wealth of faculty-focused services committed to academic program; course; and curriculum design, development and improvement.

### *Projections*

Resources need to be allocated to maintain or improve the quality and coherence of BSU's wide array of academic programs. To increase transparency of program learning outcomes, the [Quality Project](#) reports should be shared on the university public-facing extranet website.

More dedicated resources need to be allocated to handle the increased workload for faculty developing courses for online programs. Given the institution's focus on long-term strategic planning, academic programs need to align their program goals with BSU's institutional strategic goals and Academic Affairs' divisional strategic goals. The Information Technology (IT) Division has hired a new instructional designer position. The IT Division has developed a rationale and the need to hire 3-4 instructional designers over the next five-year period, putting it in alignment with the national average.

## Assuring Academic Quality

### *Description*

Bridgewater State University has an effective system of academic oversight designed to assure the quality of the University's academic programming, by conducting regular, cyclical reviews of its academic programs according to institutional program review guidelines or the guidelines of an external accreditation body. BSU is a teaching-focused regional, comprehensive university. Academic planning and evaluation are central to institutional, divisional and college level strategic planning. Whenever it undertakes a substantive change, BSU applies all its institutional quality assurance mechanisms to the planning and implementation of a new program. The governance process at BSU ensures that when a program is eliminated, or program requirements change, current students enrolled in that program do not encounter any disruptions towards graduation. BSU is committed to investments in licensing technological equipment, applications, and services to support classroom and online teaching environments; and works to maintain service-level agreements with third parties in the reliable delivery and support of these resources. BSU ensures that both undergraduate and graduate students demonstrate collegiate-level skills in the English language through the TOEFL requirements at the time of admission for non-English speaking students.

### *Appraisal*

As outlined in the Academic Affairs organizational flow charts from the [2019–2020 BSU Factbook](#), the Executive Vice President and Provost oversees one Vice Provost, one Senior Associate Provost and three Assistant Provosts who are responsible for the academic support areas. The Provost also oversees six College Deans and the Dean of the Library. Each academic department has a department chair who is elected by the full-time faculty members of that department according to the procedures outlined in Article VI of the [MSCA-BHE Collective Bargaining Agreement](#). Each year since AY 2010–2011, the governance process has received more than 200 proposals for consideration, including minor changes and proposals that were later withdrawn. During the pandemic, the governance process continued to function, with Zoom or Teams. In 2016, governance approved a change to its processes, allowing approved changes to existing programs and policies, implementation of new courses, and implementation of new programs and policies that are signed by the President on or before May 15 to go into effect the following academic year; previously such changes had to be signed by February 28. The university reviews its academic programs on an annual basis and submits reports. Detailed program reviews are conducted [every five years](#), or on a timeline determined by an external accreditor for those programs with external accrediting bodies.

In the 2019–2020 academic year, both annual assessment report requirements and program reviews were disrupted by the impact of the global pandemic. Consequently, only eight programs submitted [2019–2020 annual assessment reports](#) by the June 1, 2020 deadline. University program reviews were postponed for the 2020–2021 academic year and the [program review schedule](#) has been adjusted to complete these over the next several academic years.

The first goal of BSU's 2018 [institutional strategic plan](#) is [Student Success](#), with metrics that include retention rates (2022 goal: 83%), 6-year graduation rates (2022 goal: 63%), 6-year completion rates (2022 goal: 70%), and degrees awarded per academic year (2022 goal: 2500). The institutional goal of student success is reinforced in the Division of [Academic Affairs Strategic Plan](#). In 2019–2020, each college developed their own strategic plans which are aligned with the divisional and institutional strategic plans. In 2019, the university introduced a [new academic program development and approval process](#), mirroring the [Massachusetts BHE's academic program approval process](#). New program proposals begin with a [Letter of Intent](#). The Letter of Intent and full program proposal must pass through university governance before being sent to the Board of Higher Education for final approval. To ensure and demonstrate its capacity to undertake and sustain part-time, accelerated, distance education, and off-campus programs at the undergraduate level and non-credit and professional continuing education programming, the university

established a dedicated, self-sustaining, academic, and administrative area in 2015 -- the [College of Continuing Studies](#) (CCS) -- to oversee those programs. CCS has staff dedicated to program and faculty support. The [College of Graduate Studies](#) (CoGS) oversees and supports programs at the master's and post master's levels. Both the CCS and CoGS are financially self-sustaining and operate under the [BHE/MSCA Division of Graduate and Continuing Education \(DGCE\) collective bargaining agreement](#). At the heart of BSU's assurance of high academic standards for all programs is a "same/same model" that requires online and off-campus programs to strictly adhere to the same governance approved degree or certificate curriculum as the on-campus version of the same program. Undergraduate students enter their academic program under the "BSU Catalog year" of enrollment. Students and their advisors can check the student's progress towards graduation by using [DegreeWorks](#), an online degree audit system. Major changes to programs require both a full governance approval and approval from the university President. The university maintains a [service level agreement](#) (SLA) with Blackboard Inc. for [Software-as-a-Service](#) (SaaS) cloud-hosting of our [Blackboard Learn](#) learning management system (LMS). BSU's [Blackboard Learn system](#) is synced with our [Ellucian Banner Student Information System](#), creating empty course shells for all credit-bearing courses. As BSU shifted to mostly online learning-based courses during the pandemic, Blackboard course adoption rates rose to about 93% since spring 2020. IT resources are available to students, employees, contractors and third parties in support of the University's mission of teaching and learning and to conduct official university business.

Undergraduate and graduate students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam. All undergraduate students must complete or test out of two introductory Core Skills Writing courses. Additional English writing support is provided by the [Academic Achievement Center](#) (AAC) through the peer-led [Writing Studio](#) and the [Second Language Services](#) program. Writing support for graduate students is available through the [Graduate Writing Fellowship \(GWF\) Program](#).

A wide variety of high-impact practices (HIPs) are available to students at BSU and are coordinated through various offices. The [Center for Transformative Learning](#) houses [Undergraduate Research and Creative Scholarship](#) and the [Honors Program](#). First- and second-year students engaged in research may present their work at BSU's [Mid-Year Symposium](#). All undergraduate and graduate students are encouraged to present scholarly work at the annual [Student Arts and Research Symposium](#) (StARS) and to submit manuscripts for publication in the [Undergraduate Review](#) or [Graduate Review](#) journals. The [Internship Program Office](#) assists over 1,000 students each year with obtaining for-credit or non-credit, paid, and voluntary internships. The [Martin Richard Institute for Social Justice](#) helps students build knowledge about social justice and civic engagement by participating in social justice and civics education, community engagement and student leadership opportunities. BSU's [Dr. Edward Minnock Institute for Global Engagement](#) offers myriad options for [Study Abroad](#). BSU students have availed of national fellowships such as the [Fulbright U.S. Student Program](#), [Benjamin A. Gilman International Scholarship Program](#), [Barry Goldwater Scholarship](#), and [Critical Language Scholarship](#).

### *Projections*

BSU must continue to expand its distance education and off-campus offerings. In spring 2022, a new advisory committee was established and is composed of representatives from full and part-time faculty, librarians and representatives from the [Office of Teaching and Learning](#), [Teaching and Technology Center](#), and [the College of Continuing Studies](#). The Committee will provide input into future academic technology institutional priorities to ensure inclusion, diversity and accessibility.

Supporting the development of English language skills through the Academic Achievement Center and through the Core Curriculum must remain a priority for the university. Continuous growth in both curricular and co-curricular HIPs is projected as a tool for persistence and retention.

## Undergraduate Degree Programs

### *Description*

Undergraduate programs are carefully crafted to provide a liberal arts education by introducing students to the broad areas of human knowledge and in-depth mastery of a particular discipline or interdisciplinary area. Clearly stated program rationales are accessible through the university [BSU Catalog](#) and in many departmental websites.

To graduate with a bachelor's degree from BSU, students must earn 120 credits distributed between the [Core Curriculum](#) and a student's major or concentration requirements. Program structure can be broad-based, cross-disciplinary, or multi-disciplinary and follows a progression of courses starting with 100-level, prerequisite courses. The Core Curriculum affords students competencies in written and spoken communication, mathematical, quantitative, and logical reasoning, information literacy, and foundational knowledge in the arts, humanities, natural sciences, and social and behavioral sciences. BSU's [Core Curriculum](#) serves as the educational foundation that all undergraduate students will build upon when completing their program of study. Students who complete the Core Curriculum will learn a significant body of factual knowledge as well as gain an understanding of the intellectual foundations, conceptual frameworks, and methodologies of the major academic disciplines and minors.

### *Appraisal*

In AY 2021-2022 the university offered a total of 52 undergraduate degree programs through four colleges. Since 2017, BSU added five new programs and 16 new concentrations (see [BSU Catalog](#) and [New Programs and Renamed Programs](#) section of [BSU Catalog Archives](#), 2017-2021). A newly renamed BS in Exercise Physiology program, revised in response to increasing demand for health fitness professionals, was offered in fall 2021. In AY 2020-2021, the university launched its first engineering program, [BS Photonics and Optical Engineering](#), designed to prepare students for the rapidly growing field of integrated photonics and is offered by the Department of Physics.

Degree program rationale, learning outcomes, grade requirements, and course requirements, including required cognates and elective courses, are easily accessible to current and potential students through the [BSU Catalog](#). Some departments also publish their program rationale and requirements in departmental websites and through departmental advising documents accessible only to students in the program.

The University's requirements for both the Core Curriculum and individual majors are consistent with other state universities in the Commonwealth. [Faculty surveys](#) conducted in 2017 during the Core Curriculum revision effort supported the idea of a strong program of general education and having the same basic set of general education for all students. Recent work by the Core Curriculum Steering Committee demonstrated strong faculty support for the development of student's basic skills, a solid foundation in the traditional liberal arts fields, and personal growth in racial and social justice and global understanding.

Licensure and [accredited programs](#) (see [NECHE E-Series forms](#)) work with their external agencies to ensure that they meet the expected program requirements. Programs without external accrediting bodies work with their professional societies to align student learning outcomes and requirements with current field expectations. Recent revision to the [Communication Studies](#), [History](#), [Psychology](#), and [English](#) majors demonstrate important changes made to liberal arts programs based on changing national standards, program assessment, and [BSU Academic Program Review](#) self-study requirements.

Requirements for several credit intensive programs, notably the [Photonics and Optical Engineering](#), [Professional Chemistry](#) and [Public Health](#) majors, reflect national standards with highly structured requirements that do not allow students much room for free elective credit. However, even in these programs, students have a wide choice of [Core Curriculum](#) courses that that will allow them to explore areas outside of their major.

The strength of BSU's undergraduate programs has earned national recognitions. According to the [2020 Best Colleges Grad Reports](#), BSU ranked #6 in the U.S. among Best Colleges for Chemistry based on the median salary of students one year after graduation. The year prior, BSU received the [2019 Campus-Wide Award for Undergraduate Research Accomplishments](#) from by the Council on Undergraduate Research for its exceptional undergraduate research, scholarshi, and creative activity programs. BSU is also named [one of the top Fulbright-producing institutions](#) based on 2018-2019 [data](#) provided by the U.S. Department of State.

Several BSU students have earned prestigious national fellowships, award, and honors in the past five years: (a) two Goldwater scholarships; (b) 1n Fulbright semifinalists; (c) five Fulbright grants (three Study/Research Grants and two English Teaching Assistantships); (d) one Truman scholarship finalist

The university offers over 250 study abroad programs in more than 50 different countries. About 40% of students participate in internships, and 93% of BSU graduates secure jobs or enroll in graduate school within six months to a year after graduation ([A Snapshot of BSU | Bridgewater State University](#)). In the [2017 Alumni Survey](#) administered by the [Office of Institutional Research](#) (OIR), more thar 85% of undergraduate alumni respondents indicated the importance of various knowledge and skills learned at BSU in their life today. Highly rated skills include effective written and oral communication, and critical and analytical thinking. In the pre-pandemic [2018-2019 Graduating Senior Survey](#) respondents rated upper-level courses and high-impact practices aspects of their academic major at or above 80%. Advising has the lowest rating at 60%. The Provost discussed this critical need with all chairs and asked them to share with their faculty at the departmental meetings. As one of the priorities, the Provost allocates additional resources to address it.

Results of the 2015 [Core Assessment Project](#) (CAP), a 5-year collaboration between the Core Curriculum Steering Committee and the Office of Assessment indicate that writing skills introduced early in the Core Curriculum are still present in work produced for Writing Designated in the Major course representing capstone-level courses, whereas improvement is needed in the skills of quantitative reasoning, critical thinking, and information literacy. For additional data on core assessment see the [NECHE E-Series forms](#).

### *Projection*

As the impact of the pandemic on enrollment continues to be felt, the Division of Academic Affairs will need to develop a faculty hiring plan and continued faculty development paired with a holistic advising strategy to assist the academic departments. BSU has faced significant challenges to hiring new faculty including filling vacant positions due to faculty retirements while navigating these changes in student enrollment patterns.

## **General Education**

### *Description*

[BSU's Mission Statement](#) speaks to "Bridgewater's accessible environment of teaching and learning [which] 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." Originating in 2006, the [Core Curriculum](#) is a skills-centered, outcomes-based distribution model of general education that provides students with a selection of courses with flexibility to integrate the requirements of their major with the broader, liberal arts education. Through a selection of courses students gain competencies in written and spoken communication, mathematical, quantitative, and logical reasoning, information literacy, and foundational knowledge in the arts, humanities, natural sciences, and social and behavioral sciences. Cross-disciplinary perspectives are encouraged through well-crafted courses that fulfill more than one requirement. A focus on student engagement and interaction is achieved through low enrollment caps especially in seminar courses

The minimum number of credits required for a major varies by department and ranges from 30 to 88. Distribution of requirements is also dependent on the program, but typically consists of a combination of required courses in the major, cognates, electives, research or capstone courses, and practicum or field experience.

### *Appraisal*

The Core Curriculum is composed of four areas: (1) skills requirement, which include writing, logical reasoning, mathematical reasoning, and spoken communication; (2) core distribution, where students reinforce previously acquired skills to learn about the arts, humanities, natural sciences, and social and behavioral sciences and how to apply quantitative skills; (3) seminars, which include First- and Second-Year Seminars; and (4) requirements in the major. To integrate the Core Curriculum within each major, students complete one Writing Designated Course in their Major and demonstrate information literacy and technology proficiency in their major.

The total number of credits for completing the Core Curriculum varies depending on the student's selection of courses, with some courses fulfilling more than one area thus reducing the minimum number of credits to 37. Most students complete the Core Curriculum in under 52 credits ([CCSC 2011 Report](#)).

The Core Curriculum revision project identified the current Core Curriculum's many strengths. However, some changes in the Core Curriculum requirements seem inevitable. A [May 2021 report by the Racial Justice Taskforce](#) suggests a more substantive transformation is needed to truly meet BSU's Mission and Values and to acknowledge and respect our changing student population. Such a curricular transformation will require discussion and agreement among the faculty following the shared governance processes.

Beginning in 2018, the Core Curriculum Steering Committee began writing and updating student learning outcomes for some areas of the Core Curriculum. As of May 2021, outcomes for the distribution areas (see [AUC document 20/21-35](#)) and quantitative reasoning (see [AUC document 20/21-092](#)) have been revised. Conversational rounds with departmental faculty by CCSC members and faculty surveys administered through Qualtrics were used to integrate faculty voice in the development of these core skills. During the 2021-2022 year, it is anticipated that student learning outcomes for information literacy, the skill areas, global culture, and multiculturalism will also be revised. Communications between Core Curriculum Steering Committee and Core Curriculum faculty, and the availability of course [syllabus templates](#) through the [Teaching and Technology Center](#) have increased the transparency of student learning outcomes.

Requirements in the major are accessible to students through the [BSU Catalog](#), departmental websites, advising materials, and via online DegreeWorks. In degree programs with less than 40 credit requirements, the major is available either as first major or second major in combination with education for the preparation of teachers. Credit intensive majors requiring 70-88 credits include cross-disciplinary programs such as [BS Chemistry with concentration in Biochemistry](#), [BS Health Science, Pre-Physical Therapy Concentration](#), [BS Photonics and Optical Engineering](#), and accelerated double degree programs in education. With some courses in the Core Curriculum fulfilling more than one area, careful planning through departmental advising prevents unnecessary delays in program completion of students in these credit-intensive programs.

### *Projection*

The Core Curriculum Steering Committee has committed to developing a feasible plan to assess speaking skills aligned with disciplinary conventions. This will take a few rounds of piloting over the next two to three years to find a method and structure that works for academic departments and the Office of Assessment will assist with the process.

## The Major or Concentration

### *Description*

In AY 2021–2022, BSU offered 52 undergraduate majors with more than 100 concentrations or degree tracks distributed among four colleges from which students can select. In addition, 69 minor programs were available for students seeking to add a minor. The curriculum structure for each major or concentration follows a sequential progression of courses from introductory to advanced. Introductory courses at the 100-level provide the foundational knowledge and skills for more advanced coursework. Advanced courses afford students to build technical expertise in a specific area of study and sharpening of student skills. Program rationale, learning outcome, and requirements are easily accessible through the [BSU Catalog](#), department intranet site, and advising materials.

### *Appraisal*

The curriculum structure for each major or concentration follows a sequential progression of courses from introductory 100-level courses to intermediate 200- and 300-level courses, with lower-level courses as prerequisites, and advanced, 400-level courses, taken during their junior and/or senior years. Requirements for each major or concentration varies but include required core courses and electives. Many majors are cross-disciplinary or multi-disciplinary in nature and require students to take cognate courses, senior capstone, research, or field experience. Prerequisite checks are done during registration to ensure that students have the necessary foundational knowledge for more advanced courses. Many programs, such as the [BS Chemistry](#) and [BS Management](#), require a minimum grade of C- in prerequisite courses. All programs require a minimum GPA in the major of 2.0 for graduation. Education programs leading to teaching licensure, such as [Early Childhood Education](#), [Elementary Education](#), and [BA Secondary Education](#), require a dual major in another discipline. Successful completion of all requirements in both majors lead to [Massachusetts Initial Teacher Licensure](#). Students in these programs must earn a cumulative 2.8 GPA and successfully pass the Communication and Literacy Skills [Massachusetts Tests for Educator Licensure](#)<sup>®</sup> (MTEL) before formally applying to a professional program through their college. Final requirements for Elementary Education, Early Childhood Education, and Special Education include a professional “block” of courses and full-time as well as half-semester long student teaching experience.

BSU offers two well-designed accelerated double-degree programs that allow program completion in less time compared to completion of two separate programs: [BSE Elementary Education, Double Degree Concentration](#), and [BSE Elementary Education, Dual Licensure Concentration](#) leading to initial licensure in either early education or elementary education, and a MEd leading to a professional license.

Effective academic advising is key to students’ progression in their major or concentration. The [Academic Achievement Center](#) runs a seamless process of first year student advising to ensure that students start the sequence of introductory courses in their discipline. Students in good academic standing are formally assigned a department faculty advisor starting in their second semester to help them navigate through the program requirements until program completion. Students are required to meet with their academic advisor during a two-week advising period before they can register for classes in the upcoming semester. Small departments provide one-on-one advising, including a discussion of various experiential learning opportunities and career advice. Large departments hold group advising sessions.

Since AY 2012–2013, the [Office of Assessment](#) has been charged with assisting faculty to develop clear and articulated program learning outcomes (PLOs) and help programs to increase their transparency of PLOs. Programs with external accreditations have nationally established PLOs. Assessment of student learning of knowledge and skills is achieved through required annual assessment reporting and periodic academic program reviews. As noted in Standard 2, the Office of Assessment staff reviews the assessment reports along with a separate review by the associated college dean using the five dimensions (clarity of outcomes,

transparency of outcome, assessment planning, reporting, and using results for continuous improvement) of the [Quality Project](#) and provides feedback and recommendations to programs. The results of annual assessment reporting are described in Standard 8 and detailed in full in the [NECHE E-Series](#) forms.

For those programs without an external review process, the university requires departments to undergo a comprehensive review of its academic program. For the purposes of program review, indirect assessment typically includes faculty, current student, and alumni surveys to gather perspectives of program effectiveness. Results may lead to programmatic changes (see [NECHE E-Series](#) forms). Surveys administered during the [English department's 2019-2020 program review self-study, for example](#) indicated high satisfaction with academic advising but low satisfaction with availability of electives. Alumni indicated confidence in meeting program learning outcomes and high level of satisfaction with the Honors program, study abroad opportunities, and opportunities for publication, and they would recommend BSU's English program to others. Consequently, English will revisit its program learning outcomes and update its curriculum map as new courses are developed for the program with an eye to the availability of elective course offerings. More than 100 curriculum revisions and other program changes are submitted to [Governance](#) annually for approval with most changes resulting from academic or specialized accreditation reviews, and analysis of annual assessment reports.

### *Projections*

Expand support in the next several academic years to assist departments with heavy advising loads, improve the academic advising experience and enhance student success.

Program learning outcomes assessment must continue to be a priority at BSU as one of the most important metrics of student success in degree programs that align to disciplinary conventions of doing assessment.

## **Graduate Degree Programs**

### *Description*

The College of Graduate Studies (CoGS) offers 70 master's degree options (MA, MS, or MEd), six Educational Specialist (EdS) programs, six post-master's programs, 15 post-baccalaureate programs, and 19 graduate certificate programs. In addition, there are eight early admissions pathway programs (4 +1). The Graduate Programs of Study are clearly stated in the [BSU Catalog](#) and on the [College of Graduate Studies website](#). Program learning outcomes for each graduate program are found on the [NECHE E-Series forms](#) for the CoGS, in the BSU Catalog, the program websites, and on all graduate course [syllabi](#), which are collected each fall, spring, and summer sessions by the CoGS. New graduate programs develop multiyear assessment plans before they are launched. Existing programs go through regular and thorough revision processes [The Division of Graduate and Continuing Education contract](#) stipulates that faculty teaching at the graduate level have appropriate qualifications. All graduate faculty undergo regular appointment and reappointment to graduate faculty status following the process outlined in the union contract. The majority of graduate faculty hold terminal degrees. In some cases, professional achievement allows for the appointment of graduate faculty without a terminal degree. By June 1 of each academic year, the Department of Graduate and Continuing Education (DGCE) chair prepares an annual assessment report. The executive summaries of these annual assessment reports are found on the [Office of Assessment](#) website, and the complete reports are kept on record in each academic department by the department chair or DGCE chair.

Each graduate degree program and graduate certificate has specific admissions requirements. These admissions requirements are developed by the graduate committee in each academic department, vetted through the [Graduate Education Council](#) (GEC), and later approved by the Provost and President of BSU. Subsequent changes to admissions requirements again require program/departmental approval, GEC approval, and Provost and President approval. BSU does not grant doctoral degrees. Most graduate



programs have a professional focus and accept students from a range of undergraduate majors. Over the past two years, the CoGS has undergone a process of regularizing the exit requirements for all graduate programs. It was determined that most graduate programs consider the implementation of one or more exit requirements. Exit requirements include a mix of comprehensive examinations, standardized testing, portfolios, project, or formal theses. Changes to exit requirements of specific programs were proposed by graduate program faculty, passed by the GEC, and approved by the Provost and President. For instance, the [History MAT](#) requires the successful completion of a comprehensive examination and the [Masters of Public Administration](#) program requires students to develop and present a professional portfolio or a master's thesis with an oral defense.

BSU also has graduate certificate programs that are designed primarily for students who hold a bachelor's degree and who need formal preparation for their career goals. Admission is dependent on meeting criteria specific to each program, including minimum GPA, letter of recommendation, resume, essay, and transcript. Courses that are part of the [STEM Graduate Certificate](#) were developed by the American Museum of Natural History but were vetted and approved by Faculty and Dean of the College of Science and Mathematics.

Graduate students at BSU have at least two opportunities to showcase their research endeavors: presentations at the annual [Student Arts and Research Symposium](#) (StARS) and publication in [The Graduate Review](#). Varied data sources provide evidence that students graduating from degree programs in the College of Graduate Studies have acquired the knowledge and skills that are identified as the program's objectives: Programs of Study, [BSU Catalog](#); [NECHE E-Series forms](#); and the annual Graduate Student Experience Survey. Some programs, including [Psychology \(MA\)](#), post data on time to graduation and/or pass rates on standardized tests, as required in their respective industries.

### *Appraisal*

The Graduate Programs of Study are clearly stated in the 2020-2021 [BSU Catalog](#) and on the [College of Graduate Studies Admissions](#) website. Additionally, student learning and/or program outcomes for each graduate program are found on specific links in the [NECHE E-Series forms](#), [BSU Catalog](#), [program websites](#), and on all [graduate course syllabi](#).

New graduate degree programs and graduate certificate programs are being developed. In academic year 2020-2021 alone, two new master's programs, two new certificate programs, and three new concentrations were instituted through [governance](#). These programs are researched and designed by department and graduate curriculum committees; voted on by department faculty; presented and approved at the faculty governance committee, Graduate Education Council; and then approved by the Provost and President of BSU. To launch a new academic program, graduate faculty or those who wish to become graduate faculty start work on the [Quick Idea Form](#). Simultaneous to the launch of the conversations, a request is made through the Senior Associate Provost and Chief Data Officer for a report on potential program viability through [Eduventures](#). Upon completion, the [Quick Idea Form](#) is sent to the Provost for review. If approved, the faculty prepare a [Letter of Intent \(LOI\)](#) form, required by the Board of Higher Education, as well as the [New Program](#) forms and the [New Course](#) forms for review by the GEC. The faculty work with the Director of Graduate Admissions to design appropriate, graduate level admissions criteria. These forms are approved by the Dean of the originating college and the Dean of the College of Graduate Studies before they undergo the process in the GEC. Items that are approved by the GEC go on to the Provost and President for further review. If accepted at this stage, the Provost brings the new program to the College's Board of Trustees. For example, in academic year 2020-2021, two new master's degree programs — an MS in Mathematics and an MA in Public Relations -- were approved through BSU governance and the [BSU](#)

[Board of Trustees](#) (BOT). New programs are then brought to the Massachusetts Board of Higher Education through the staff at the Massachusetts Department of Higher Education for their approval.

Existing programs are reviewed regularly. The graduate faculty appointment process, outlined in the [Graduate Chair Resource Guide](#), aligns with the process of other colleges of graduate studies. The graduate faculty consists of both part-time and full-time faculty. Each graduate degree program and graduate certificate program has specific admissions requirements. These admissions requirements are developed by the graduate committee in each academic department, vetted through the [GEC](#), and later approved by the Provost and President of BSU. When revisions need to be made to the programs or certificate's admissions requirements, these changes again need program/departmental approval, GEC approval, and Provost and President approval. Completed theses are published by the university on [Virtual Commons](#) and must be ready for a wider audience. Students headed for professional work may not find it necessary to write a thesis. A few graduate programs were determined not to need an exit requirement, such as the MBA and the MSA. Graduate students at BSU are enrolled in their programs for one to three years. During those years, students are highly encouraged to take part in both curricular and co-curricular experiences that promote research skills. BSU has roughly 120 graduate assistantships in a typical year.

All graduate students are encouraged to improve their writing, research, and quantitative skills by utilizing the expertise of other students working in the [Graduate Writing Fellow-Graduate Quantitative Fellow](#) program. Graduate students are invited to apply for one of the year's [Graduate Research Assistantship](#) positions. Five graduate research assistantships are offered in a typical year. All graduate assistants are required to complete a research project. They present their research at the annual, all-BSU student research conference, [StARS](#). They also are encouraged to publish their research in [The Graduate Review](#), an annual journal of graduate scholarship and creative work. For the first time, The sixth edition of The Graduate Review will contain pieces from other Massachusetts state university graduate students as well as the work of BSU graduate students. The review contains essays, poems, artwork, and book reviews. Some academic programs hold their own disciplinary specific conferences; English and Criminal Justice did so in the 2020-2021 academic year. Others, like Speech Language Pathology, present capstones in a closed forum for the program only, or in [special regional forums](#), such as in the case of our multidisciplinary collaboration (Physical Education and Speech Language Pathology) with 110 Fitness Wellness Center and area Parkinson's patients.

The College of Graduate Studies offers six postmaster's programs. Each of these programs is designed for students who already hold a master's degree in a related field and seek K-12 teaching or K-12 leadership state licensure. Varied data sources provide evidence that students graduating from graduate programs in the College of Graduate Studies have acquired the knowledge and skills that are identified as the program's objectives. First, each program of study found in the [BSU Catalog](#) describes the required GPA for graduation, capstone experiences, comprehensive examinations, licensure examination, and thesis requirements. The BSU Catalog also outlines the CoGS' [academic standing policy](#). Second, the [NECHE E-Series forms](#) for CoGS describes the measures used by each graduate program to determine that graduates have achieved the stated outcomes for the degree. Third, the annual Graduate Student Experience Survey queries students about their satisfaction regarding all aspects of their graduate program. Finally, graduation data garnered from the College of Graduate Studies indicate that approximately the same number of students graduated from August 2017-May 2018 (457 students), August 2018-May 2019 (458 students).

The process of building and reviewing programs developed by the Provost is working very well. The [Quality Project](#) designed by the Office of Assessment and the College of Graduate Studies Dean are inspiring real changes and updates to academic programs.

The work of vetting graduate faculty is an ongoing process. It is especially important to have a qualified faculty member serving as the DGCE graduate chair of the graduate program, as they play a key role in

recruiting faculty with the proper expertise. When deemed necessary, graduate program chairs work with graduate faculty in the program to revise admissions requirements.

The College of Graduate Studies enrollment is on an upward trend. The increase in number of students being admitted to graduate degree and graduate certificate programs for the 2020–2021 academic year as compared to the number of students being admitted to graduate degree and graduate certificate programs for 2019–2020 is attributable to new program growth and especially strong interest in the Master of Social Work.

The number of theses completed is growing and is accessible through [Master's Theses and Projects](#) link in the Virtual Commons. The Dean, Associate Dean, and Director of Admissions for the College of Graduate Studies will continue to work with academic departments and DGCE Chairs to continue to develop new graduate degree programs and graduate certificate programs.

### *Projection*

While the College of Graduate Studies has done better over time on community building among graduate students, this area of assessment has room for improvement. The dean and the academic directors held several meetings to discuss this strategic issue and will draw up a plan in spring 2022.

## **Transfer Credit**

### *Description*

The university's [Transfer Services Office](#) facilitates articulation agreements, maintains a list of course equivalencies and assists transfer students to navigate through the policies and procedures related to course equivalency and transfer of credit. The [Office of Admission](#) awards transfer credit based on an established faculty-approved equivalency database. Transferred courses from other institutions with BSU equivalencies are stored and maintained in a Banner database that is easily accessible from the [Transfer Services](#) website. Collaborations between Academic Department Chairs, Admissions, Transfer Services, and Registrar's Office ensures that transfer credits and related student learning outcomes are met. BSU partners with feeder schools in southeastern Massachusetts to facilitate the transfer process while maintaining academic quality and integrity. Policies for [graduate transfer credit](#) are articulated in the [Graduate Academic Policies and Procedures](#) section of the BSU Catalog.

### *Appraisal*

The university has an established [Bridgewater Equivalency and Articulation Reporting System \(B.E.A.R.S.\)](#), which is a compilation of the previously approved coursework from hundreds of colleges and universities with BSU equivalencies that can be found on the [Transfer Services website](#). In addition, prospective students have access to BSU's [Transfer Equivalency Self-Service Tool \(T.E.S.S.\)](#) simulation to preview which courses taken at other institutions will transfer towards a degree program at BSU.

BSU faculty reviews, approves, or denies undergraduate transfer credits, and determines appropriate course equivalencies and related student learning outcomes. The [Registrar's Office](#) coordinates pre-admit undergraduate student transfer requests with the faculty and Admissions. Transfer requests at the graduate level are managed through the [Office of Graduate Student Services](#) and reviewed for approval by the CoGS Dean.

Credit transfer barriers have been addressed through BSU's participation in state-wide programs and articulation agreements. Participation in the [Mass Transfer](#) programs provide pathways for general education credit transfers to BSU. Participation in [CONNECT](#) has resulted in further transfer credit agreements with our three regional community colleges partners: Bristol Community College, Cape Cod Community College and Massasoit Community College.

As outlined in the [Academic Policies Section](#) of the BSU Catalog all undergraduate students must complete at least 30 credits, or one fourth of their academic program, at BSU, including at least 15 of the final 30 credits earned toward the degree. In addition, all students must complete at least one-half of the credits in their major field of study, or in their minor, at BSU.

To preserve the integrity of the graduate level degree awarded, matriculated students are expected to complete all graduate degree program requirements at BSU. Exceptions may be granted through a formal application process submitted to their advisor and the graduate degree program coordinator for approval, with final approval by the Dean of the College of Graduate Studies. Courses must meet certain criteria that include completion of coursework at another accredited college or university and a minimum grade of B to be considered for transfer.

### *Projections*

Students who have free elective credits may benefit from a core distribution or department major review to prevent repeating courses that may have been fulfilled via free elective credits.

Transfer Service's goals include working with all community colleges to provide first generation, low-income, and underrepresented minority groups with individualized support and a pathway for persistence. The College of Graduate Studies accepts up to six credits from graduate programs taken at other institutions. Most graduate students do not transfer during their degree programs. However, there are a few graduate programs that regularly see a handful of transfer students, including our Speech Language Pathology master's degree program. Thus, the CoGS Dean is working on putting forward a new policy to streamline transfer credits for students in the Speech Language Pathology degree.

## **Integrity in the Award of Academic Credit**

### *Description*

BSU demonstrates its authority and administrative oversight for courses offered and awarding credit through its campus leadership structure, program reviews, and well developed and readily available academic policies. Award of academic credit is consistent with NECHE's Commission policy with regard to course content, student learning, and field of study. Regular and systematic reviews assure that degrees and academic recognitions align with common practices among American institutions of higher education. Department faculty, academic governance committees and the Registrar's Office work together to maintain, review, and revise curriculum and program requirements, and to ensure consistency, clarity, and transparency in program and course offerings. Through its faculty and shared governance, BSU upholds its high standards for award of academic credit and academic integrity through clearly stated policies and procedures accessible through the BSU Catalog, Student Handbook, and course syllabi.

The [BSU Catalog](#) and, to some extent, department intranet sites and [course syllabi](#), publish graduation and program requirements, course descriptions, and various academic policies and procedures. Detailed information regarding the requirements for continuation in, termination from, and readmission to academic programs are also found in the BSU Catalog and Student Handbook. Students and their advisors have access to "[DegreeWorks](#)," a user-friendly, online degree audit system that serves as a roadmap of student's progression towards degree completion.

The [Transfer Center](#) works in collaboration with the [Office of Admission](#) to provide support for transfer students and oversees the policies and procedures related to transfer.

Through its system of academic oversight, the university ensures that all versions of a given course or program cover the same content and meet same objectives and learning outcomes regardless of modality of instruction. Students participating in off-campus, distance learning, evening, and summer instruction have access to all the university's general support services and are provided additional specialized support services

by the College of Continuing Studies or the College of Graduate Studies. The university uses industry standard account creation and authentication safeguards to verify the identity of students using its systems and to protect the privacy of those students.

A variety of [certificate programs](#) in online, hybrid, and on-campus formats are offered through the College of Graduate Studies.

### *Appraisal*

University policies, procedures and practices assure the institution aligns with common practices in higher education and within the specific fields and disciplines that we offer degrees and licensure programs. Academic departments work with curriculum governance committees and discipline-specific accreditation and licensure bodies or professional organizations to keep program names, lengths, content, and level in the mainstream. Faculty work within their academic departments to develop, review and revise curricula. Curriculum proposals and changes must be approved through the shared [governance](#) process prior to implementation. All program information, including updates to course names and program requirements, are maintained by the Provost's Office and published in the [BSU Catalog](#).

A minimum of 120 credits is required to earn an undergraduate degree at BSU. Graduate degree completion requires a minimum of 30 credits. The institution does not award associate degrees. Academic departments require a minimum of 30 credits and a maximum of 36 credits to be completed within the major as part of the 120 required to graduate ([Student Handbook](#)). Exceptions to the 36-credit maximum are limited to cases where program licensure alignment is necessary and requires approval from the Undergraduate Governance Academic Policies Committee ([BSU Governance](#)). Additional graduation requirements include completion of the residency requirement at BSU, such as a minimum of 30 credit hours as a degree-seeking student, a minimum of 50% of the courses in the major department (excluding cognates, minimum of one half of all courses required in the minor, and minimum of 15 credit hours of the final 30 credit hours of a student's degree program; and a minimum cumulative GPA of 2.0 (or higher if required by the major).

BSU only accepts credits from accredited colleges and universities following previously established Policies and Procedures for course equivalencies. Some graduate programs, such as the [Teaching English to Speakers of Other Languages \(TESOL\) \(Initial Licensure\)](#), [MAT](#) and the [Physical Education, Professional Tennis Management and Coaching Concentration, MS](#) program, considers prior professional experience, fieldwork, or licensure for a reduction in the required practicum or field experience credit. This substitution consideration is in accordance with the university's [Teacher Candidate Practicum Handbook](#) which adheres to the [Massachusetts's State Regulation \[603 CMR 7.03 \(1\)\(b\)\]](#).

Academic advising is provided to first semester students by the Academic Achievement Center and then students move to faculty advisors in their academic majors, who provide guidance in planning their academic career to ensure timely program completion.

The [Academic Programs](#) section of the BSU Catalog lists all governance-approved program and course requirements. The [Course Description](#) section of the BSU Catalog has a full listing of all course descriptions, applicable prerequisites, and frequency of offering. Course descriptions are also included in [course syllabi](#) and via hyperlinks in the online course registration system, [InfoBear](#).

The degree auditing tool, [DegreeWorks \(example\)](#) is coded with all the university's degree programs and is scribed to exactly mirror the graduation requirements in the BSU Catalog. A student's DegreeWorks audit is a well-organized roadmap towards program completion, indicating all the required courses taken towards the 120 credits required for graduation, including the completion of at least 30 credit hours at BSU, referred to as residency requirement. Students follow the same requirements they matriculated under,

provided they complete those requirements in eight years. All requirements must be met or be in progress before a student applies for graduation. Graduation applications are submitted to the Registrar's Office for preliminary screening, who then forwards the application to the department chair of the student's major program. The Registrar's Office reviews all course offerings annually. Courses that have not been offered in four years may be inactivated following notice to applicable departments. This assures that courses in the BSU Catalog reflect those that should be offered with a four-year window.

Hiring of faculty and subsequent evaluation for tenure and/or promotion of faculty follow the policies and procedures in the Faculty Hiring Resources webpage managed by the Division of Academic Affairs, and the MSCA-BHE collective bargaining agreement, respectively. A multitude of faculty professional development opportunities are offered by various campus offices, such as the [Teaching and Technology Center](#), [Office of Teaching and Learning](#), and the [Office of Assessment](#). Off-campus opportunities are available through professional organizations.

Academic programs are evaluated through annual assessment reporting)and periodic program review. Program accreditation and certifications are secured through external accrediting bodies and licensing agencies where available (see [BSU Factbook](#)).

Program Learning Outcomes are accessible to the general public via a link to each [Academic Program](#) within the BSU Catalog. Some programs publish PLOs on departmental intranet pages, in [course syllabi](#), and advising materials, although this practice is not universal across the university. Programs with external accreditation, such as [BS Computer Science](#) and [BS Communication Sciences and Disorders](#), adopt their accrediting agencies' PLOs for their program.

Academic credit is awarded based on standard conventions for contact hours per credit hour earned and grading for academic performance ([BSU Catalog](#)). BSU does not award credit for pre-collegiate or remedial work.

Specialized academic learning experiences including study abroad, internships, independent study and service-learning are developed and overseen by faculty and are included in existing academic and enrollment policies. All semester abroad credits awarded by other institutions are governed by the [Transfer of Credit After Admission](#) policy overseen by the Registrar's Office. Internships and independent studies also follow academic policies set out in the [BSU Catalog](#) and are managed by faculty, who develop student learning plans and oversee individual placements and projects. The [Internship Program Office](#) provides centralized administrative support and works closely with faculty internship coordinators in each academic department and the student's placement provider. Internship credits are awarded following standard conventions that require 45 clock hours per credit earned accompanied with academic assignments and learning objectives ([BSU Catalog](#)). Similarly, service-learning courses are proposed by faculty and approved through [Community Engaged Teaching and Scholarship](#) and the CETS Coordinator. Approved service-learning courses are taught within the academic departments and follow the same policies governing academic credits, gradin, and student learning.

The Director of Transfer Services oversees the policies and procedures related to transfer of credits and course equivalency as described in detail in the Transfer of Credit section of this narrative.

BSU has over 360 articulation agreements. The most recent agreements are with Massasoit Community College for students transferring to BSU's new program in Photonics and Optical Engineering and with Bristol Community College for students transferring to BSU's Political Science program. BSU's articulations with Massachusetts community colleges are implemented via the Department of Higher Education ([DHE](#)), which maintains an extensive database for course equivalencies. Changes are submitted on an annual basis. Any agreements not approved through the DHE Web Portal and any substantive changes in courses or programs of either institution will evoke a review process. The DHE has implemented 17

academic pathways which are reviewed on an ongoing basis by transfer professionals. The Admissions communication plan for transfer students is evaluated each semester to determine if additional information is needed to enhance the transfer process.

In addition to transfer agreements, BSU offers [dual enrollment programs](#) for junior and senior high school students from around the region. Dual enrollment students attend the same introductory courses that are offered to degree-seeking students at BSU. Since fall 2017, students from 33 different schools and a variety of home-schooled children have enrolled in more than 150 different courses. The overall number of dual enrollment students has increased in recent years, with 45 students in 2017-2/18; 88 students in 2018-2/19; 109 students in 2019-2/20; and 168 students in 2020-2/21. Recent increases are most likely due to high school students taking classes online as schools moved to remote learning due to the pandemic. An admissions counselor serves as the Dual Enrollment Coordinator, and the Dean of the College of Continuing Studies oversees dual enrollment partnerships. BSU partners with Wareham High School, which allows students to graduate high school with up to eight college courses completed. Additionally, a partnership with Durfee High School in Fall River expands opportunities for students, many of whom would be the first in their family to graduate college. Of note, the partnership with Durfee High School allows courses to be taught by BSU or Durfee High School faculty, and several courses are taught at the high school. New partnerships with Stoughton High School and the New Heights Charter School in Brockton are in development. Dual enrollment agreements are evaluated every three years.

The academic standards for satisfactory academic progress, academic probation, academic dismissal, and reinstatement and readmission are explicitly stated in the [Academic Policies and Procedures](#) section of the BSU Catalog. The Policies and Procedures section of the 2021-2022 [Student Handbook](#) also lays out the same procedures. BSU's Core Curriculum Requirements are satisfied by the student's first bachelor's degree, whether that degree was earned through Bridgewater State University or another accredited institution. However, each student must fulfill the state-mandated requirement in United States and Massachusetts Constitutions.

Academic excellence for the baccalaureate program is recognized by awarding degrees summa cum laude (cumulative GPA of 3.8 or higher), magna cum laude (cumulative GPA of 3.6 to 3.79), and cum laude (cumulative GPA of 3.3 to 3.59).

The university has defined the types of academic dishonesty in the [Academic Integrity Policy](#) section of the BSU Catalog. The policy includes procedure sanctions associated with academic dishonesty, reporting process, and hearings and appeals.

Bridgewater State University does not allow for substantive differences in the scope, content, or learning outcomes of courses bearing the same course number and title or programs awarding the same degree or credential regardless of modality. This ensures that students acquire equivalent levels of knowledge, understanding, and competencies in all courses. The university's definition of a credit hour specifically states that "an equivalent amount of engagement is required for laboratory work, internships, practica, studio work, web-based course, and other academic work leading to the award of credit hours." The university's expectation of what constitutes a credit hour of coursework, and the stipulation that it relates to all modalities can be found in the [Undergraduate Policy](#) section of the BSU Catalog.

At the heart of the university's assurance of academic standards is a "same/same model" that requires that all online or distance education, accelerate, and off-campus programs adhere strictly to the same, governance approved, degree or certificate curriculum as the on-campus version of the program. Courses taught online or off-campus must also adhere to the same approved and published course description and meet all the same learning outcomes required of the traditional on-campus courses. It is expected that the syllabi and course design of each course section will meet the standards and outcomes outlined in the course description. Online course outcomes should be comparable in every way, including the amount of faculty and student engagement, and the expected learning hours of the student.

It is consistent with the educational objectives of BSU to offer credit courses and programs off campus, through dual enrollment, online or distance education, at night, and on weekends. The university's vision statement declares that "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." This includes offering credit courses and programs that are accessible to post-traditional students at the times and in the modalities that are required by their complex lives. Undergraduate courses and programs offered for credit off campus, through dual enrollment, via online or distance education, at night, and on weekends at BSU are offered through the [College of Continuing Studies](#) (CCS). All credit courses and programs offered by the CCS fall under the purview of the university's governance committees and are expected to be the equivalent of those offered in "traditional" modalities. Faculty teaching in the CCS are provided access to all of the same teaching and technology resources as faculty teaching in any other area of Academic Affairs. Students taking credit courses and programs off campus, through dual enrollment, via online or distance education, at night, and on weekends have access to all the university's general academic and support services. These include access to Maxwell Library resources, the Academic Achievement Center (AAC), and the Wellness Center. Students in degree and certificate programs offered by the CCS also receive support from dedicated academic advisors, administrative coordinators (advocates), and the online student support specialist in the Online Program Support Center.

All courses are taught by full-time or part-time faculty members. BSU does not use teaching assistants or facilitators for any of its credit-bearing courses. The university does not offer competency-based courses or programs. All students enrolled in off-campus courses, online or distance learning courses, are provided sufficient opportunities to interact with faculty regarding course content and related academic matters.

All students enrolled in a course at the university are provided with a BSU email account and access to the Blackboard learning management system. Email is designated as an [official means of communication](#) at BSU. Faculty are also strongly encouraged to use the Blackboard learning management system for all classes and are required to use it as a teaching platform for online courses. Faculty and students are also provided with access to multiple online conferencing platforms including Zoom, and Microsoft Teams. They are also provided with interactive course tools that promote faculty and student engagement including VoiceThread, FlipGrid, and Poll Everywhere through the [Teaching and Technology Center](#).

Ensuring academic integrity in online courses at BSU begins with the student login and authentication process. To obtain a BSU student account, prospective students must complete an application or account creation process and supply personally identifiable information including birthdate. Students must also provide a personal email address when applying, after which a BSU domain account is created, and credentials are sent to that address. BSU also requires all new user accounts to have additional security verification, sometimes referred to as multi-factor authentication or MFA. Additional information can be found at the [IT Extranet](#) page.

Students must use their BSU login and password to register for courses and to access the Blackboard learning management system. To promote academic integrity within the online courses themselves, faculty are given access to a suite of software tools to prevent and detect plagiarism and academic dishonesty such as SafeAssign, [Respondus Lockdown Browse, and Respondus Monitor](#) (virtual proctoring). Live video proctoring has also been made available to faculty upon request. Faculty are also provided with training opportunities that include developing effective online assessments and strategies for minimizing academic dishonesty online.



Students are also clearly informed that the [Academic Integrity Policy](#) applies to “any academically related experience involving BSU students.” Breaches of the Academic Integrity Policy in online courses are treated exactly the same as an infraction in any other course and carry the same sanctions. The university also follows all applicable statutes and regulations governing a student’s right to privacy and employs industry standard technology practices to safeguard their data. This due diligence includes strict adherence to the Family Educational Rights and Privacy Act ([FERPA](#)). As noted above, the university uses multi-factor authentication to protect student data within its system, and it follows data protection policies that rise to the standard of the [General Data Protection Regulation](#) of the European Union. The university also strictly enforces its [Responsible Use of Information Technology](#) policy to help prevent data breaches and safeguards students’ right to privacy.

The [Civics Education Micro-credentials](#) (badges) are intended for classroom teachers to enhance their civic learning to better teach Massachusetts Curriculum Frameworks for History and Social Science, which includes significant emphasis on civics education through the grade levels. There are five digital badges available, and teachers can earn 10 professional development points (PDPs) for each one completed. Several of the credentials were developed through a collaboration between faculty and representatives from organizations doing work in civics education (Discovering Justice, the Edward M. Kennedy Institute, Facing History, and the Massachusetts Center for Civics Education) and curriculum coordinators from Plymouth and Duxbury. To complete the credential, teachers must complete required readings and assignments (provided online, along with evaluation criteria), and then submit required material to be reviewed by faculty, with occasional input from the writing team of civics educators. Those who have successfully fulfilled all requirements are emailed information about claiming their badge.

### *Projections*

- The [2018 Academic Strategic Plan](#) outlines priorities for continuous program improvements (1A) and improved alignment of course offerings (1D) that can be leveraged to further the institution’s alignment with common practices among higher education institutions for course and program revisions and minimum and maximum credit requirements. Student Affairs and Enrollment Management (SAEM) is currently exploring the development of program plans that could provide further improvements to their related policies and practices. Discussions are on-going between the College of Continuing Studies Dean and the Strategic Enrollment Management Planning Committee to explore competency-based credit/program. It is also noted that more financial and human resources must be allocated to enhancing and implementing the academic strategic plan. The Provost and Senior Associate Provost will lead this academic effort.

As the number of online programs increases, the university intends to conduct a comparative study of student learning outcomes and student success between online and in-person programs.

- The divisions of Information Technology and Academic Affairs will continue to work collaboratively to implement technology solutions and policies focused on both academic integrity and student privacy.

**Standard 4: The Academic Program  
(Summary - Degree-Seeking Enrollment and Degrees)**

Fall Enrollment\* by location and modality, as of Census Date

Degree Level/ Location & Modality	Bachelor's	Master's	Post-Baccalaureate Certificates	CAGS, Education Specialist & Post-Master's Certificates	Total Degree-Seeking
Main Campus FT	6,444	470	18	3	6,935
Main Campus PT	1,640	763	72	63	2,538
Other Principal Campus FT					0
Other Principal Campus PT					0
Branch campuses FT					0
Branch campuses PT					0
Other Locations FT	52	0	0	0	52
Other Locations PT	6	10	0	0	16
Overseas Locations FT					0
Overseas Locations FT					0
Distance education FT	0	4	0	0	4
Distance education PT	0	22	0	0	22
Correspondence FT					0
Correspondence PT					0
Low-Residency FT					0
Low-Residency PT					0
<b>Unduplicated Headcount Total</b>	8,142	1,269	90	66	9,567
<b>Total FTE</b>	6,989.76	715.08	44.75	23.50	7,773.09
<b>Enter FTE definition:</b>	Undergraduate FTE=semester credit hours/15. Graduate FTE=semester credit hours/12.				
<b>Degrees Awarded, Most Recent Year</b>	1,937	427	39	26	2,429

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program  
(Summary - Non-degree seeking Enrollment and Awards)**

Fall Enrollment\* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	1	17	12	30	7,540	7,570
Main Campus PT	26	307	15	348	2,492	2,840
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT	0	0	0	0		#VALUE!
Other Locations PT	0	0	0	0		#VALUE!
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	0	0	0	0	4	4
Distance education PT	0	0	0	0	26	26
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
<b>Unduplicated Headcount Total</b>	27	324	27	378	10,156	10,534
<b>Total FTE</b>	7.90	103.09	13.33	124	8,448.47	8,572.79
<b>Enter FTE definition:</b>	Undergraduate FTE=semester credit hours/15. Graduate FTE=semester credit hours/12.					
<b>Certificates Awarded, Most Recent Year</b>	55					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

## Standard 5: Students

### Overview

As a student-centered institution, support for student success is found in every division of the University but notably in the divisions of [Academic Affairs](#), [Student Affairs and Enrollment Management](#), and [Student Success and Diversity](#). BSU systematically:

- Increased, at an unparalleled level, its number of full-time faculty and Student Affairs staff,
- Introduced sustainable support for professional development and innovation for faculty and staff, focused on student retention and persistence strategies,
- Continues to serve as a [Leading for Change](#) role model for the Commonwealth in its [student success](#) mission.

Collectively, these divisions play a supportive role in student learning in and outside of the classroom. All cross-divisional work aims to support the holistic development of students and deliver services that support equal opportunity, equity, diversity, and inclusion.

### Admissions

#### *Description*

The [Massachusetts Department of Higher Education](#) (DHE) sets the minimum admission standards required of all incoming new first-year and transfer students. BSU sets its enrollment targets as part of its ongoing strategic enrollment planning (SEP) process consistent with its [mission](#) and service region. The University first calculates enrollment baselines – expected enrollments given current enrollment strategies and demographic projections for its primary and secondary recruitment markets. Next, the University models the expected enrollment impact of new strategic enrollment initiatives and adds those to the baselines to arrive at the targets. The targets are projected six years in advance and reviewed and modified at least annually to account for actual results, changes in the marketplace, and the impact of any additional new initiatives.

The [College of Continuing Studies](#) admits students to their undergraduate night, hybrid and online programs using the same DHE minimum standards as the university undergraduate admissions office, including its recruitment and admissions services specifically to post-traditional students. Their recruitment and admissions events are held primarily in the early evening and are available both in-person and online. They also conduct onsite recruitment at community colleges, non-profit organizations, and businesses.

The [College of Graduate Studies](#) offers programs to cultivate professional advancement and leadership in a wide variety of fields in service to the future of regional, national and global communities. It applies a set of established standards to admit students to individual graduate programs. [Admission requirements](#) for graduate programs are proposed by the sponsoring academic department in collaboration with the Office of Graduate Admissions and approved by the [Graduate Education Council](#). All applications and supporting documents are processed by the [Office of Graduate Admission](#) and shared with the academic department for review. Upon review, academic departments provide a recommendation of acceptance or denial to the College of Graduate Studies. Official admission decisions are then made by the Director and/or Associate Director of Graduate Admissions and formal admission letters are issued.

Information on institutional compliance with ethical admissions standards, academic departments, majors, programs, and certificates, as well as requirements for each of these areas is available for all current and prospective students in digital format through the [BSU Academic Catalog](#) and with specific policies and procedures further designated for [graduate students](#). Information about resources, departments, and

services is also accessible online and is provided during orientation virtually and in person. Information on enrollment process and student success support resources is disseminated via the [Artificial Intelligence ChatBot](#) on the BSU website, text, email, phone, and printed materials. Students also receive hands-on experience navigating campus communication sites, systems, and tools that will be used throughout their academic careers such as official University social media accounts, our [BSU Mobile App.](#), [InfoBear \(student portal\)](#), [DegreeWorks](#), and [Blackboard](#). BSU actively promotes its academic programs through the Division of [Marketing and Communications](#). These include, but are not limited to, digital, print, TV, radio, and billboard. The University's printed [Lookbook](#), serves as the hallmark recruitment piece and includes clear admission procedures and requirements.

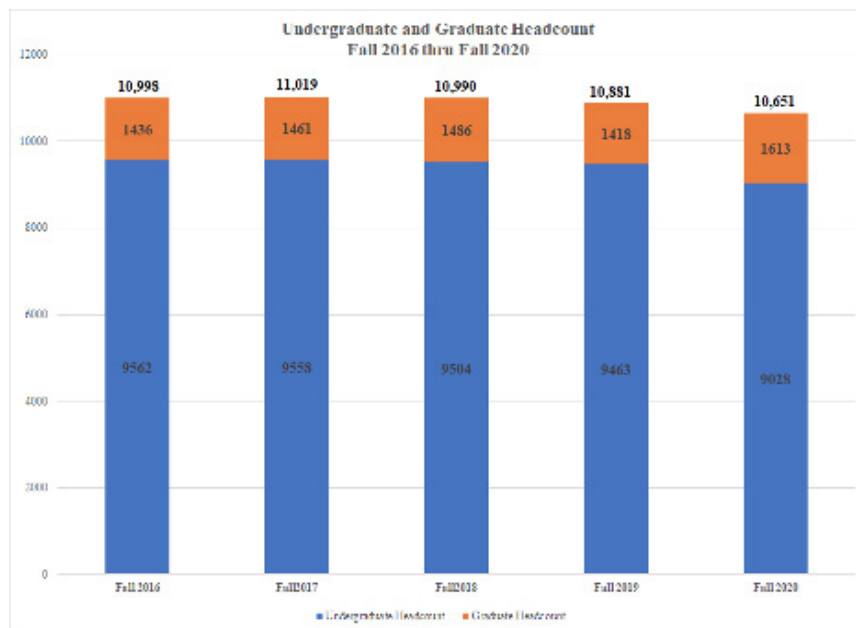
Once admitted, BSU offers comprehensive [orientation](#) programs for all [new undergraduate](#), [transfer](#), [continuing studies](#), [graduate](#), and [international students](#) which introduces BSU values, educates students about their rights and responsibilities as community members, fosters peer-to-peer connections, creates a sense of belonging, provides an introduction to academic rigor, and underscores the transition to and participation in campus life. All graduate students have a [targeted orientation program](#) as well as special orientations by degree. International students, both graduate and undergraduate, receive additional workshops and orientation. Orientation, a cross-divisional effort, includes [academic advising](#) and an introduction to the [Academic Achievement Center](#) (AAC). Academic advising during orientation includes [placement](#) into mathematics and English courses for both new and transfer students to ensure each student's success in these foundational area.

Information about services available to admitted students is woven throughout the admission and first year transition processes. The AAC and [Student Accessibility Services](#) (SAS) play a prominent role in prospective student events including open houses and admitted student days. Each of these events offer insights for prospective students and students with a documented disability on how BSU protects a student's right to reasonable accommodations and an equitable campus experience. Admitted students receive tailored supports based upon individual and academic needs. Academic advising and registration are offered to admitted students through the new student orientation programming. New student orientation which traditionally included in-person group advising and registration events, transitioned to one-on-one virtual advising in fall 2020 due to the pandemic. Students with differing abilities may choose to register with and use resources and services available in [Student Accessibility Services](#), and receive academic and other accommodations for which they qualify. Specialized orientations exist for students in the [Emerging Scholars Program](#) designed to support at-risk first-year students and students returning after dismissal. The College of Continuing Studies has dedicated academic advisors for its programs who are regularly available to its students in the evenings, in-person, online, and over the phone. These advisors specialize in working with post-traditional students. The college also has administrative coordinators who act as student advocates to help them navigate the University's various business and operational offices. The college also provides dedicated support services for students participating in [online programs](#).

### *Appraisal*

Undergraduate admission continues to attract and enroll a qualified new student class in the fall and spring semester, offering an accessible, higher education opportunity for members of the Commonwealth and beyond. A need to better inform prospective students about BSU offerings was illuminated during the COVID-19 pandemic and the need for a greater virtual presence with better ease of navigation and access to information was identified. Progress has already occurred whereby [Marketing and Communications](#) (MarComm) has reconfigured the Undergraduate Admission landing page and added an interactive virtual tour in February 2019. The [virtual tour](#) is offered in several languages which has proven successful and worthy of further enhancement and expansion to other areas given the ability to reach a wider domestic and international market.

Enrollment at the undergraduate level has been consistent during the past four years prior to the COVID-19 pandemic. Undergraduate total headcount has ranged from a high of 9,562 in fall 2016, to a low of 9,463 in fall 2019, only a 1% difference. Due to COVID-19, fall 2020 undergraduate enrollment dipped to 9,028 students. Graduate headcount was at a high of 1,486 in fall 2018, experienced a decrease of 4.6% in fall 2019 with a headcount of 1,418, then reached a record high of 1,613 in fall 2020. A 13.75% increase from the previous year, and a two-year increase of 8.5%.



The student body in spring 2021 totaled 10,053. This COVID19 era population is comprised of 8,409 undergraduates, and 1,644 graduate students. The undergraduate population is 60% female and 40% male. Among graduate students 76% are female and 24% are male. Most undergraduates and graduates come from Massachusetts, 94% and 92% respectively. International students comprise 1% of the undergraduate population and 2% of the graduate population, and students of color include 27% of undergraduates and 16% of graduates. Transfer students comprise nearly 50% of undergraduate enrollment. Additional information about enrollment and specific populations can be found in the [BSU Factbook](#).

Undergraduate courses are also offered at three additional instructional locations: Attleboro, Massachusetts; Cape Cod (South Yarmouth, Massachusetts); and at the New Bedford (Massachusetts) Airport. The College of Continuing Studies also offer undergraduate online courses and programs. Unfortunately, due to the ongoing COVID-19 pandemic, the instructional locations at Attleboro and Cape Cod were closed during fall 2020 and students at those locations were advised to take online courses.

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
<b>Attleboro*</b>	97	0.9	100	0.9	88	0.8	65	0.6	0	0.0
<b>Cape Cod**</b>	55	0.5	20	0.2	16	0.1	12	0.1	0	0.0
<b>100% On-line***</b>	253	2.3	252	2.3	359	3.3	446	4.1	8,844	83.0

\*Reflects the unduplicated headcount of students enrolled in at least one course at Attleboro

\*\* Reflects the unduplicated headcount of students enrolled in at least one course at Cape Cod

\*\*\* Reflects the unduplicated headcount of students enrolled 100% online

All undergraduate enrolled students meet the minimum standards of admission required by the Massachusetts DHE, which allows for a “Special Admit” category of 10% of the incoming class who may not meet this standard but shows academic promise in other ways. BSU continues to work with the Massachusetts DHE regarding these minimum admission standards, especially concerning equity issues for students of color. The goal is to set standards ensuring students are prepared to succeed while allowing campuses to still meet their enrollment goals. In 2017, BSU began participation in the BHE “[No Test Option](#)” pilot program. This program allows new first-year students to apply for admission without required SAT/ACT test scores. Participation in this program has had a positive impact particularly on the admission process for minoritized students. Since implementation, results show an increase in participation each year among fall registered students: 2017 = 14.3%; 2018 = 17.5%; 2019 = 20.4%; 2020 = 23.5%.

Several programs intended to create additional pathways to a BSU degree have successfully been in place since 2017. Highlights include a dual admission program, [CC2BSU](#). This partnership between BSU and Massasoit and Bristol Community Colleges, invites students who do not meet BSU admission criteria to participate. Admission to BSU is guaranteed upon completion of an associate degree. Success has been demonstrated with 195 students participating in FY18 and 334 in FY20, a 58% increase. This program is also noteworthy for its increase to the number of ALANA/BIPOC students enrolling at BSU — a 30% increase from fall 2017 to fall 2020. Given the impact of COVID and declining enrollment at Massasoit and Bristol Community Colleges participation declined by 8% in FY21 to 307 participants. In the coming five years, additional resources will be added to strengthen the program and to enable students to live in BSU housing. This will create additional opportunities to engage with BSU resources and services, allow participants to integrate into the larger BSU population, and ensure a comparable BSU experience.

Evaluation of the success of mathematics placement policies and processes for newly admitted students has been a primary focus of evaluating student readiness for collegiate study. BSU has been active in reviewing, validating, and testing placement alternatives since 2012. Math placement and developmental education has shifted considerably during this period. The mathematics department and the AAC have partnered on several pilot programs and continuing reforms. Most recently, the implementation of a revised high school GPA pilot program in fall 2021, prompted by Massachusetts’ revised 2019 common assessment policy, and the COVID-19 pandemic, addresses some of the shortcomings of earlier pilots. A campus-developed exam, the Bridgewater Elementary Algebra Readiness ([BEAR](#)) Exam has proven a valid placement instrument, and mathematics faculty view it as a longer-term replacement for the costlier and less-valid Accuplacer exam previously used. In fall 2020, the Department of Mathematics launched a new college algebra gateway course in each calculus pathway, including sections with a one credit corequisite support course. This new course replaces developmental algebra, is credit-bearing, and enrolls a larger number of students whose previous placement would have been into developmental algebra. As a result, credit-bearing placement rates in the calculus pathways increased significantly in fall 2020. BSU was also an early adopter of corequisite-model of skills development in place of remediation through the English department’s efforts to support

first-year writing courses. Incoming first-year students with low writing skills are placed into a one-credit corequisite course attached to certain sections of ENGL 101 Writing Rhetorically. This practice has been in place since before 2017 and continues to have a positive impact on BSU's students. Data indicates students enrolled in ENGL 101E retain at 78.6% while students enrolled in regular ENGL 101 retain at 76.5%. In 2008 the mathematics department started exploring the application of this model and has now expanded the model to different course sequences. The size of that program grew from eight supported sections in fall 2012 to 25 supported sections of intermediate algebra, precalculus, and statistics in fall 2019. Mathematics faculty serving on the Strategic Enrollment Management Group (SEMG) developed a plan for future mathematics placement.

Summer Bridge programs also serve to ease the academic and social transition for new students. The [BSU Bears Summer Scholars Program](#) was piloted in 2017 to prepare incoming students with retention-oriented competencies. Recruitment for the program focused on students with a 2.0–3.0 overall high school GPA, a potent risk factor for non-persistence. Students participating in the program attend during Summer Session II, receive a free three-credit course, and are introduced to resources and services available to support their success. Campus data from the Office of Institutional Research indicate the program is effective in supporting student retention.

An [AAC survey](#) to new first year students which was administered in fall 2020 indicated that 96% of respondents liked the one-on-one model and preferred it over group advising. New students registered with SAS are invited to the "[ACCESS Extravaganza](#)" event each fall. This two-day experience aims to ease the college transition for students with disabilities. All these programs and services have stretched the current staffing model of the AAC which relies disproportionately on part-time staff and graduate assistants.

Since 2019, data-driven decision-making, supported by using new technology and more integrated and disseminated information collected and shared weekly, has contributed to more strategic recruitment and planning to ensure that necessary student success support services and programs are in place. Data are used to appraise programs and services, and to enhance, change, or create new programs or services to positively impact [retention and graduation rates](#). The efforts continue to identify students in good academic standing with documented financial needs, unpaid tuition and fees preventing them from registering and continuing their education: students who meet these criteria are offered Retention Scholarships of up to \$4,000 to clear unpaid balances. Data indicate 70% of the recipients go on to retain, persist or graduate. Meanwhile, strategies of intervention to help commuter student success was piloted in 2017–2018 and continues to the date of this writing. The quality of student life, and student engagement with their campus community, play significant roles in student success. Interests and needs of current student populations are assessed to determine gaps or downward trends in retention and rationale for such. The use of disaggregated data by our institutional research office informs a clear picture of our efforts — where we are doing well and where attention must be given. Although BSU uses predictive analytics to determine the success of incoming classes, dips in retaining populations such as Pell Grant-eligible, low-income students, male commuter students, students of color, and first-generation female students have been identified. Data from BSU's academic program reviews as well as institutional assessments and BSU's participation in national surveys such as [BCSSE](#), NSSE, and other tools are used to inform admissions as well as programs and services that support student retention, persistence and success. Standards 2 and 8 provide additional data for student success.

Disaggregated data specific to these populations is currently shared with The Board of Trustees, President Clark and the Cabinet, BSU's Racial Equity and Justice Institute team and with faculty and librarians leading work in this area. Key [student success metrics](#) are used to create support for the success of all students, with an emphasis on racially minoritized and other groups as noted experiencing educational equity gaps. Additional examples of the use of this work include: the [Commuter Student Success Focus Group](#)



which led to the creation of an [Off Campus and Commuter Student Services](#) department to provide intentional focus on the commuting population and specific cohorts therein, expansion of high impact practice [living and learning](#) and [theme](#) residential communities, and further expansion of the Division of Student Success and Diversity to include an additional student navigator position focused on [student success and equity interventions](#).

### *Projections*

A recommendation has been made to the SEMG to convert two part-time academic advisor positions in the Academic Achievement Center to full-time by 2023. The intention of this recommendation is to increase student support services throughout the year. Currently, 76% of the AAC advising staff is represented by part-time and temporary staff positions. Determination of prioritization status/feasibility will be made in FY23.

Orientation, Undergraduate Admission, and financial literacy programs will review opportunities to provide multi-lingual resources and services by FY22-23. Leadership in Student Success and Equity Interventions, enrollment services, financial aid, student engagement, the [Department of Global Languages and Literatures](#), and [Teaching English to Speakers of Other Languages](#) (TESOL) will lead this initiative with a phased-in roll out between now and FY23-24.

## **Student Services and Co-Curricular Experiences**

### *Overview*

The Rondileau Student Union (RSU) serves as a central point in the co-curricular experience. The building brings together [Career Services](#) and the [Internship Program Office](#) housed in the newly renovated Career Corridor, and places them alongside the [GLBTA PRIDE Center](#), the [Lewis and Gaines Center for Inclusion and Equity \(LGCIE\)](#), and the newly created [Center for Student Engagement \(CSE\)](#). The [Community Service Center \(CSC\)](#) housed in the [Martin Richard Institute for Social Justice \(MRISJ\)](#), along with the [Military and Veteran Student Services](#), other traditional [Student Affairs and Enrollment Management departments](#) and academic support units and programs within the [Dean of Undergraduate Studies' portfolio](#), contribute to the holistic development of all students.

### *Description*

To provide a strong foundation for success, all [new students](#) and [their families](#) transition to BSU through an [orientation](#) program that provides information and resources designed to meet the needs of first-year and transfer-student populations. First-year students are welcomed to campus during a two-day overnight experience each June. During the pandemic, a virtual, multi-touchpoint, self-paced online module was introduced. The University's response to the pandemic allowed for the launch of a hybrid model. Transfer orientation consists of a self-paced online module as well as a one-day Transfer Welcome in August. The [Academic Achievement Center](#) houses essential student services including [Academic Advising](#), [Learning Assistance](#), [Student Accessibility Services](#), and [Testing Services](#). These services are co-located to maximize the collaborative potential to identify and meet students' academic support needs. Further, BSU created the [Veterans Center](#) in November 2015 to support the success of a vibrant group of students. A newly launched retention program for military-connected and student veterans as well as re-vitalized professional development for campus employees focused on meeting these students' needs show promise in supporting the success of these students.

Consistent with the University's mission, programs and services are available to meet the needs of unique student populations. Each entering class participates in the [Beginning College Survey of Student Engagement](#) (prior to 2020, the [CIRP Freshman Survey](#) was used) to collect data about the incoming class and identify particular needs. Data are disseminated widely and used to evaluate co-curricular programs and services. Every three years, the [National Survey of Student Engagement](#) (NSSE) is administered.

Data gleaned from NSSE serves as a springboard to gauge areas of strength and areas in need of attention regarding student learning and engagement. Information learned informs our wide array of student services which are planned with intention to meet the needs of our student body of today. Special efforts are made to make engagement opportunities available and accessible to students whether living on campus or commuting from off campus, as well as those participating in person or online.

The University's strategic plan focuses on diversity and social justice. These [goals](#) emphasize BSU's desire to ensure that the University is representative of the catchment area served. Admissions related activities include increasing the racial representation of our student body to 27%, offering admissions-related tours and materials in multiple languages, and developing and implementing robust early college programs to drive college access in [Gateway Cities](#). Retention related activities include increasing percentage of students of color participating in our honors program through intentional racial equity practices and developing retention programs including the [Summer Bears](#) and [Student Navigator](#) programs that [support the success of all students](#) but have an even larger impact on [racially minoritized students](#).

### *Appraisal*

Student Affairs and Enrollment Management (SAEM) assesses programs and services on a rotating cycle of one or two programs annually using a combination of the [Council for the Advancement of Standards in Higher Education](#) and external consultants or evaluators to ensure compliance with national standards and best practice. A SAEM divisional assessment committee as described in Standard 2, guides this process. Other divisions responsible for student services also assess programs and services with similar tools. Data collected are not consistently shared across these groups. Staff who value inclusion and collaboration are intentionally recruited, expected to abide by a [national code of ethics](#) and are provided with professional development plans that address competency areas at foundational, intermediate, and advanced levels as set forth by the [National Association of Student Personnel Administrators](#). Student services staff hold leadership positions and active membership in more than 25 regional and national professional organizations.

In the 2019-2020 year, the Academic Achievement Center (AAC) conducted more than 19,000 student appointments ([Fall 2019 Data](#); [Spring 2020 Data](#)). The AAC modified its practices significantly during the COVID-19 pandemic and now offers all services in-person and virtually to better meet the diverse needs of students. Advising services are rendered via individual and group programming which totaled more than 5,700 individual advising appointments and nearly 150 group events in 2019-2020. AAC Advising supports first-semester first-year students, all undeclared students, first-year education majors, freshmen on academic probation, and students granted readmission after academic dismissal. This support is delivered through programs such as [Haughey First Year Advising](#) and [Emerging Scholars](#). [Learning Assistance](#) offers academic coaching services as well as extensive tutoring support, with a focus on the core curriculum and high-demand content areas such as writing, mathematics, second language services, and accounting and finance. Each semester an average of 4,000 tutoring appointments are conducted and more than 500 academic coaching sessions are held. Student Accessibility Services (SAS) changed its department name (formerly the Disability Resources Office) in 2020 to better align with the University's commitment to social justice. The Americans with Disabilities Act and its Amendments, and Section 504 of the Rehabilitation Act shape how SAS ensures students with disabilities have the same access to the comprehensive university experience as students without disabilities. This is accomplished through services and programs such as classroom accommodations, peer mentoring, and advocacy and leadership workshops.

As first-year students transition to campus life, the [AAC Advising mission](#) is to provide holistic-advising that focuses not only on course planning, but also provides a well-rounded advising experience including relationship cultivation, resource referrals, the development of self-advocacy skills, career/major exploration, and a dedication to life-long learning. [A Fall 2020 AAC Advising survey](#) conducted with first-time first-year students showed 91% of students indicating they felt more confident about starting at BSU after

attending an advising session, 80% indicating they had a better understanding of their degree requirements after advising, and 79% describing their advising and registration experience as “positive” or “very positive.”

In the [2020 NSSE survey](#), students were asked to indicate whether academic advising has “been available when needed,” to which 72% of first-year student response was “very much” or “quite a bit,” compared to 59% of seniors. When asked whether academic advising “provided prompt and accurate information,” 70% of first-year student response was “very much” or “quite a bit,” compared to 59% of seniors.

Transfer advising takes place online and in individual meetings. [Transfer Services](#) and the Dean of Undergraduate Studies partner to provide additional advising with faculty members for new transfer students before the transfer students’ first semester at BSU. A new project is underway to connect incoming transfer students directly to department chairpersons. Transfer students are assigned a faculty advisor during the first month of their first BSU semester. Transfer advising has also undergone some important changes. In the past, transfer students could not register for courses until a few days before the semester began. Students are now able to register for courses immediately after completing online orientation and are provided either a faculty or professional advisor as early as three months prior to the start of the semester. These changes, coupled with newly funded Transfer Student Ambassadors, provide new transfer students more time to build the best schedule for timely completion of degree and creates a pathway for a smooth transition to begin their new academic year.

In general, academic advising continues to be an area of growth and development. Progress toward goals set forth in the 2017 five-year report has been impacted by turnover of several key administrator positions since that time, as well as the impact of COVID-19 which forced the delay of many projects. Despite these factors, advancements have been made. Results from the [2019–2020 Graduating Senior Survey](#) show a slight increase in students’ evaluation of departmental advising where 66% of graduating seniors indicated their advising experience was “good” or “excellent,” up from 60% in 2010. BSU must move to an action-oriented approach to advising initiatives. This is feasible as an extensive body of research and recommendations has already been compiled by internal working groups.

The Academic Achievement Center (AAC) also provides effective academic support through the work of Student Accessibility Services (SAS). First-time full-time students working with SAS exhibit higher retention rates than those not working with the office. For example, the fall 2019 cohort had a first to second semester retention rate of 89%, slightly above the 88% retention rate for all students. Since 2012, six full-time positions have been added to the Academic Achievement Center signaling the institutional commitment to these student services. With this expansion, however, the AAC’s physical location on the ground floor of Maxwell Library struggles to meet program demand. [A 2020 architectural study](#) of the AAC concluded the current space is large enough to accommodate only two of its four departments.

Career development opportunities are embedded early in a student’s academic career — a critical component to support exploration of majors and career paths. [The Office of Career Services](#) introduces the importance of career exploration as an essential tool towards supporting retention for BSU students. Through group discussion and presentations, students are provided the opportunity to conduct a self-assessment of their values, interests, personality and skills using the [FOCUS2](#) tool. Intentional collaborations with areas such as [Residence Life and Housing](#) and [Off Campus and Commuter Student Services](#) will allow for additional early and ongoing integration of a career development mindset among students as they persist through their academic program. Career Services works closely with the [Internship Program Office](#) which provides students with experiential learning opportunities to prepare for transition from university to career or other post-graduation endeavors. More than 500 students participate in paid internships supported in collaboration with the [BSU Foundation](#). Standard 4 provides a detailed description of the internship program. Career Services and the Internship Office, situated in the [Division of Outreach and Engagement](#), partner closely with the [Division of Academic Affairs](#) and [SAEM](#) departments, programs and services.

The [Transfer Orientation](#) and [First Year Student Orientation](#) processes have undergone several changes since 2017. Transfer Student Orientation, once delivered as a registration-focused process, is now a comprehensive program that includes a direct role for faculty advising from a student's academic department/major. A significant update was made to the content and the software used to deliver "[Transfer Beginnings](#)", previously called "Transfer 101," to include campus resources, videos, quizzes and more within the program. These changes have resulted in a more streamlined approach to communication, identified sequenced action steps for students, isolated course registration support, increased self-guided options, and allow immediate access to registration after deposit, provided individualized advising appointments and offered a Transfer Welcome orientation program.

Strong collaboration between the Orientation staff and the Academic Achievement Center resulted in several enhancements to first-time student orientation. These include streamlining the timing, mode and delivery of communications, course selection and the registration process. This collaboration was strengthened further when the COVID-19 pandemic necessitated individual, virtual course selection and advising. For instance, the [First Year Student Checklist](#) and [Transfer Student Checklist](#) were simplified and made available online. Individualized touchpoints were increased, and peer-to-peer connections were implemented via the [Bear Launch program](#). This program provides each newly deposited student a peer student leader to welcome them to the university and review next steps in their successful transition to campus. BSU's 2021 program, the [Crimson & White Experience](#), celebrated recognition by the regional [National Association of Orientation Directors](#) Region IX [with three awards](#) for its innovative program and for undergraduate and graduate student staff; however, obstacles to optimal effectiveness of the orientation process remain. As an example, early deposits are held in a queue until the University is ready to begin the orientation process. This is significant for a student who deposits in January and may not begin the orientation process until April. The COVID-19 pandemic necessitated a re-examination of how departments interact with students and the services and programs provided, so that they serve the changing demographic of students including undergraduates, transfer students, continuing education students and graduate students.

Annually the [Financial Aid Office](#) builds financial aid award offers to reflect the funding made available through federal student aid programs, the Massachusetts state aid programs and institutional appropriations. All awards assist in meeting specific enrollment goals across the spectrum of programs and student diversity initiatives. BSU discloses eligibility criteria as well as information regarding cost, debt and repayment rates on several websites [Cost & Aid](#). Specific eligibility information is provided prior to the student making an enrollment decision, as are several planning tools, including planning [calculators](#) with costs, debt service obligations and payment plans. Federal, state and local student aid programs available at BSU include Title IV [grants/waivers](#), student [work programs](#), and federal and private [loans](#). The BSU [Financial Aid Award Guide](#) is designed to inform students of policies and guidelines that govern all aid programs. Both need-based and non-need based financial aid funding help support our students to afford college and BSU has made all efforts in expanding financial aid priority deadlines each year to better serve students. An example of this type of flexibility was in 2020 and 2021 when the FAFSA filing priority date was moved from March 1 to May 1 to accommodate students and families during the COVID-19 pandemic. [Financial aid](#) are also included in the Student Handbook and the [Academic Catalog](#). Ninety percent of the aid offered to BSU students is need-based aid determined by the results of the Free Application for Federal Student Aid (FAFSA). A minimal number of merit-based scholarships (35) are awarded to prospective new first-year students during the application for admission process. Financial need is determined once applicants complete the necessary FAFSA application annually.

Beginning in 2018, BSU implemented a new robust awarding paradigm that included an infusion of \$500,000 in institutional support through grants and scholarships to undergraduates. All students have access to individualized counseling regarding finances, financial literacy, required loan counseling, and information regarding opportunities for additional funding. This includes navigating the FAFSA application process,

personal budgeting, service scholarships, debt management, and loan repayment options and financial strategies upon graduation. Continued concerns about loan debt reduction and overborrowing for a college degree, coupled with the ambition to maintain a reasonable tuition discount rate, require a relentless re-evaluation of how BSU financially invests in students to ensure a BSU education is within reach of all students.

With a goal of reimagining and re-prioritizing the student-engagement experience as well as streamlining departmental operations, the [Center for Student Engagement](#) (CSE) was created in 2019-2020. This new entity was created by combining the former Office of New Student and Family Programs and Office of Student Involvement and Leadership. This new department serves as a primary hub for connecting students with co-curricular opportunities and experiences through support, connection, collaboration and integration with all student services departments throughout campus. Finalizing all aspects of the department as a new entity experienced some starts and pauses throughout the pandemic. The revitalization of physical space and staff reorganization has resulted in the ability to plan, develop and implement student transition and leadership development programs; manage and provide support for more than 90 recognized student organizations, including 17 multicultural groups and 10 fraternities and sororities; and serve as a hands-on learning lab for more than 100 student employees. More than 300 student programs, events and activities are held among this unit annually. The [Rondileau Student Union](#) was intentionally renamed from the [Rondileau Campus Center](#) in 2019-2020, to underscore its focus as a central point in reimagining the co-curricular experience.

Data collected from a [December 2020 survey](#) of all students during the COVID-19 pandemic when the vast majority were learning remotely, showed students were socially disengaged. It was evident in planning for fall 2021 that enhanced efforts to engage students with one another and our campus community would be necessary as students transitioned back to in-person learning. To assist with this, [EngageBSU](#), a student engagement platform, was adopted and implemented in July 2021. This platform serves as an online hub for student-focused campus-wide events and activities, hosts a community calendar, and is a centralized location for all student organizations to host their online presence. Opportunities for student leadership development and experiential learning are communicated and made available via this central repository. This platform also addresses former challenges with data collection and will now support robust assessment of student engagement patterns, and a unified system for tracking co-curricular participation. Numerous departments do excellent work in tracking student engagement. As example, the [Community Service Center](#), housed in the [Martin Richard Institute for Social Justice](#) (MRISJ), can readily quantify 500 student participants in more than 65 community engagement opportunities (one-time and cohort-based) annually, as well as an average of more than 25,000 hours of community service annually ([report](#)). The division understands that it needs to continue to expand its understanding of co-curricular engagement and its impact on student success. A [2017-2020 analysis](#) of student organization membership has provided the ability to examine who participants are, debunk perceived notions of who participants are not, and focus strategies to broaden engagement.

Additionally, the use of other new technology is leveraged to contribute to the co-curricular experience. As example, the [BSU Mobile App](#) provides a strong platform for community connection. In its first year (May 2019-May 2020) the [Mobile App](#) had over one million community interactions. While the app's usage slowed during the pandemic, it still showed its value with more than 70,000 student interactions in fall 2020 alone. Communication has also been leveraged by our artificial intelligent chatbot, Bristaco, which sent more than 269,000 messages to current and prospective students.

While it is recognized that no space can accommodate the entire incoming class, and large events are limited with no space that can hold more than 1300 attendees, planning continues by the Division of Operations. In spring and fall 2021 a mapping project and an institutional space prioritization policy review

was conducted to address staff and student feedback regarding challenges with student organization event planning. Use of the Mobile App, [ChatBot](#), Engage BSU, [Student Portal](#), [Master Calendar](#), social media and other platforms in an uncoordinated manner, causes competition instead of amplification of messages.

The [Undergraduate Student Government Association \(SGA\)](#) and the [Graduate Professional Student Association \(GPSA\)](#) offer opportunities to participate in leadership development and university shared governance. Members of these bodies regularly represent their peers on important university policy and decision-making committees, and provide regular consultation to faculty, staff and administrators. SGA also serves an important role in allocating student fees and recommending approval of new student organizations that represent student interests. GPSA supports the interests and concerns of graduate students, graduate student services, and promotes the professional development of graduate students. In fall 2016 Student Affairs and Enrollment Management instituted a Student Advisory Board ([SAB](#)). Reconstituted by the Vice President for SAEM (VPSAEM) in 2018, the SAB is comprised of 20-25 students who represent broad constituent groups and meet monthly to advise the VPSAEM. Graduate student participants in the GPSA and [Graduate Student Ambassadors](#) work closely with Graduate Student Services to schedule events and create community for graduate students.

The Department of [Athletics and Recreation](#) contributes to the educational program and provides opportunities for more than 400 individual student-athletes who compete in more than 500 roster spots (including dual sport athletes) across 22 (10 men's and 12 women's) varsity sports through the [NCAA DIII Intercollegiate Athletic Program](#). As a core member of the [Massachusetts State Collegiate Athletic Conference](#) (MASCAC), BSU has a proud tradition of competitive performance on the field and in the classroom. BSU is also an affiliate member of the [Little East Conference](#) and the [New England Wrestling Association](#). Additionally, 10 active competitive club sports, and hundreds of non-varsity athletes take advantage of [Recreation](#) activities including intramurals and participation in outdoor adventure, fitness, group exercise and aquatics activities. Eligibility to represent BSU as a student-athlete includes requirements that the student must be a full-time, matriculated, undergraduate student, registered for at least a minimum full-time program of studies of 12 semester hours. A graduate student from a Division III institution who has remaining eligibility may participate on a varsity team if matriculated in a full-time program of studies of nine semester hours. A student athlete with a documented learning disability may be granted a waiver by the NCAA to carry no less than nine credits and still be considered full-time. All requests for such waivers must be made prior to the semester of team competition.

An Associate Director ensures both university and NCAA academic rules are adhered to. In 2021, BSU was awarded a [Strategic Alliance and Matching Grant](#) from the NCAA to hire a Manager for Diversity, Inclusion and Compliance. Responsibilities of this position include compliance assessment and implementation within the scope of the university, Conference and NCAA guidelines and policies. The Manager will also help assess the program as a welcoming and inclusive environment, and other initiatives in support of student athletes and staff. In January 2021, BSU was awarded the inaugural [NCAA Division III LGBTQA Athletic Program of the Year](#) honor in recognition of outstanding work done to advance initiatives to provide a welcoming and inclusive environment for the LGBTQA community. A [Student Athlete Advisory Committee](#) (SAAC) works in partnership with coaches and administrative staff to ensure student voice in athletic programs and decision-making and to foster a positive and respectful student-athlete image within our BSU Bear community. In fall 2021, the Student Athlete Diversity Committee, with the Manager of Diversity, Inclusion and Compliance serving as advisor, was formed. In alignment with NCAA expectations, an institutional self-study is conducted every five years. Additional Athletics appraisal information is available in the 2020-2021, NCAA BSU Institutional Self-Study.

Although athletic facilities, particularly indoor facilities, are limited especially for our growing club sports and recreational/intramural programs, needed facility improvements have occurred. Examples include the

Swenson Track & Field, the Moriarty Pool mechanicals and pool deck. Challenges continue to exist with the Kelly Gymnasium -- home to the wrestling and swimming and diving teams, recreation offerings, academic performance classes, and the sports performance weight room. The new construction of the “[Bear Paw Pavilion](#)” (houses football and track & field team locker rooms) was opened in fall 2021. Since 2016 the department has raised a cumulative \$291,000+ between the establishment of the [Crimson Pride Challenge](#) (\$246,000+) and the [Crimson Pride Classic Golf Tournament](#) (\$45,000+).

Numerous programs and services demonstrate BSU’s culture of care for students and since 2018 has added [24 hour and online resources](#) to the complement of services offered by the [Wellness Center](#), comprised of Counseling Services, Health Services and Health Promotions. BSU began a relationship with the [JED Foundation](#) to become a JED Campus and has completed a JED [strategic plan](#) to support the campus-wide initiative of increasing efforts to address suicide prevention, substance misuse and student mental health. Additionally, the [CARE Team](#), a multidisciplinary behavioral intervention team, was reconstituted in 2017 to more effectively address students of concern and has tracked more prudently associated data to keep a central repository of information about students referred. The newly implemented Student Navigator positions within the [Student Success and Equity Interventions area within the Division of Student Success and Diversity](#), as data demonstrates, have provided significant contributions to student retention. Additionally, the retention scholarship program, the [Food Pantry](#), the formal implementation of a [staff member](#) as the Single Point of Contact (SPOC) for food and home security, and the [Student Emergency Fund](#) highlight resources and services that support student success. Intentional outreach to address retention efforts include successful initiatives such as the Student Chatbot and Texting Initiative(s) and a Come Home to BSU Campaign. An inter-divisional program, The Student Academic Engagement Initiative (SAEI), was created in spring 2020 as a response to the University’s move to fully online courses. SAEI functions as an early alert system; faculty are requested to refer, on a weekly basis, academically disengaged students for additional support.

The [Student Code of Conduct](#) provides students information about rights and responsibilities as members of the BSU community. It is available online and in print by request. The Office of Community Standards has responsibility for ensuring wide-spread dissemination of information about the Code via all orientations and at programs during each semester. In [2019 the Code](#) was thoroughly reviewed by an external consulting firm as part of the SAEM division’s assessment cycle. Upon receipt of the firm’s written recommendations, the Office of Community Standards worked with senior divisional leaders, cross-divisional partners in Equal Opportunity and Title IX, and members of the Student Government Association to significantly re-design the Code’s resolution procedures for 2020.

Admission and record retention policies at BSU adhere to ethical standards that safeguard student information and hold student privacy as paramount. BSU’s record retention guidelines align with best practices as set forth by the [American Association of Collegiate Registrars and Admission Officers \(AACRAO\)](#) and adhere to record keeping requirements as established by the Commonwealth of Massachusetts. Student privacy policies adhere to guidelines set forth by the Family Educational Rights and Privacy Act (FERPA) of 1974. The [Registrar’s Office](#) is responsible for ensuring institutional adherence to FERPA and appropriate student record management. BSU’s FERPA policy is readily available to students and explicitly explains rights, institutional responsibility, as well as what is considered “Directory Information.” FERPA trainings are held throughout the academic year to increase overall awareness and ensure campus community members understand their role in the safeguarding of student records. In 2020, a [First Name in Use, Gender Identity, and Pronoun in Use Policy](#) was finalized to protect the privacy of and provide for identity management of our LGBTQ community.

*Projections*

Student services and the co-curricular experience need to be aligned and streamlined over the next five years with respective strategic priorities linked to the University Strategic Plan, and interdivisional collaborative planning. The Student Success and Diversity Division works to ensure that diverse students have the information they need to succeed at BSU via social media, internet sites, marketing digital materials and personal outreach.

The Strategic Enrollment Management Group (an interdivisional university-wide group) led by the Executive Vice President and Provost, and the Vice President for Student Affairs and Enrollment Management, will continue to implement the Strategic Enrollment Plan (SEP) designed to increase enrollment through fall 2027.

Continued focus on ways to improve the transition of students from the Academic Achievement Center advising to academic department advising and to offer more advising support to new transfer students will be a priority over the next five years. The newly formed Advising Network in 2021, a cross-divisional group, will share best practices in advising and build additional supports for both students and advisors especially for departments with particularly high advising loads.



**Standard 5: Students  
(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?
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Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2018 )	2 Years Prior (Fall 2019 )	1 Year Prior (Fall 2020 )	Current Year (Fall 2021)	Goal (specify year) (Fall 2022 )
<b>Freshmen - Undergraduate</b>	?				
Completed Applications	6,806	9,800	9,555	8,881	9,200
Applications Accepted	5,270	7,617	7,865	7,671	7,750
Applicants Enrolled	1,518	1,611	1,389	1,382	1,550
% Accepted of Applied	77.4%	77.7%	82.3%	86.4%	84.2%
% Enrolled of Accepted	28.8%	21.2%	17.7%	18.0%	20.0%
Percent Change Year over Year					
Completed Applications	na	44.0%	-2.5%	-7.1%	3.6%
Applications Accepted	na	44.5%	3.3%	-2.5%	1.0%
Applicants Enrolled	na	6.1%	-13.8%	-0.5%	12.2%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
<b>SAT MATH/SAT VERBAL</b>	530/540	529/535	519/531	543/563	543/563
<b>Transfers - Undergraduate</b>	?				
Completed Applications	1,820	1,875	1,446	1,333	1,400
Applications Accepted	1,706	1,527	1,376	1,272	1,270
Applications Enrolled	1,086	957	805	774	800
% Accepted of Applied	93.7%	81.4%	95.2%	95.4%	90.7%
% Enrolled of Accepted	63.7%	62.7%	58.5%	60.8%	63.0%
<b>Master's Degree</b>	?				
Completed Applications	598	536	634	687	687
Applications Accepted	483	459	555	553	553
Applications Enrolled	352	332	401	378	378
% Accepted of Applied	80.8%	85.6%	87.5%	80.5%	80.5%
% Enrolled of Accepted	72.9%	72.3%	72.3%	68.4%	68.4%
<b>First Professional Degree</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

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**Standard 5: Students  
(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2018 )	2 Years Prior (Fall 2019 )	1 Year Prior (Fall 2020 )	Current Year (Fall 2021)	Goal (specify year) (Fall 2022 )
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	1,804	1,864	1,625	1,609	1,609
	Part-Time Headcount	88	104	142	148	148
	Total Headcount	1,892	1,968	1,767	1,757	1,757
	Total FTE	1,794	1,877	1,668	1,627	1,627
Second Year	Full-Time Headcount	1,820	1,795	1,690	1,475	1,475
	Part-Time Headcount	167	160	215	194	194
	Total Headcount	1,987	1,955	1,905	1,669	1,669
	Total FTE	1,837	1,812	1,744	1,511	1,511
Third Year	Full-Time Headcount	2,005	1,971	1,803	1,700	1,700
	Part-Time Headcount	418	464	435	439	439
	Total Headcount	2,423	2,435	2,238	2,139	2,139
	Total FTE	2,114	2,130	1,953	1,841	1,841
Fourth Year	Full-Time Headcount	2,206	1,997	1,984	1,712	1,712
	Part-Time Headcount	804	840	866	865	865
	Total Headcount	3,010	2,837	2,850	2,577	2,577
	Total FTE	2,460	2,274	2,301	2,011	2,011
Unclassified	Full-Time Headcount	42	7	31	24	24
	Part-Time Headcount	150	163	237	203	203
	Total Headcount	192	170	268	227	227
	Total FTE	83	112	98	81	81
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	7,877	7,634	7,133	6,520	6,520
	Part-Time Headcount	1,627	1,731	1,895	1,849	1,849
	Total Headcount	9,504	9,365	9,028	8,369	8,369
	Total FTE	8,288	8,206	7,764	7,071	7,071
	% Change FTE Undergraduate	na	-1.0%	-5.4%	-8.9%	0.0%
<b>GRADUATE</b>						
	Full-Time Headcount	467	495	517	501	501
	Part-Time Headcount	1,019	923	1,106	1,072	1,072
	Total Headcount	1,486	1,418	1,623	1,573	1,573
	Total FTE	759	770	855	826	826
	% Change FTE Graduate	na	1.4%	11.1%	-3.4%	0.0%
<b>GRAND TOTAL</b>						
	Grand Total Headcount	10,990	10,783	10,651	9,942	9,942
	Grand Total FTE	9,047	8,975	8,619	7,897	7,897
	% Change Grand Total FTE	na	-0.8%	-4.0%	-8.4%	0.0%

Please enter any explanatory notes in the box below

**Standard 5: Students  
(Financial Aid, Debt, Developmental Courses)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

	(FY 2015)	(FY 2016)	(FY 2017)
Three-year Cohort Default Rate	5.3	5.7	5.5
Three-year Loan repayment rate (from College Scorecard)	4.5	6.2	5.6

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2018 )	(FY 2019 )	(FY 2020)	(FY 2021)	(FY 2022)

<b>Student Financial Aid</b>	(FY 2018 )	(FY 2019 )	(FY 2020)	(FY 2021)	(FY 2022)
Total Federal Aid	\$72,079,380	\$72,242,695	\$73,437,490	\$66,837,575	\$67,900,000
Grants	\$15,127,567	\$16,014,444	\$16,483,510	\$15,115,667	\$15,600,000
Loans	\$55,955,183	\$55,701,166	\$56,529,205	\$51,077,913	\$51,500,000
Work Study	\$996,630	\$527,084	\$424,775	\$627,411	\$627,411
Total State Aid	\$8,026,444	\$8,176,463	\$8,809,308	\$7,176,760	\$7,500,000
Total Institutional Aid	\$6,750,924	\$6,664,211	\$9,546,330	\$9,148,491	\$9,300,000
Grants	\$6,750,924	\$6,664,211	\$9,546,330	\$9,148,491	\$9,300,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$15,916,137	\$18,598,656	\$18,248,167	\$8,075,383	\$8,075,383
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$15,916,137	\$18,598,656	\$18,248,167	\$8,075,383	\$8,100,000

**Student Debt**

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	90%	88%	91%	90%	90%
Graduates	31%	34%	33%	33%	33%
First professional students	N/A	N/A	N/A	N/A	N/A

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$29,912	\$30,147	\$29,681	\$30,100	\$30,100
Graduates	\$23,194	\$21,914	\$23,736	\$23,700	\$23,700
First professional students	N/A	N/A	N/A	N/A	N/A

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$23,461	\$24,582	\$17,913	\$18,500	\$18,500
Graduate Students	\$33,116	\$35,829	\$29,141	\$29,000	\$290
First professional students	N/A	N/A	N/A	N/A	N/A

**Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**

English as a Second/Other Language	<1%	<1%	0%	<1%	<1%
English (reading, writing, communication skills)	13%	13%	13%	16%	16%
Math	25%	29%	28%	35%	35%
Other					

Please enter any explanatory notes in the box below

FY 21 year is not yet complete. Estimates look similar to FY20. FY22 is unknown at this time.

**BRIDGEWATER STATE UNIVERSITY**

**Standard 5: Students  
(Student Diversity)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Male	4,238	3,521	918		
Female	5,976	5,422	1,238		
Students of Color	3,935	3,236	635		
First Generation	1,298	1,296	1,076		
Low Income	3,014	2,675	723		
American Indian/Native Alaskan	22	15	2		
Asian	398	356	57		
Black	1,509	1,132	223		
Hispanic	1,552	1,345	222		
Cape Verdean	44	40	26		
International	126	113	14		
Native Hawaiian/Pacific Islander	7	7	1		
Two or More Races	403	341	104		
<b>Graduate Admissions information</b>					
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Male	214	193	116		
Female	728	612	391		
Students of Color	144	117	80		
First Generation	320	293	225		
American Indian/Native Alaskan	2	2	2		
Asian	14	9	6		
Black	52	45	33		
Hispanic	43	35	22		
Cape Verdean	13	11	7		
International	29	27	10		
Native Hawaiian/Pacific Islander	1	0	0		
Two or More Races	19	15	10		
<b>Undergraduate Enrollment information</b>					
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Male	2,667	737	3,404	2,869.80	3,404
Female	3,853	1,112	4,965	4,201.43	4,965
Students of Color	1,700	604	2,304	1,910.41	2,304
First Generation	3,197	999	4,196	3,500.03	4,196
Low Income	2,096	582	2,678	2,264.60	2,678
American Indian/Native Alaskan	8	4	12	9.73	12
Asian	131	47	178	143.73	178
Black	584	238	822	653.20	822
Hispanic	559	143	702	604.77	702
Cape Verdean	87	56	143	109.27	143
International	25	6	31	25.27	31
Native Hawaiian/Pacific Islander	1	1	2	1.27	2
Two or More Races	330	115	445	363.17	445
<b>Graduate Enrollment information</b>					
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Male	98	267	365	179.83	365
Female	403	805	1,208	646.37	1,208
Students of Color	124	140	264	159.42	264
First Generation	229	465	694	369.50	694
Low Income	205	147	352	242.67	352
American Indian/Native Alaskan	0	2	2	0.83	2
Asian	8	18	26	14.46	26
Black	36	40	76	44.50	76
Hispanic	30	32	62	39.54	62
Cape Verdean	12	13	25	14.92	25
International	17	7	24	15.50	24
Native Hawaiian/Pacific Islander	0	0	0	0.00	0
Two or More Races	21	28	49	29.67	49

Please enter any explanatory notes in the box below

## Standard 6: Teaching, Learning, and Scholarship

### Faculty and Academic Staff

#### *Description*

Bridgewater State University is a public, student-centered, comprehensive university that values and supports faculty and librarians as teachers and scholars, and as active participants in university governance. As of spring 2020, BSU employed 337 full-time faculty and librarians, as well as 425 part-time day faculty. By rank, the full-time faculty are categorized as follows: Professor (137); Associate Professor (107), Assistant Professor (91); Instructor (2); and nine Librarian positions, however, three of those positions are currently unfilled.

Qualifications of faculty are governed by the [MSCA-Collective Bargaining Agreement \(CBA\), Article XX, Section B](#). All full-time faculty applicants must have a terminal degree in their area of expertise, according to the [MSCA Contract Article I \(D-56\)](#). The majority of full-time faculty (56% in FY2020) hold doctoral degrees in their respective fields and 93% of full-time faculty hold terminal degrees in their fields. Approximately one-third are constituted at each of the three faculty ranks: Professor – 30%; Associate Professor – 23%; Assistant Professor – 19%, No Rank – 28%. Female faculty make up 55% of the total; faculty of color, 19%. [Article XX of the MSCA-CBA](#) limits academic departments to teaching no more than 15% of their courses per year with part-time faculty (excluding those hired to replace faculty on sabbatical or released for other duties). The Division of Academic Affairs secured 15 full-time temporary faculty members for AY21-22. BSU is also funding 29 sabbaticals in AY21-22 which is an example of its dedication to supporting faculty in their scholarly pursuits.

The process for recruiting and appointing faculty and librarians is well-developed at BSU, an affirmative action equal opportunity employer. The [BSU Strategic Plan](#) and [faculty hiring tools](#) provided by Human Resources and Talent Management underscore the institutional commitment and attention to diversity in hiring efforts. Human Resources and Talent Management along with the [Office of Equal Opportunity and the Title IX Coordinator](#) monitor all applicant pools and hiring practices to ensure compliance with legal and institutional diversity hiring standards in conjunction with faculty who actively participate in all academic searches as specified in Article VI of the CBA. In certain academic programs, faculty may be required to have specific credentials and accreditations which are delineated in the program-specific accreditation documents.

Full-time tenure track faculty hiring needs are initially determined at the department level through reflection on programmatic needs. Department faculty discuss their needs collectively and the department chair submits requests for new faculty members to the appropriate college dean. The Provost, deans, Senior Associate Provost, and Vice Provost then meet to discuss the needs of each college. Needs are then reviewed by the Provost who considers program enrollments and costs, predictions of future enrollment and institutional finances prior to determining faculty hiring priorities for discussion with the President. The President then makes the final determination on the number of faculty searches to be allocated to specific departments.

Once faculty lines are approved, a position description is drafted and reviewed by respective departments, deans, and the Human Resources and Talent Management office. Faculty Search Committees are formed following the [Faculty Hiring Policy Manual](#) developed by Human Resources and Talent Management. The process entails having three department faculty members elected by the faculty to review and interview prospective applicants. Typically, three candidates are recommended by the department to their college dean. The college dean will recommend one candidate to the Provost. The base salary is calculated using the formula in the collective Bargaining Agreement. The Provost has the authority to offer a prospective applicant additional salary at their discretion. The salary range is appropriate to the academic discipline and

considers the MSCA contract's established minimum and maximum salaries in Article XIII Sections I and J. Faculty and librarian salary, both tenure track and day-time part time, is determined by the unit contract through Academic Affairs. New employees complete the [Appendix O-1](#) form provided by the Office of the Provost for the purpose of confirming rank and salary. Day-time part-time faculty salaries are determined by the [MSCA Contract Article XIII Section H](#) while the evening part-time faculty stipend is determined by [DGCE Contract Article VII](#).

In addition to a benefits orientation with Human Resources and Talent Management, new tenure track, full-time temporary, and part-time faculty and librarians are introduced to the campus community through a two-day orientation program. The orientation is an annual event constructed and delivered by the Vice Provost, the Director of the [Faculty Advocacy Network \(FAN\)](#), and the Part-time Faculty Coordinator. FAN also offers mentors for the new faculty and three-four specific programs throughout the year to help build community and provide knowledge of the institution and its practices. This two-day orientation includes programming from various key campus organizations such as the [Office of Teaching and Learning \(OTL\)](#), [Writing Across the Curriculum \(WAC\)](#), [Quantity Across the Curriculum \(QuAC\)](#), and the [Center for Advancement of Research and Scholarship \(CARS\)](#). Consistent with its mission and purposes, the institution provides support for scholarship, research, and creative activities. Faculty and students undertake research to an extent reflective of the level and nature of the degrees awarded. Policies and procedures related to research are communicated throughout the institution via daily Community Announcements, the full-time and part-time faculty list servs, and individualized organization websites.

All faculty and librarians receive a copy of the MSCA-CBA when hired. The workload for faculty and librarians is specified in [Article XII of the MSCA-CBA](#). The [MSCA contract](#) outlines appointment, evaluation, reappointment, post-tenure review, sabbatical leave, and tenure and promotion procedures for full-time and temporary full-time faculty and librarians as well as salary and benefits. Temporary full-time faculty appointments with a maximum of six consecutive academic semesters have limited participation in campus decision-making, and do not participate in university-wide governance. After three years, they can no longer continue as full-time temporary faculty members at BSU. As such, they can teach as a part-time faculty member for one semester, after which they can be employed again as a full-time temporary faculty member for another three years. The University does not employ graduate teaching assistants.

This MSCA contract along with the handbook, [the Faculty/Librarian Resource Guide](#) details the responsibilities, institutional policies and processes, and conditions of employment. Responsibilities for both full- and part-time faculty and librarians are prescribed by the [MSCA-CBA in Article XII](#) which articulates expectations for teaching workload, academic advising, continuing scholarship and service. Article XII delineates the process and criteria for assigning teaching schedules as well as the process for undertaking alternative professional responsibilities through reductions in teaching loads and articulates the grievance process. Furthermore, a commitment to academic freedom is explicit in [Article V of the CBA](#) which states, "[T]he parties endorse the principles and standards of academic freedom and academic responsibility as generally and traditionally accepted in institutes of higher education." Additional statements of expectations of faculty and their academic freedom reside in the CBA and in numerous federal, state and university documents, and are accessible online.

As Massachusetts state employees, all faculty, librarians and professional staff are required to adhere to the State Ethics Commission's rules and regulations. All new hires are required to complete the state required [ethics training](#) within 30 days of their hire date. Every year all employees are given an ethics review. In addition, every two years employees are required to recertify by completing an online ethics training. Completion of the new hire training, annual review, and biennial recertification are tracked through our learning management system.

The teaching workload of full-time faculty is specified in [Article XII Section A subsection 2a](#) of the MSCA contract (page 199). Twenty-four credits per academic year are the regular faculty teaching workload. Faculty cannot teach more than 72 credits within a three academic year contract period. Faculty will often teach more than the required workload in one semester in exchange for a reduced load in a later semester in this three-year period. For most courses, three-credits are worth three workload credits. However, the contract also specifies workload for more atypical assignments like supervision of students completing internships and teaching independent and directed studies. The MSCA contract also provides for [Alternative Professional Responsibility](#) (APRs) which may replace some of a faculty member's teaching load in a given semester.

The Collective Bargaining Agreement describes evaluation processes and criteria which include the following: teaching effectiveness, academic advising, continuing scholarship, other professional activities (including public service, service on inter-institutional and system-wide committees, service as a program area chair, and significant academic advising), and duties assigned as alternative professional responsibilities (including serving as a department chair, advisor in the Academic Achievement Center or program coordinator). The CBA also defines the evaluation processes for part-time faculty, frequency of evaluations and evaluation timelines.

BSU is primarily a teaching institution, although, the contract requires all full-time faculty and librarians to perform continuing scholarship, which includes contributions “to the content of the discipline” rather than the ‘publish or perish’ approach that is often found in other types of institutions. Faculty are expected to stay current with developments in their field while their main focus is on teaching.

The University provides for travel and research needs of faculty and librarians through annual Center for Research and Scholarship grants. Pedagogical needs of faculty and librarians use Office of Teaching and Learning grants and the Summer Teacher-Scholar Institute for support and enrichment. During FY 2017, FY 2018, and FY 2019, more than \$230,000 was awarded for travel. Due to COVID-19, this amount was reduced in the last two fiscal years. More than \$100,000 was awarded for faculty initiatives each year in the [last five years](#). Faculty development needs are also met through campus programming across a range of themes and professional interests through CARS, OTL and other campus organizations.

BSU evaluates support for faculty effectiveness in teaching, advising and scholarship through [program reviews](#), Academic Affairs divisional budgeting, and with ad hoc institutional reviews of faculty support structures. Every academic department undertakes an extensive program review every five years, with the exception of 2020-2021 when program reviews were paused due to the impact of COVID-19. Program review results guide human, physical and fiscal resource allocation within departments and relative to their College and University. [Program reviews](#) highlight departmental strengths, faculty concerns and potential growth areas. Academic Affairs evaluates levels of support for all instructional, curricular, advising and faculty development programs through each year's budget process. This process considers faculty demand for resources and potential areas of change in the coming year in the context of the [strategic plan](#) and institutional mission. The academic administrative leadership, academic department chairs, and faculty development leaders meet regularly throughout the year to discuss ongoing and emergent faculty needs and interests. Academic Affairs reviews faculty development programs yearly to evaluate participation, effectiveness, and alignment with institutional strategic priorities.

### *Appraisal*

BSU is committed to building a diverse faculty body. Human Resources and Talent Management advertises positions in multiple outlets to attract applications from highly qualified diverse candidates with a variety of experiences and identities. Annually, HR attends the [Southern Regional Education Board](#) (SREB) state Doctoral Scholars Program with the goal of hiring more faculty from diverse groups, especially Black, Indigenous and other People of Color faculty. After faculty search committees have been selected, members attend a collaborative workshop to review the hiring process and applicant pool to identify Black, Hispanic,

or Native American/Pacific Islander. The workshop is a collaborative effort among Academic Affairs, Human Resources and Talent Management, the Office of Equal Opportunity, and the Division of Student Success and Diversity. Since the fall 2017, the number of full-time faculty and librarians increased from 357 to 370. Female faculty have decreased from 54% to 53% over that time; however, faculty of color have remained constant at 19%.

An area in which BSU excels once employment is determined is the onboarding process. Initially the appropriate College Dean makes contact and informs their candidate of their salary, opportunities for additional compensation, fringe benefits, information concerning mandated professional development funds, technology support (i.e., desktop or laptop or MacBook), allowance for moving expenses, how to request additional software or start-up items, and on-campus grant opportunities. The Human Resources and Talent Management Office ensures that new hires are aware of their rights and responsibilities. A four-part benefits orientation is provided which includes: 1) Health & Dental, 2) Retirement & Savings Plans, 3) Wellness, Time Off, and Payroll Information, and 4) Policies. Additionally, new hires are directed to the wealth of services on campus such as, Academics: [Faculty Life and Development](#), Online Campus Tour, including a Campus Map: [BSU Campus-Tour](#); BSU News & Events: [BSU News-Events](#); Social Media Page: [BSU Social Media](#); Our University: [The University](#), [Bridgewater Magazine](#); and Diversity on Campus: [BSU's Racial Equity and Justice Institute](#).

Teaching assignments at BSU are assigned during the scheduling process. One of the official duties of department chairs is to create a three-year schedule for upcoming semesters. The College Dean and Associate Dean work with the department chair to make sure that the schedule conforms to space and scheduling constraints of the university. Within departments faculty members are usually scheduled for course responsibilities based on the needs of the department to provide courses for their majors, with preferences for faculty to teach in areas of their competencies. The department chair also schedules courses that address university-wide needs for the breadth of basic competencies and skills required of a bachelor's degree. At BSU most courses are capped at 35 students. The average number of students per class is 22 according to the most recent [BSU Factbook](#). Additionally, full time faculty teach 57% of the courses at BSU with a student/faculty ratio of 17:1.

In order to allow faculty to engage in both scholarly and teaching activities, their workload is overseen at several levels. The department chairs are careful not to schedule faculty for too many courses while preparing the schedule. The Dean and Associate Dean also review the schedule to assure that each faculty member meets the expected workload and approves 'underloads' when a faculty member teaches fewer than 12 credits during a semester after having taught more credits in previous semesters. Finally, the canonical record of how many credits any faculty member has taught in a particular contract period is kept by the Associate Director of Academic Personnel in the Office of Provost.

[The Office of the Provost](#) annually offers fiscal support through college deans, and the MSCA. In addition, there are three major research awards available to faculty and librarians, the Presidential Fellowship, the Class of 1950 Distinguished Research Award, and the Lifetime Achievement Award. Faculty and librarians are also eligible for sabbaticals at regular intervals according to the MSCA contract.

The Office of Grants and Sponsored Projects (OGSP) staff work with faculty and librarians, and administrators in developing and executing external grants. OGSP has established guidelines, procedures, and annual reports on the website. During fiscal year 2020, two proposals valued at over \$5.5 million received \$4 million awards toward research and scholarship. Additionally, OGSP facilitated \$6.8 million (a 30% increase from fiscal year 2019) in 50 post-award activities. The 24 credits teaching workload over two semesters has been difficult for faculty to be involved in external grant development. Equitable incentives for alternative professional development (APR) to work on external grant proposals, has been noted as problematic.



[Faculty development initiatives at BSU](#) are offered through a variety of groups and organizations (named below); this constellation is unique to the institution. Each of these support faculty in their teaching, scholarship, and service. Leaders of these initiatives are organized into the Faculty Development Leadership Group (FDLG) which meets periodically to collaborate on programming. All of these faculty leaders report to the Vice Provost who evaluates participation, effectiveness and alignment with institutional strategic priorities each year. Current initiatives and missions include: 1) Center for Sustainability: to advocate for the integration of sustainability principles into teaching and learning, faculty-mentored undergraduate research, internships and student sustainability literacy, 2) Center for the Advancement of Research and Scholarship: to promote individual, collaborative and interdisciplinary scholarship activities for regional or global impact, 3) Community Engaged Teaching and Scholarship: to provide students with a variety of volunteer and community service opportunities in Southeastern Massachusetts and beyond, 4) Faculty Advocacy Network: to provide one-on-one collaborative and group support to faculty at all phases of their careers, 5) Family Advocates for Faculty and Librarians: to promote an awareness of and advocate for family care policies and programs that serve current and prospective faculty and librarians and that foster work-life integration, 6) Office of Teaching and Learning: to transform how we teach so our students improve how they learn, 7) Part-time Faculty Development: to promote effective part-time faculty teaching and student learning by providing educational support and professional development to part-time faculty, 8) Quantity Across the Curriculum: to promote the viability and importance of quantitative reasoning and to increase student and faculty engagement and success with numbers and quantitative reasoning skills in all disciplines of higher education, and 9) Writing Across the Curriculum: to engage faculty in the advancement of knowledge and pedagogy related to teaching, learning and the practice of writing within their disciplines and to offer faculty development opportunities that encourage active, innovative approaches to the teaching of writing across disciplines. In the last five years, about \$100,000 has been allocated for the [faculty led initiatives](#). Faculty development related events are organized by [CARS](#), [OTL](#), and other [faculty led program initiatives](#).

While faculty development and service opportunities are plentiful at BSU, the unit acknowledges that transparency of offerings has been lacking. The Vice Provost launched a new website detailing APR opportunity availability to full-time faculty and librarians. The Division of Academic Affairs has received funding to support an additional 43 three-credit Alternative Professional Responsibilities (APRs) for AY21-22. Initiatives that were paused during the AY20-21 will be supported during AY21-22. APRs granted for AY20-21 will continue at their current levels during AY21-22. New strategic APR opportunities will be available in the areas of racial justice and interdisciplinary studies for AY21-22. APRs will also be available for program review and new academic program development.

In regard to other academic support services, BSU's [Honors Program](#), an accredited member of the statewide [Massachusetts Commonwealth Honors Program](#) (CHP), is reviewed every six years (most recently in January 2020). The program was reaccredited until 2026. The reaccreditation letter noted that the infrastructure is well established, and shows commitment by faculty and students, as well as the university. Furthermore, it was noted that the program is focused on its purposes, educational goals, and the students it serves and is aligned with the institutions mission. The 2020 CHP reaccreditation letter recommended streamlining the Honors Thesis Proposal process to a one-step application, which is now done. Two other recommendations were for a budget increase for the Honors Program in FY2021, which was planned before the pandemic led to austerity measures, and for offering more non-humanities honors courses -- acknowledging that is a "common challenge" for honors programs. Four new science and social science honors courses have been added since the report was issued.

Additionally, the [Academic Achievement Center](#) (AAC) [Self-Study](#) was conducted in spring 2019 as a SWOT analysis using the Council for the Advancement of Standards in Higher Education General Standards with the intention of readying our campus for a successful search for a new Executive Director. Findings from the study emphasized the current facility is the greatest detriment:

“Facilities limitations present the single greatest obstacle to the AAC’s ability to enact its mission. The limitations presented by the AAC space are so much more than just a need to refresh furniture and old carpet. Space represents the single greatest obstacle to effective work in this area, including significant risks to student privacy and ADA compliance. Workspace is not adequate in size, layout, quality or accessibility for AAC to address the needs of today’s students, aligning AAC programs and services to advance campus goals of diversity, inclusion, equity and accessibility.”

Recommendations also included expanding the AAC’s assessment of the impact of their work, changes in infrastructure, and re-introducing campus to the roles and priorities of the area. Since the conclusion of the self-study and the arrival of our new Executive Director in fall 2019, many of these priorities have been quickly advanced.

The College of Continuing Studies and the College of Graduate Studies collect data on advising via the bi-annual graduate student experience survey. Based on the survey results, the Graduate Program Planning-GRPP 501 one credit advising course was eliminated in all but one degree program in which it was highly valued. The information is added to orientation about how graduate advising differed from undergraduate advising and added GRPP 502, an optional, free course, Maximizing the Graduate Student experience, which runs every semester including intersession and summer.

With the aid of numerous systematic assessment processes, the effectiveness of instruction is periodically addressed. Faculty participate fully in all aspects of academic program reviews. This process ensures that content and methods of instruction meet academic and professional standards and expectations for curriculum, learning outcomes and scholarship. Additionally, the shared governance process ensures faculty involvement in curriculum development both at the departmental and university-wide levels. At both of these levels faculty participate on curriculum committees as required by the [CBA](#). Changes to undergraduate programs suggested by departments are reviewed through the All-University Committee (AUC) and the Undergraduate Curriculum Committee (UCC). The Graduate Education Council (GEC) reviews changes to graduate programs. These committees are staffed by faculty, librarians, administrators and students. In each case, faculty constitute the majority of committee members. The [Academic Affairs Assessment Council](#), an advisory group to the Office of Assessment, voluntarily comprised of faculty and deans from all colleges provides useful insights to strengthen faculty participation in academic assessment. Faculty and librarians’ representatives serve on the Core Curriculum Steering Committee, as describe in Standard 3, Standard 4 and Standard 8.

### *Projection*

- Writing this study was simultaneously completed during the COVID-19 pandemic. This coupling has created an emphasis of awareness about the increased need of assessment and reflection across the campus. For example, the University will continue to strengthen, formalize, and create more systematic processes for program evaluations, faculty needs/composition and student needs. COVID-19 has provided the opportunity to reflect on data trends such as courses and departments that had increased enrollment with higher online offerings. Furthermore, campus wide technology (and equity in access), teaching modalities, faculty and student burn-out have peaked and shifted in ways that cannot be ignored for the success of all. Under the supervision and direction of the Provost, BSU will continue to apply flexibility approach to accommodate student and faculty needs without compromising the high standard of quality education. Adaptivity is smart choice to overcome some of the financial and recruitment challenges.

- [The Office of Grants and Sponsored Projects](#) (OGSP) has a faculty fellow that supports the development of external grants. Due to the lack of interest, it was discontinued. In order to increase faculty interest in preparing external grants OGSP is currently working to develop “best practices” and will share these resources with faculty and librarians to promote more faculty to work on external grant developments.
- APRs need to be considered for faculty preparing external grants as this would increase interest and external grant funding.
- Additionally, more transparency of faculty development and service opportunities are needed.

## Teaching and Learning

### *Description*

Excellence in teaching and meaningful learning experiences are at the heart of BSU’s mission. The University intentionally supports and employs teaching techniques and delivery systems, such as small class sizes and engaged learning practices that research has shown to be effective with the student population served. BSU’s multiple instructional delivery systems include lecture, seminar and discussion, online/hybrid, capstone/discussion, lab, and physical activity courses. In addition to these delivery systems, the University offers a variety of learning opportunities outside the classroom:

- Internship programs organized through the Internship Program Office in collaboration with faculty.
- Practica, pre-practica and fieldwork experiences, required for those students pursuing a career in Education, Counselor Education, Anthropology, Theatre and Dance, Social Work, Political Science, Communication Studies and Psychology.
- Mentored undergraduate research is offered through the Center for Transformative Learning
- Performances required in some Music, Theatre and Dance courses or programs.
- Flight training required in the Aviation Science program’s Flight Training concentration.

Through these varied instructional methods and delivery systems, the University meets the learning needs of students from a variety of social locations and academic backgrounds. BSU provides multiple avenues of academic support and opportunity. Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints. The [BSU Factbook](#) provides evidence of the diversity in age, gender, terminal degree statistics and other demographic information. The BSU Core Curriculum ensures that students take courses in a variety of disciplines and colleges, and First- and Second-Year Seminars provide in-depth experience in disciplines outside of students’ majors as described in Standard 4.

As described in Standard 5, the [Academic Achievement Center](#) (AAC) provides advising and support to first-semester first-year students, students undecided about their major, and “Emerging Scholars,” a program for readmitted students or those with a GPA below 2.0 who have worked with the Academic Standards Committee appeal process. New first-year students begin working individually with professional advisors in the AAC at New Student Orientation, where they create their first-semester course schedule and learn about BSU requirements and resources. The AAC offers peer advising as an additional resource for all BSU students. Peer advisors are trained undergraduate students who assist their peers with course and major selection, advising technologies, and identifying campus resources. While AAC services are being delivered online during the COVID-19 pandemic, advising meetings take place by video chat in Microsoft Teams or by phone.

The Academic Achievement Center Learning Assistance is staffed by administrators, faculty and student peers and includes both Academic Coaching and Tutoring. Additionally, librarians support faculty and students by organizing, selecting and managing library collections. They act as subject liaisons, as teachers of library instruction, and as creators of [MaxGuides](#) (resources guides for specific courses) and digital commons.

After their first semester, once the undergraduate student declares a major, they are assigned an academic advisor who is a full-time faculty member in their major department. Faculty perform advising duties as part of their contractual responsibilities under the [CBA](#), and new faculty and librarians are offered a workshop through New Faculty and Librarian Orientation to introduce them to departmental and core curriculum advising. Students are required to meet with their advisor each semester before being cleared for registration. In BSU's largest academic departments, in which each full-time faculty member has more than 40 advisees, small-group advising sessions facilitate guidance on course-selection, career-planning, and other core advising assistance. [BSU's Transfer Services website](#) provides a summary of the Mass Transfer Program and relevant advising links to all transfer students. A full-time Director of Transfer Services coordinates an orientation and advising program for transfer students that also involves a department chair or faculty member from each department.

Through a rich and varied offering of faculty and librarian development programs, BSU seeks to enhance the quality of teaching and learning in all courses and subjects. Faculty are involved in all areas of professional development as both leaders and participants in the initiatives. BSU also provides a variety of support and incentives to promote excellence among its faculty. Such resources include Presidential Teaching Awards for full-time tenure track, part-time, and full-time temporary faculty. All part-time, full-time temporary, and full-time tenure track faculty have access to travel grants through the Office of Teaching and Learning and the Center for the Advancement of Research and Scholarship. Part-time faculty are supported by the Part-time Faculty Development Program with its own faculty leader. Part-time faculty also receive 10-year service awards, just like other BSU employees across the institution.

In addition, the Teaching and Technology Center; Office of Teaching and Learning; Writing Across the Curriculum; Quantitative Reasoning Across the Curriculum; Community Engaged Teaching and Scholarship; and Sustainability Programs all run programs open to part-time faculty. Many of these programs offer course enhancement grants open to full- and part-time faculty. Finally, some departments with multi-section courses have a member of the full-time faculty on an Alternative Professional Responsibility (APR) to serve as a coordinator to assist both full and part-time faculty teaching those courses.

### *Appraisal*

In keeping with the University's commitment to varied instructional delivery, all classrooms on campus are equipped with state-of-the-art technology. Faculty receive training and support in the use of these resources through the [Teaching and Technology Center](#) (TTC) as well as training opportunities offered through that Center. The TTC is the primary resource for Blackboard learning platform. They provide training opportunities on the use of innovative technology tools to enhance pedagogy and informal support for questions and resources for matching technology tools with teaching and learning goals. These [opportunities](#) include: workshops; one-on-one consultative support; and regular annual programming for discussion of emerging academic technology such as the Online Teaching Institute and regular learning days focused on navigating our LMS, Blackboard. In addition, Blackboard, supported by the TTC, is available to all full- and part-time faculty. The Teaching and Technology Center in collaboration with the College of Continuing Studies has created a "Faculty Resource Center" Blackboard course site and enrolled all faculty at BSU into this course site so that faculty can access on-demand training resources and support.

Since 2018, the University has invested in the online platform DegreeWorks Planner, a “degree mapping” tool that enables students to track their own progress to degree, completed and outstanding course requirements, GPA, and advisor information. Because DegreeWorks Planner enables students to track courses they need to take and when they expect to take them, students are determining their upcoming course schedules more accurately and progressing toward their degrees more efficiently. DegreeWorks Planner also facilitates sharing key information between AAC and faculty advisors, which allows for smooth transitions from professional advising to advising in the major. After 15+ years of using the existing registration pages BSU has recently innovated the process which now allows students to pre-register using modernized registration that offers new features to aid in the registration process.

The College of Graduate Studies defines successful graduate students as ones who are able to take their courses at their intended pace, take advantage of co-curricular opportunities and are able to apply what they learned at BSU at their intended workplace, and are inspired and curious life-long learners. To ensure success, the college provides an abundance of support such as the Graduate Quantitative Fellow to assist graduate students in their quantitative reasoning skills and research, Graduate Writing Fellows who are strong writers and are trained to assist other graduate students, and weekly tutoring sessions for all graduate students are held.

Faculty and student support is one of the greatest priorities of the institution. BSU has made a major financial and human resources commitment to support scholarship research, and creative activities through multiple different faculty and librarian development programs. During FY2019 (pre-COVID) BSU invested more than \$500,000 in direct financial support for faculty development, excluding personnel and programming expenses via faculty development groups led by the Faculty Development Leadership Group (FDLG), individually addressed below.

Faculty development leaders meet to share ideas and discuss collaborative opportunities with each other in the Faculty Development Leadership Group (FDLG). Extensive and ongoing programs include individual consultations, workshops, and intensive all-day or multi-day conferences, recently offered through virtual platforms. Programming addresses pedagogical initiatives, scholarly research and writing, faculty and librarian work-life balance and family leave, strategies and choices at various career stages, issues of diversity, inclusion and equity, curriculum development, and course-based assessment. Topics and programs reflective of different and current themes are developed and scheduled each semester. Pedagogical programming now includes anti-racist and decolonial approaches to curriculum and syllabi.

[The Center for the Advancement of Research and Scholarship](#) (CARS) is one of the greatest assets to faculty scholarly development, led by a faculty advisory board, a Staff Assistant, two faculty Coordinators, and a faculty Research Fellow. Additionally, the success of CARS and its work to bring a wide array of professional development experiences to faculty and librarians is governed by stakeholders that includes CARS grant recipients, individuals in faculty leadership positions, interested faculty and librarians, Academic Affairs, the President’s office, the Bridgewater State University Foundation, BSU students and the broader community.

CARS support allows faculty the opportunity to utilize time and money to begin projects, to expand their scholarship, or to complete scholarly and creative endeavors. CARS oversees a [competitive grant process](#). The six grant types are the Course Reassignment Grant (CRAG), Faculty and Librarian Research Grant (FLRG), Part-Time Faculty Grant (PTFG), Small Grant, Summer Grant and Conference Grant which provides a series of scholarly grants (FY20=\$154,882) and travel grants (FY20=\$235,400) that support faculty research and attendance to professional conferences. A CARS Research Fellow guides and supports the development of faculty research grants.

Along with many grant opportunities, CARS provides a variety of activities and events throughout the year which foster [scholarly projects](#). These events showcase the CARS-supported work of faculty and librarians. Noted above, CARS works in concert with other campus initiatives and offices to foster and promote a range of professional growth events. Each year CARS hosts a “May Celebration” designed to showcase the research, scholarship, and creative endeavors conducted by faculty and librarians. The celebration provides an important venue for other campus initiatives to inform people about their work. The Office of Teaching and Learning carried out presentations about SoTL. Ultimately, while primarily a venue for the presentation of CARS-supported projects, the Celebration also provides an excellent opportunity to share many other campus efforts.

[BSU’s Undergraduate Research and Creative Scholarship](#) program funds faculty research collaborations with students through (a) Course-Embedded Research Grants of \$500 (up to 10 per semester) for expenses associated with CUREs (course-based undergraduate research experiences) in which all members of the course collaborate on a research project/study that typically advances the faculty member’s scholarship; (b) Adrian Tinsley Program (ATP) summer grants, which provides stipends to students (\$4,500) and faculty (\$2,000 per student mentee/collaborator) and supplies budgets (\$500) for up to 55 student-faculty projects; and (c) Conference Travel Grants (\$1,000) for students to accompany faculty to present at regional and national conferences. Those total \$530,000 annually.

[The Office of Teaching and Learning](#) works across the University with a mission “to transform how we teach so our students improve how they learn.” The OTL supports faculty through one-to-one consultations to support faculty in their teaching goals. It also provides the tools to facilitate feedback from students to make mid-course improvements; and engages with departments and programs on specific initiatives tied to program review and assessment, curriculum redesign or other approaches to adapt pedagogy to engage learners more effectively. The Office of Teaching and Learning (OTL) offers an annual conference each December, a campus-wide event each May as well as a collection of ongoing discussions throughout the year. Themes for the most recent conferences and ongoing OTL Forum events include topics relating to student engagement in online environments, racial justice in teaching and learning, and centering wellbeing in teaching and learning practices. Faculty teaching innovation, renewal, and travel to present their scholarship of teaching and learning work or to attend professional conferences focused on teaching and learning are supported each year (\$47,050).

An extensive internal [self-study](#) was completed by OTL in 2013-2014. [The external reviewers report](#) indicated: a clear commitment to teaching and learning excellence and an intent to provide the necessary resources, faculty benefits from event participation, online resources, and direct services, such as individual consultations, the summer institute, and the December Teaching Conference, and a direct and eloquent link between faculty pedagogical development and student success and sense of belonging in the BSU classroom. Recommendations included closer alignment of faculty development opportunities with disciplinary-based pedagogy experts at the college level; alignment of OTL programs with curriculum development priorities at the institutional, college, and department levels; better utilization of data analytics, such as those from learning management systems, to create pedagogical decisions driven by evidence; and consideration of a program specialist to assist with internal data analysis and implementation of more scholarly approaches to teaching and learning. As a teaching intensive institution, ongoing support, and development of the OTL is of primary importance to BSU’s faculty and students.

[The Sustainability Program](#) is piloting a new collaborative and interdisciplinary [grant program](#) which fosters research projects teaming faculty and students. Faculty members propose a collaborative project on a sustainability issue, with an emphasis on interdisciplinary projects with a regional or global sustainability focus. The Advisory Board of the Sustainability Program will select a group of projects, and students will

apply to join a research project they are interested in; two–five students will participate in each project. This structure will foster student participation in the types of professional, collaborative, problem–based research at the heart of sustainability. Students will be supported with a grant of \$1,000 each; faculty members will receive \$750. An example project would be to explore Green Development in New Bedford. Under faculty supervision, students might explore green development opportunities in this nearby city, from GIS mapping to wind power infrastructure to local farming collaboratives to aquaculture.

[The Writing Across the Curriculum](#) (WAC) program offers a number of [development opportunities](#). The WAC Early Summer Retreat engages approximately 20 faculty each summer to develop and revise writing-focused assignments. Topics covered at the retreat vary and can include using writing to foster class discussion; collaborative learning and speaking skills; using writing-to-learn techniques to deepen content learning; designing effective assignments and writing prompts; scaffolding larger writing tasks. Faculty receive \$300 for their participation in the retreat and the completion of their created/revised course materials. WAC also offers a Writing in the Disciplines grant that provides support to faculty for developing writing assignments and instruction geared toward specific fields or careers. These resources are then made available for distribution to faculty and/or students to improve student writing in upper-level courses. As typical at BSU, collaboration is viewed as critical for the success of faculty and therefore WAC also partners with OTL to offer a writing retreat at the Teacher-Scholar institute. The writing retreat provides much-needed support for scholarly writing in the form of time, space and peer feedback. The retreat engages 15–20 faculty each summer in a mentored writing project of their own selection, typically a manuscript, book proposal or conference presentation.

At BSU, scholarly and creative achievement by students is encouraged, supported and appropriately assessed. Mid-Year Symposium (MYS), held each December, offers first- and second-year students a supportive venue to present course-based research in talks, posters, performances and displays. Seven hundred to eight hundred first- and second-year students present each year. Institutional Research (IR) data show significantly higher first-to-second-year retention for MYS presenters. In December 2020, MYS was a virtual event on the [ForagerOne Symposium platform](#). The Student Arts & Research Symposium (StARS), an annual April showcase, is BSU's largest academic event, with 1,000+ undergraduate and graduate students (when we were in-person) presenting posters, talks, performances, and artwork. In April 2020 and 2021, StARS was a virtual event on the ForagerOne Symposium platform, with 279 presenters in 2020 and approximately 700 presenters in 2021. BSU's subscription to ForagerOne's Symposium has allowed for live and asynchronous presentations in AY2019–20 and AY2020–21. At the Virtual StARS in April 2020, BSU students' presentations were viewed 3,916 times: an average of 13 unique views per presentation.

BSU regularly hosts three regional and one international undergraduate–research symposia:

- [Undergraduate Symposium on Sustainability and the Environment](#), featuring student–presenters from BSU and across New England, held every November for 18 years (except November 2020)
- New England Undergraduate Sociology Research Conference – BSU-hosted regional event for 45 years
- Intercollegiate Undergraduate Literature Conference – Massachusetts UR symposium hosted at BSU every third year
- International Canadian Studies UR Conference – held at BSU every-other year (virtual in April 2021), drawing student–presenters from more than a dozen institutions in Canada and the U.S.
- The first annual national conference for graduate student research was held in May 2021.

BSU's Undergraduate Research program, Honors Program, and Center for Sustainability offer grants and research opportunities for students interested in pursuing their studies at a more intensive, mentored level. Opportunities include Adrian Tinsley Program (ATP) undergraduate-research summer grants (with stipends for students and faculty mentors); semester project grants for students; an individually mentored Honors Thesis for every honors student (75-100 per semester and growing); course-embedded research grants for faculty; student conference travel grants to 74 regional and national academic meetings, including the National Conference on Undergraduate Research; and Sustainability summer grants for student-faculty collaborative research. Support for undergraduate research allows for the pursuit of collaborative student-faculty scholarship and facilitates the integration of scholarship and instruction. The Undergraduate Research (UR) budget in Academic Affairs funds \$536,000 a year in grants for undergraduates and faculty mentors collaborating on research and creative scholarship (FY2019, FY2020, and FY2022; reduction in FY2021 due to lack of conference travel during the pandemic). The UR funding supports an average of 400 students and 55 faculty mentors per year.

BSU hosts a Community-Engaged Teaching and Scholarship Program (CETS) that can offer [10 courses per semester that fully integrate a community project](#) (previously known as Service Learning) with relevant content. BSU's Minnock Institute for Global Engagement and the hiring of an Assistant Provost and administrative staff have resulted in the focused development of study-abroad opportunities, international exchange, and a host of other international study and research programs, including new [Collaborative, Online, International Learning \(COIL\)](#) courses. Lastly, instruction in research techniques is offered by librarians through class presentations and one-on-one instruction in the library, further providing students with the knowledge and skills needed to conduct meaningful research.

Published annually since 2004 in hard copy and electronically, [The Undergraduate Review](#) features outstanding work recommended by faculty reviewers in a double-blind process. Student articles published have been downloaded more than two million times. BSU prints 300-500 copies of the journal every year. For the past six years, [The Graduate Review](#) has published graduate-student research electronically and in print.

[The Bridge](#), another student journal, is a nationally recognized showcase of literature and visual arts that consistently wins journal-wide and article-specific awards from the Associated Collegiate Press, the Columbia Scholastic Press Association, and College Media Advisors. First-year and second-year students find a venue for publication in *Embracing Writing*, published by the English Department. Student artists' work is displayed and judged annually at the annual Student Art Show, and the Department of Theatre and Dance offers numerous student performances every semester. In addition, departmental program review and specialized accreditation ensure that student scholarly and creative achievement complies with disciplinary assessment.

In June 2021, a BSU team of 18 faculty, staff and administrators participated in American Association of Colleges and University's (AAC&U) virtual Institute on High-Impact Practices and Student Success. The BSU team was accepted to work on the following goal: leverage several key institutional initiatives (Racial Justice Task Force, Leading for Change Racial Equity and Justice Institute, Strategic Enrollment initiative, and a strong foundation in equity in several high-impact practices (HIPs) to infuse high-impact practices across the academic journey of our students within an equity-minded framework. We aim to create pathways for each first-time first-year student to participate in at least four HIPs and for transfer students to participate in at least two.



*Projections*

- In order to ensure the quality of faculty and librarian scholarship as well as faculty-mentored student research, BSU has acknowledged the necessity to ensure that the Institutional Review Board (IRB) transitions to the federally monitored “Common Rule” by increasing resources. Additionally, the [Racial Justice Task Force has made recommendations](#). Recommended changes include: seek to diversify the members of the board; provide a more intentional and active role of the Office of the Provost to enhance support for the board, including community members and individuals with specific research expertise; support appropriate structural changes to the IRB Board; and add professional development opportunities and training for the Board, researchers and the BSU campus as a whole.
- Aligned with BSU’s mission and dedication to racial and social justice, the Provost has budgeted \$10,000 for a new racial justice-focused grant through CARS. The CARS Advisory Board is working to develop the grant design and will determine how the money will be allotted.

**Standard 6: Teaching, Learning, and Scholarship**  
**(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year Goal (FY 2022)
-------------------------------	-------------------------------	------------------------------	-----------------------------------

**Number of Faculty by category**

Full-time	361	337	338	338
Part-time	438	425	411	411
Adjunct				
Clinical				
Research				
Visiting				
Other, specify below:				
<b>Total</b>	<b>799</b>	<b>762</b>	<b>749</b>	<b>749</b>

**Percentage of Courses taught by full-time faculty**

61%	63%	63%	
-----	-----	-----	--

**Number of Faculty by rank, if applicable**

Professor	139	137	139	139
Associate	95	107	106	106
Assistant	111	91	86	86
Instructor	16	2	7	7
Other, specify below:				
<b>Total</b>	<b>361</b>	<b>337</b>	<b>338</b>	<b>338</b>

**Number of Academic Staff by category**

Librarians	9	8	7	7
Advisors				
Instructional Designers				
Other, specify below:				
<b>Total</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>7</b>

Please enter any explanatory notes in the box below

**Standard 6: Teaching, Learning, and Scholarship  
(Highest Degrees, Fall Term)**



3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year Goal (FY 2022)
-------------------------------	-------------------------------	------------------------------	-----------------------------------

**Highest Degree Earned: Doctorate**

<b>Faculty</b>	Professor	128	127	128	128
	Associate	86	97	97	97
	Assistant	97	82	78	78
	Instructor	1		0	0
	No rank	113	120	119	119
	Other				
	<b>Total</b>	425	426	422	422
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

**Highest Degree Earned: Master's**

<b>Faculty</b>	Professor	11	10	11	11
	Associate	9	10	9	9
	Assistant	14	9	8	8
	Instructor	15	2	7	7
	No rank	257	251	240	240
	Other				
	<b>Total</b>	306	282	275	275
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

**Highest Degree Earned: Bachelor's**

<b>Faculty</b>	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank	34	34	44	44
	Other				
	<b>Total</b>	34	34	44	44
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

**Highest Degree Earned: Professional License**

<b>Faculty</b>	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	<b>Total</b>	0	0	0	0
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

\* Please insert additional rows as needed

**Standard 6: Teaching, Learning, and Scholarship  
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year Goal	
	(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty Appointed</b>								
Professor								
Associate	1		3		4		4	
Assistant	14		12		9		9	
Instructor					1		1	
No rank								
Other		10		11		8		8
Total	15	10	15	11	14	8	14	8

<b>Number of Faculty in Tenured Positions</b>								
Professor	139		137		139		139	
Associate	90		104		101		101	
Assistant	5		4		5		5	
Instructor					1		1	
No rank								
Other								
Total	234	0	245	0	246	0	246	0

<b>Number of Faculty Departing</b>								
Professor			1		1			
Associate					4		1	
Assistant	9		3		2		1	
Instructor	1		1					
No rank								
Other								
Total	10	0	5	0	7	0	2	0

<b>Number of Faculty Retiring</b>								
Professor	4		6		7		1	
Associate	2		1		1		1	
Assistant								
Instructor								
No rank								
Other								
Total	6	0	7	0	8	0	2	0

**Fall Teaching Load, in credit hours**

Professor	Maximum	23.50	19.50	18.00	18.00
	Median	10.00	11.50	10.50	10.50
Associate	Maximum	15.58	15.75	17.00	17.00
	Median	9.25	9.50	10.38	10.38
Assistant	Maximum	22.50	19.75	16.00	16.00
	Median	12.50	12.25	12.00	12.00
Instructor	Maximum	15.03	12.00	14.25	14.25
	Median	12.00	12.00	12.50	12.50
No rank	Maximum				
	Median				
Other	Maximum		16.75	18.50	17.00
	Median		6.00	6.00	6.00

Explanation of teaching load if not measured in credit hours

**BRIDGEWATER STATE UNIVERSITY**

**Standard 6: Teaching, Learning, and Scholarship  
(Number of Faculty by Department or Comparable Unit, Fall Term)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year Goal	
(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Accounting and Finance	11	7	11	5	12	6	12	6
Anthropology	6	11	6	14	6	16	6	16
Art	15	17	13	23	13	20	13	20
Aviation Science	4	1	3	1	4	1	4	1
Biological Sciences	14	13	13	11	14	9	14	9
Chemical Sciences	8	8	8	7	8	8	8	8
Communication Sciences and Disorders	4	4	4	4	4	6	4	6
Communication Studies	15	25	15	17	13	17	13	17
Computer Science	7	3	9	4	8	4	8	4
Counselor Education	7	4	6	2	6	5	6	5
Criminal Justice	15	11	14	11	16	7	16	7
Dance	3	4	3	4	3	4	3	4
Economics	4	8	4	8	4	5	4	5
Elementary and Early Childhood Educat	15	14	16	14	16	24	16	24
English	29	44	25	41	25	37	25	37
Geography	7	4	7	2	6	2	6	2
Geological Sciences	5	2	5	2	5	2	5	2
Global Languages and Literatures	7	4	6	3	6	3	6	3
History	14	13	13	11	14	8	14	8
Management	16	14	14	11	15	6	15	6
Mathematics	21	36	17	36	18	36	18	36
Movement Arts Health Promotion and I	21	37	19	30	17	26	17	26
Music	8	21	5	25	5	25	5	25
Philosophy	7	17	7	15	7	13	7	13
Physics	7	8	6	7	6	7	6	7
Political Science	10	2	11	4	10	3	10	3
Psychology	24	15	22	19	22	18	22	18
Secondary Ed and Prof Programs	10	26	10	25	11	24	11	24
Social Work	17	24	17	31	18	32	18	32
Sociology	10	6	9	7	9	6	9	6
Special Education	8	23	9	15	8	16	8	16
Teaching English to Speakers of Other I	6	0	6	0	5	1	5	1
Theatre	6	12	4	15	4	14	4	14
Total	361	438	337	424	338	411	338	411

Please enter any explanatory notes in the box below

**Standard 6: Teaching, Learning, and Scholarship  
(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (2022)
<b>Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Male	151	174	325	325
Female	187	237	424	424
Faculty of Color	66	36	102	102
American Indian/Native Alaskan	2	0	2	2
Asian	31	12	43	43
Black	16	15	31	31
Hispanic	10	5	15	15
Cape Verdean	0	0	0	0
International	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	1	1
Two or More Races	6	4	10	10
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (2022)
<b>Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed</b>				
			0	
			0	
			0	
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

## Standard 7: Institutional Resources

### Human Resources

#### *Description*

The division of [Human Resources and Talent Management](#) (HRTM) supports 1,070 benefited faculty and staff; 447 part-time faculty; and 288 part-time/temporary employees. HRTM supports these employees through several functional areas such as payroll, benefits, Human Resources Information System (HRIS), employee and labor relations, recruitment, talent development, employee engagement, and employee wellness. HRTM's vision translates Bridgewater State University values and strategic vision to empower people to contribute to the transformation of the University and community. Most employees are represented by the following Collective Bargaining Agreements (CBA), which outline terms and conditions of employment – American Federation of State, County, and Municipal Employees ([AFSCME](#)); Association of Professional Administrators ([APA](#)); Massachusetts State College Association ([MSCA](#)); and the Division of Graduate and Continuing Education (DGCE). Part-time employees are non-benefitted and not represented by a CBA; the terms and conditions of employment are like those established for unionized employees. Non-unit professional administrators and non-unit classified employees are not represented by CBA; therefore, the terms and conditions are provided in the State Universities Non-Unit Professional Personnel Policies from the Board of Higher Education (BHE).

#### *Appraisal*

Performance evaluation processes, compensation structures, and grievance processes for employees are all included in the CBA and policies which are accessible on the [HRTM intranet page](#). [Recruitment](#) policies and procedures are accessible to search committee members, and the [Employee Guide](#) is made available to all employees on the HRTM intranet. CBA, policies and procedures are under the authority of either the BHE or the University. The agreements are negotiated every three years led by the BHE. The BHE updates policies and procedures under their purview on a schedule determined by that agency.

HRTM is in alignment with the mission of the University and the University's strategic plan. As a part of its mission, the University has a responsibility to advance the economic life and educate the residents of the Southeastern region and the Commonwealth. Seventy-eight percent of our 1,805 employees reside in the Southeastern region of the state. Furthermore, benefited employees may take advantage of the tuition remission program. During academic year 2021, including summer, 18% of benefited employees took advantage this benefit. HRTM intentionally gives emphasis to Bridgewater's success in implementing its strategic plan to ensure that the University's mission statement and changes to programs, policies and processes are in alignment and a true representation of its values and integrity of all employees.

The University's establishment of the Talent Development and Engagement function aligns with goal three of the University's [strategic plan](#) to provide opportunities for personal and professional growth for all employees in support of organizational progress. This new function offers employees access to professional development, career counseling and coaching, employee engagement activities, and wellness. Professional development offerings have been focused on supporting managers and supervisors in their oversight of employees to increase compliance with federal and state regulations and providing opportunity for career growth in the administrative and leadership competencies. The [programs offered](#) have been in-person, however, during COVID-19 offerings were primarily through a virtual platform. In 2020, the launch of LinkedIn Learning enhanced how professional development is offered. It provides a comprehensive online professional development platform designed to meet the needs of all employees. Employees have shared positive [feedback](#) about the platform.

The National Center for Education Statistics (NCES) projected a 19% increase in enrollment of students of color, therefore we project that approximately 27% of BSU students will be students of color by 2026. This data supports strengthening the talent acquisition process with the intent of increasing the racial and ethnic representation of employees to represent our student body. A review of [applicant pools](#) shows the University has recruited racially and ethnically diverse applicants, however, HRTM agrees with the findings of the President's Special Taskforce on Racial Justice that there are opportunities to improve. [Fall 2020 data](#) shows the racial and ethnic representation of students at 25%, faculty at 19% and staff at 11%. This data demonstrates the need to strengthen the talent acquisition process and to ensure hiring committees approach the recruitment of employees with an equity-minded lens. As a strategy to improve these numbers, in 2021, prior to a search commencing, all members of the search committee are required to attend the Equity-Minded Hiring Practices workshop.

### *Projections*

- Beginning July 2021, under the leadership of the Vice President of HRTM, the University began piloting telecommuting for employees. An assessment of the pilot program was completed, and the pilot program was extended through June 30, 2022. In addition, some departments have expanded the telework program to explore fully remote options. The telework program will again be assessed at the conclusion of the spring 2022 semester with a recommendation made to the President and Cabinet.
- Utilizing the current LinkedIn Learning platform, content related to racial and cultural competence is available and continually refreshed to ensure competency development is progressive. The Vice President of HRTM will explore external opportunities and continue its ongoing partnership with the division of Student Success and Diversity, to offer professional development programming to expand development of racial and cultural competence.
- HRTM will continue leading the strategic initiative of employee wellness through the Talent Development department and the Wellness Committee.

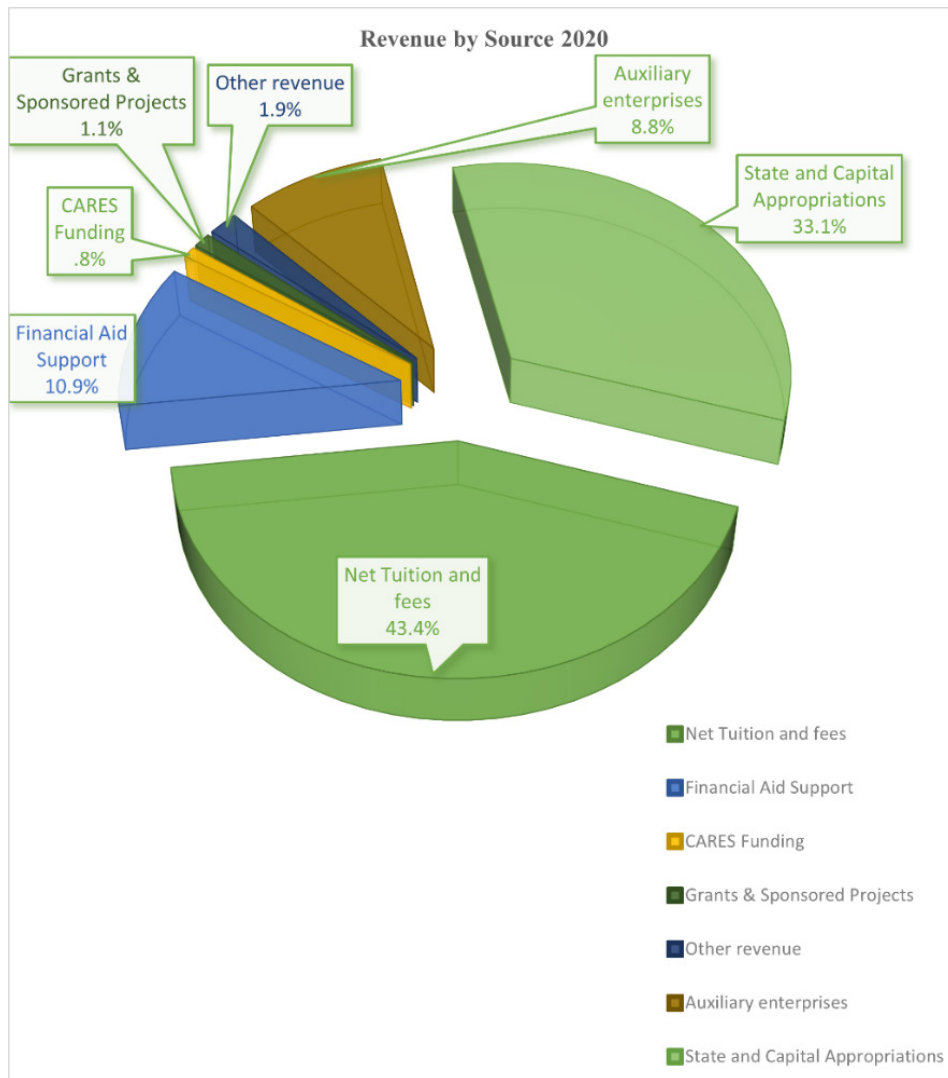
### **Financial Resources**

#### *Description*

Over the last five years, HRTM strived, in collaboration with the division of [Student Affairs and Enrollment Management](#) (SAEM), to develop and advocate for securing financial resources and student services. The programs supported were for the Bridgewater campus as well as the New Bedford, Massachusetts; Yarmouth, Massachusetts; and Attleboro, Massachusetts, alternative instructional locations.

Bridgewater State University deploys financial resources in line with the [goals of its Institutional Strategic Plan](#). Details about these resources is available in the [Comprehensive Annual Financial Report \(CAFR\)](#) which includes the annual audited financial statements. For 13 years in a row through 2020, the University's financial report has received the Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting. Reflected in the financial report is \$56 million in cash and equivalents and \$45 million invested in the pooled endowment. Both these amounts have grown since that June 30, 2020, measurement period and have grown significantly since the June 30, 2011, report. These resources help sustain future obligations or are available as a reserve for financial flexibility. The University's revenue comes from student paid tuition/fees (63.9% of revenue), state appropriations account (33.1% of revenue) and 3.0% from other sources including Bridgewater State University Foundation (BSUF) endowment support and grants and sponsored projects.





The Board of Trustees (BOT) and its Finance and Operation Committee, reviews quarterly financial reports including multiyear projections of enrollment. The University worked with Ruffalo Noel Levitz to develop a strategic enrollment plan to incorporate within the Institutional Strategic Plan. The operating budget, including the enrollment projections, is reviewed and approved annually by the BOT including review and approval of the student fees charged. The University also closely reviews financial aid policy and practices on a yearly basis to ensure retention of the current student body and future recruitment efforts are met with supportive financial offerings.

All employees of the University and the BOT are required to complete a biennial mandatory ethics and conflict of interest training required by the Massachusetts State Ethics Commission and overseen through the University’s HRTM Division. This training specifies the expected ethical behavior for all employees and appointed board members to ensure ethical oversight of financial resources and practices. Senior management and the BOT are required by state law to file statements of financial interest to disclose the potential for any conflicts of interest.

The BOT of both the BSUF and Bridgewater Alumni Association (BAA) and the Joint Investment Committee are responsible for all decisions related to the BSUF and BAA pooled endowment, which includes the accumulation of both donor restricted and unrestricted gifts. The Investment Committee meets at a minimum quarterly to semi-quarterly and reports to the full BOT at least quarterly. The Investment Committee oversees an experienced investment advising firm to support investment decision-making. The Investment Committee's decisions are guided by the [Investment Policies Statement](#) (IPS). The IPS specifies the investment objectives, spending policy, permissible investments, asset allocation policy and investment managers.

The BSUF is poised to launch a significant fundraising campaign to increase the pooled endowment to \$100 million. Since the last accreditation report, the pooled endowment has increased from \$21.7 million to more than \$60.1 million as of this writing. The pooled endowment funds support scholarship aid, internships and program needs.

Annually, in February, the [Budget Office](#) disseminates three years of historical data and current expenditures to division heads to prepare a detailed budget proposal noting immediate and long-term needs. Divisional budget proposals are compiled into the overall university budget and reviewed by the Vice President for Finance and each divisional vice president.

A Budget Coordinator committee was formed in August 2020, during COVID-19, to assess financial progress and exchange financial planning and cost control ideas. This committee meets regularly and includes leadership from the Finance Division as well as the budget managers representing each division.

Virtually all University resources are committed to the support of the educational [mission](#), with a lens towards our values and regional service. This fact is clearly reflected in the financial report, operating budget reports, BHE HEIRS reporting and IPEDs data submissions. The Provost convenes a budget review group within the Academic Affairs Division to review and assess the resources deployed to directly support student education. The group is composed of the Provost, the Senior Associate Provost, the division budget coordinator and three representatives from each union. Budget information is then able to be disseminated throughout all levels of the division to enable better deployment of resources.

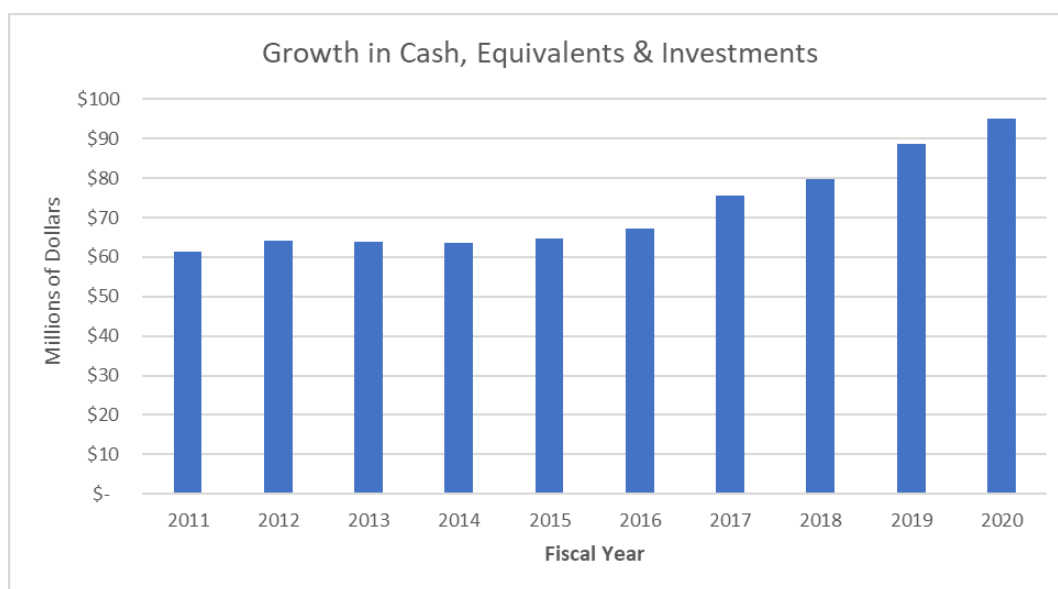
The University is striving to reach the enrollment goals with the offerings at the Yarmouth, Massachusetts, and Attleboro, Massachusetts, alternative instructional locations. The enrollment goals were negatively impacted by COVID-19 as course delivery transitioned to fully online and the students being served at these locations would otherwise have attended in person courses. The Fifth-Year Interim Report in August 2017 highlighted the need to achieving enrollment goals and ensuring that financial resources and student services are sufficient to support student success. Despite these challenges, Bridgewater allocated the financial resources to address this critical need.

The University has entered in a Memorandum of Understanding with the Cape Cod Collaborative (CCC), a non-profit educational organization providing a full range of instructional and support services to the students, parents, and public-school staff of the 19 Cape Cod member school districts, to utilize the Yarmouth, Massachusetts, location during the day. This sublease supports our regional educational purposes and activates the facility during the daytime. This partnership's emphasis on teacher preparation and training addresses a specific need in the community.

At the Attleboro location, the University committed resources by hiring a location director who is coordinating program development, marketing the programs, and providing student support services and/or serving as an advocate for those students to access the full array of University services. The location is currently closed but still serving students online and has developed a bachelor's degree in management which is now being offered.

*Appraisal*

Bridgewater State University has maintained financial stability through conservative financial planning generating a budget (cash) surplus each year. As noted above, cash balances have grown in the past decade along with pooled endowment investment while financial statement debt has been reduced from \$26.9 million in fiscal year 2012 to \$15.9 million in fiscal year 2020. Accordingly, the University has adequate liquidity, which has grown significantly in the past decade, as indicated in the chart below.



The University has increased locally funded financial aid and strives to provide an affordable education for students. Tuition and fees have been frozen for this academic year (2020–2021) and next academic year (2021–2022) to support this purpose.

Growth in the state appropriation in recent years has been helpful as the University remains dependent on tuition/fees as its primary revenue source. With the expansion of the residence life program and the assessment requirements from Massachusetts State College Building Authority (MSCBA), the University has become more dependent on occupancy to meet the assessment obligation. Our occupancy has been strong (95+%) until the pandemic. Our requirement to close our residence halls in spring 2020 and the resulting revenue loss was counterbalanced by debt restructuring by the MSCBA which significantly reduced our assessment for fiscal years 2020, 2021 and 2022. This coupled with the federal government stimulus payments has allowed the University to maintain cash balances, debt service payments, MSCBA assessment payments and deliver a balanced budget.

With the financial uncertainties presented by the COVID-19 pandemic, available cash and investments allowed University financial planning to continue in line with strategic needs. The University was able to withstand the fiscal year 2021 drop of 5% in billed student credits and 70% drop in occupancy. Debt restructuring by the MSCBA provided significant assistance in fiscal year 2021 and additional assistance in fiscal year 2022 lowering the University occupancy related costs. These resources and debt restructuring combined with the significant one-time stimulus grants from the federal government will allow the University to reposition expenditure allocations in FY22 and beyond to accommodate any continued significant loss in revenue.

The University is in a strong financial position and continues to innovate new programs (Photonics), make grant supported investments for growing job market programs (Aviation), and retain cash surpluses to improve liquidity. The Commonwealth of Massachusetts defines the University as a “business-type activity”. With this definition, the commonwealth’s auditors require the University accrue long-term pension and other post-retirement benefit net liabilities on the statement of position. These new accounting requirements implemented in fiscal year 2015 and 2019, respectively, have had a significant negative impact on the University’s net position. The net impact of these liabilities and their respective deferred outflows and deferred inflows of resources as of fiscal year 2020 is more than \$169 million. The University has limited control over these long-term obligations as the Commonwealth of Massachusetts controls these statewide plan offerings, funding requirements, investment decisions and actuarial determinations. Accordingly, the University, in accordance with generally accepted financial analysis, factors out these long-term obligations in assessing financial viability.

Over the past decade, the University has enhanced its ability to plan, monitor and implement its budget. The leadership of the University has consistently supported conservative enrollment and appropriation projections and allocated resources accordingly to avoid budget deficits.

The BOT, through continuous communication from the administration and the work of its various committees, are actively involved with the University’s financial performance. The BHE offers annual training for board members in best practices for their oversight responsibilities; board members are required to complete this training every four years. Violation of policies and procedures by community members is dealt with effectively. The external auditors have cited no deficiencies or material weaknesses in recent annual financial audits and have provided few management letter comments in the past decade.

In 2019, to appropriately structure risk management into the institution, the Enterprise Risk Management (ERM) Program and the [ERM Framework](#) was established. The ERM Committee consists of 22 members and is co-led by the Vice President of Information Technology/CIO and the Assistant Vice President of Finance, Procurement Services & Contracting. As of this writing the University has a comprehensive risk register. An annual report is made to the Board of Trustees to assure risks are being assessed and mitigated.

The Finance Division is led by the Vice President of Finance and Chief Financial Officer (CFO) as evident in the [Finance Division organizational chart](#). The Vice President of Finance and the senior management team have a strong financial acumen, and together this team prudently manages the finances of the University. The [resumes](#) of the key financial leaders demonstrate this fact.

### *Projections*

The strategic enrollment plan will be finalized in December 2021. This document will result in specific action plans around four critical areas: New Student Enrollment; Student Success and Retention; Post Traditional Learners; and Fiscal Impact. Key performance indicators (KPI) established are expected to stabilize enrollment with targeted recruiting into new markets, new program development, and better prospective student understanding of affordability. Enrollment initiatives and the intense planning for students to safely return to campus will assist in rebounding occupancy levels to pre-pandemic norms. For fiscal year 2022, 80% occupancy is needed to cover our reduced MSCBA assessments and moderated residence hall operating expenses. This will allow for a transitional buffer as the University builds back to mid-90% expected occupancy to meet future assessment needs. To deliver business efficiencies, the University will go-live with a Procure-to-Pay solution in January 2022. The University will continue to offer, on an on-going basis, undergraduate, graduate and professional development courses which appeal to local market demographic in the evenings at the Attleboro location and will develop plans to coordinate with CCC on training opportunities from district educational professionals.

## Information Resources

### *Description*

The [Maxwell Library](#) provides 24-hour online access to library resources for students and faculty. The library contains 255,000 physical volumes and provides access to approximately 155,000 digital/online volume equivalents (as reported to [IPEDS 2020-21](#)).

All service units are managed by nine full-time professional librarians, who report to the Library Dean (LD). Librarians supervise 15 FTE library assistants, and the equivalent of seven-eight full-time student workers.

During the academic year, the library is open 96 hours each week and extends its hours of operations an additional 15 hours during finals week. In collaboration with faculty, the library runs an average of 275 training sessions, annually reaching more than 5,000 students.

### *Appraisal*

#### **Collections**

The library contains more than 250,000 print volumes and provides access to more than 55,000 full-text electronic journals and more than 54,000 e-books. The library provides access to more than 200 article, image, audio, and abstract-only databases from a variety of publishers and vendors. Information resources are accessible to all registered students and faculty using their University credentials.

#### **Digital Repository**

In 2011 the digital repository became available. It contains 8,550+ articles/papers that are all well-read; there have been over one million [downloads](#) globally in the past year. Further, the Virtual Commons repository experiences continuous growth and world-wide [readership](#).

#### **Reference and Research Support**

Librarians provide information services to students and faculty on an individual basis, fielding 9,789 in-person reference questions and 1,171 virtual/phone/remote reference questions in the most recent reporting year (2019).

#### **Access Services (Circulation/Inter-Library Loan)**

The library still circulates many of the print/media-based materials in the collection. In 2019, the library recorded 16,933 circulation transactions and 4,554 renewals. The library also processed 6,506 requests for materials by patrons of other libraries, and 7,400 requests for materials from other libraries for BSU faculty, students and staff.

### *Projections*

- During AY2022-2023 the Library Director will work with the Librarians to complete a planning process to develop a strategic plan for the Maxwell Library. The strategic plan will commence in AY2023 and cover a three-five-year period depending on the identifiable goals deemed achievable.
- Working with the Librarians, the Library Director will continuously review the services provided to align with changes in virtual/hybrid teaching and learning models, focus on services to underserved student populations, and advance racial equity.
- The Library Director will review the need for additional librarian/other professional staff over the course of FY2022-2024 in consultation with the Librarians and other professional staff of the Library.

## Physical Resources

### *Description*

BSU's physical resources directly support the academic [mission](#) of the institution. Currently, those physical resources include the [main campus](#) in Bridgewater, Massachusetts, composed of 278 acres of land, 35 University owned buildings, 11 residence halls, and four domestic houses owned by the Bridgewater State University Foundation (BSUF). The University leases and operates three alternative instructional locations: The Cape Cod campus in South Yarmouth, Massachusetts; the Flight Training Center in New Bedford, Massachusetts; and a teaching campus co-located with Bristol Community College in Attleboro, Massachusetts.

The [Operations Division](#) (DIVO) provides qualified staff sufficient to support the institutions academic, residential, dining, and other supporting facilities ([DIVO Strategic Plan](#)). The University allocates sufficient financial resources annually to the [Facilities Management budget](#) which demonstrates the University's commitment to creating an atmosphere and environment conducive to study and research.

### *Appraisal*

#### Physical Assets

In FY2022 the Bear Paw Pavilion opened. This newly constructed building is 4,928 gsf and will serve to support student athletes and athletic trainers.

The University's lease at the New Bedford Airport in support of its aviation program is due to expire. The lease of this property will be extended for up to three additional years. This will provide for the needed planning time to evaluate a building lease vs. purchase for additional facilities in support of the aviation program.

#### Student Housing

The University provides student housing to undergraduate and graduate students in 11 buildings that total 3,413 beds and approximately 756,020 gsf of space.

#### Instructional Space

The University supports its academic programs with an array of instructional spaces, consisting of 113 General Purpose Classrooms, and 81 Specialized Instructional Spaces.

#### Planning and Budgeting

The Space and Capital Resources Strategy Committee gather information from students, faculty and staff regarding the use of physical resources and provide this information to the President and Cabinet. This structure uses the [BSU Master Plan](#) (BSUMP), the [university strategic plan](#) along with divisional strategic plans to inform the BOT. The current BSUMP will need to be updated when the University creates the strategic plan 2.0.

In May 2021, a capital project for the renovation of Burnell Hall was approved by the Division of Capital Asset Management and Maintenance ([DCAMM](#)). It is an investment that will rationalize the use of space campus-wide and save nearly \$20 million in deferred maintenance. The project will create a centralized home for the College of Education and Health Sciences ([CEHS](#)).

All state funded construction and renovation projects are completed by qualified design architects and engineers. These professionals ensure that projects meet all legal requirements as well as compliance with Massachusetts public procurement laws.

### **Building Access**

University buildings are opened for general access and locked at closing time electronically. Security is provided by the University Police Department. Resident students are provided electronic access to their assigned residence hall, and employee access to campus buildings is provided electronically through the Connect Card system. Key access to offices and other work areas is provided to employees upon approval from their supervisor.

### **Environmental Health and Safety**

Environmental Health and Safety (EH&S) ensures facilities comply with established Occupational Safety and Health Administration (OSHA) and Massachusetts Department of Labor Standards (MDLS) safety requirements. EH&S maintains compliance with the United States Environmental Protection Agency (EPA) and the Massachusetts Department of Environmental Protection (DEP).

In 2014, the University purchased the University of New Hampshire Chemical Environmental Management System (UNHCEMS) program which enables the University to track all chemicals on campus. Laboratory technicians in the sciences input all the data required. The program also provides multiple different safety trainings for our faculty, staff and students. All completed trainings are tracked in the UNHCEMS program.

The University also established the Science Safety Committee in 2018. Members of the committee include representatives from each department in the sciences, the chemical hygiene officer, and the environmental health and safety officer. This committee has developed numerous safety policies for students, faculty and staff, including the chemical hygiene plan, service dogs in laboratories, and the working alone in laboratories policy & procedure.

### **Sustainability**

Crimson, Scott and Pope Halls, and the Dana Mohler-Faria Science and Mathematics Center are all Leadership in Energy and Environmental Design (LEED) certified silver. BSU's newest 500 bed residence hall, Weygand Hall, constructed in 2013 is LEED certified gold.

During FY2020, BSU partnered with Forefront Power to build a 1.38-megawatt solar array over the Tower parking lot. This array will produce electricity that is transmitted directly into the National Grid supply for the region and BSU will purchase it at a significantly reduced rate.

### *Projections*

Upon the completion of the Strategic Plan 2.0 planned for 2023, the University will hire an architectural firm to complete a new Master Plan. Moreover, during FY2022, the University is reviewing pricing and options for upgrading both external door access systems in the residence halls, as well as the internal software and hardware that manages access into individual student rooms and suites. FY2022- FY2027 planning is underway for significant renovations of the Hooper Street Lot. The renovations will improve traffic flow on to the campus and increase the total number of parking spots available to students. In partnership with DCAMM, a comprehensive energy assessment will be undertaken in 2022. This will inform a decarbonization plan for the University pursuant to Commonwealth of Massachusetts Executive Order 594 (link forthcoming). Also in partnership with DCAMM, the University will need to complete a building condition assessment in FY2023 to gather comparative data and ensure the University is able to prioritize deferred maintenance.

## Technological Resources

### Description

The [Information Technology](#) (IT) division provides institution-wide centralized technology services and support with 54 full-time employees across 13 distinct departments led by the Vice President of Information Technology & Chief Information Officer (CIO) as evident in the IT Division [organizational chart](#). In 2020, to align with the institutional strategic plan, the IT Division established a new shared vision statement, a five-year [Information Technology Roadmap](#) and an [IT strategic plan](#).

### Appraisal

Annually the IT division upgrades classroom and meeting space audio and visual technology to support digital standards. A strength of the IT division is its employees and their ability to design, install, configure software, and train faculty on [HyFlex](#) or “Flexible Hybrid” technology with no outside support in response to COVID-19. The total investment in the 40 portable and five permanent HyFlex classrooms in [fiscal year 2021](#) was \$174,580. As a result, during the spring 2021 semester there were eight buildings housing 19 classrooms outfitted for HyFlex teaching where 26 faculty taught 38 class sections utilizing [HyFlex technology](#).

In addition to the HyFlex technology, 12 [software applications](#) to support teaching and learning academic programs were adopted during the global pandemic. Over the last five fiscal years, approximately 36% or 81 classrooms have been converted from [analog to digital technology](#) costing \$968,610. Significant progress to update classrooms to an Advanced Technology status (Table 1) has been achieved. A clear weakness for the IT division is the on-going limited financial and personnel resources, and classroom availability which hinders the division’s ability to eliminate expiring equipment and software requiring upgrade.

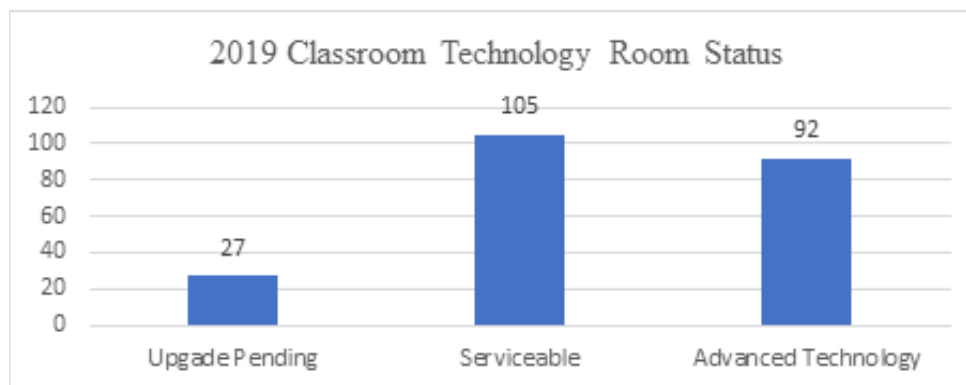


Table 1: 2019 Classroom Technology Status

Over the last five years, the IT division, in support of the University’s strategic vision for student success, has enriched both the physical and electronic student learning environments. More recently, at the onset of the global pandemic, within 48 hours, the IT division pivoted its Desktop-as-a-Service technology infrastructure to a scalable virtual solution, Windows Virtual Desktop (WVD), to ensure remote access to needed software was readily available. As a result, in [March 2021](#), there was a peak of 312 unique WVD users in one day and a peak of 81.7 hours of access to institutional software consumed in one day.



Championed by the IT Security Office, the IT division annually charters an “Information Security Improvements” project with the overarching goals of increasing the cyber resiliency of the institution, bolstering defenses against threat actors, and building trust from the campus community in its technology infrastructure. Operationally, the IT Security Office is engaged daily to perform monitoring activities for phishing emails and business email compromise (BEC) and to triage various alerts from the contracted managed security service provider (MSSP) looking for any illegal and/or inappropriate use of technology systems and resources. IT [policies](#) and procedures for community members are posted on the BridgeNet page which requires authentication.

The annual IT division formal project, [Improving IT Business Continuity](#), strives to improve upon the current, reliable, and scalable technology infrastructure and advance the IT disaster recovery and business continuity position, policies and procedures. Annual efforts focus on leveraging additional cloud service offerings, replacing aging physical infrastructure, and refining and expanding our [IT Disaster Recovery and Business Continuity Plan](#).

A by-product of the current fiscal year project will be an actionable plan that reflects recent infrastructure improvements; observations noted at the disaster recovery plan SWOT analysis exercise; the SWOT analysis survey results; and both the vendor provided analysis and IT personnel documented lessons learned from the vendor-led tabletop exercise which tested the division’s plan and personnel response to a cyber-attack scenario. While these annual efforts are considered a strength of the IT division, a clear weakness is the need for institutional alignment and further cross-collaboration across the institution.

A weakness of the current enterprise business intelligence environment is the remaining disconnected data sources and inability to integrate them into the enterprise software tools. For example, Blackboard Learn, the current learning management system (LMS), does not produce useful learning activity data.

### *Projections*

By June 2025, the Executive Director of the IT TTC will hire one additional instructional designer position that will provide needed support for faculty that marries academic technical and pedagogical expertise.

Over the next five-fiscal years, by June 30, 2025, the Director of Administrative Systems will oversee the implementation of an integration hub to enable data integration between various systems and migrate the institution to a modern LMS solution with strong analytics/data integration capabilities.

**BRIDGEWATER STATE UNIVERSITY**

**Standard 7: Institutional Resources  
(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

[https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package\\_1\\_43.pdf](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year Goal		
	(FY 2019)			(FY 2020)			(FY 2021)			(FY 2022)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	361	438	799	337	425	762	338	411	749	338	411	749
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	9	0	9	8	0	8	7		7	7		7
Library Technicians	13	0	13	12	0	12	11		11	11		11
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs			0			0			0			0
Management Occupations	37	0	37	40	0	40	43	0	43	43	0	43
Business and Financial Operations	269	0	269	271	0	271	260	0	260	260	0	260
Computer, Engineering and Science	47	0	47	44	0	44	40	0	40	40	0	40
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	26	0	26	24	0	24	19	0	19	19	0	19
Healthcare Practitioners and Technical	8	0	8	8	0	8	8	0	8	8	0	8
Service Occupations	157	0	157	153	0	153	141	0	141	141	0	141
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	165	0	165	158	0	158	148	0	148	148	0	148
Natural Resources, Construction, Maintenance	33	0	33	28		28	30	0	30	30	0	30
Production, Transportation, Material Moving	5	0	5	5		5	4	0	4	4	0	4
<b>Total</b>	<b>1,130</b>	<b>438</b>	<b>1,568</b>	<b>1,088</b>	<b>425</b>	<b>1,513</b>	<b>1,049</b>	<b>411</b>	<b>1,460</b>	<b>1,049</b>	<b>411</b>	<b>1,460</b>

Please enter any explanatory notes in the box below

**BRIDGEWATER STATE UNIVERSITY**

**Standard 7: Institutional Resources  
(Student of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: (06 / 30)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Most Recent Year	Percent Change yrs-1 yr prior	2 1 yr-most recent	
<b>ASSETS (in 000s)</b>						
☺	Cash and Short Term Investments	\$37,258,977	\$41,967,548	\$48,603,408	12.6%	15.8%
☺	Cash held by State Treasurer	\$1,473,239	\$997,855	\$497,921	-32.3%	-50.1%
☺	Deposits held by State Treasurer	\$5,196,705	\$6,564,633	\$7,024,949	26.3%	7.0%
☺	Accounts Receivable, Net	\$6,433,039	\$7,382,660	\$7,782,803	14.8%	5.4%
☺	Contributions Receivable, Net	\$64,685	\$596,146	\$508,226	821.6%	-14.7%
☺	Inventory and Prepaid Expenses	\$885,595	\$1,074,786	\$851,097	21.4%	-20.8%
☺	Long-Term Investments	\$41,606,972	\$45,955,950	\$45,709,557	10.5%	-0.5%
☺	Loans to Students	\$0	\$0	\$0	-	-
☺	Funds held under bond agreement	\$1,291,107	\$1,133,542	\$1,066,879	-12.2%	-5.9%
☺	Property, plants, and equipment, net	\$170,247,616	\$165,699,963	\$167,603,557	-2.7%	1.1%
☺	Other Assets	\$37,452,496	\$51,892,807	\$43,997,042	38.6%	-15.2%
	<b>Total Assets</b>	<b>\$301,910,431</b>	<b>\$323,265,890</b>	<b>\$323,645,439</b>	<b>7.1%</b>	<b>0.1%</b>
<b>LIABILITIES (in 000s)</b>						
☺	Accounts payable and accrued liabilities	\$22,458,490	\$27,306,352	\$27,564,805	21.6%	0.9%
☺	Deferred revenue & refundable advances	\$5,132,693	\$6,536,226	\$17,559,565	27.3%	168.6%
☺	Due to state	\$329,376	\$179,510	\$26,171	-45.5%	-85.4%
☺	Due to affiliates	\$0	\$0	\$0	-	-
☺	Annuity and life income obligations	\$0	\$0	\$0	-	-
☺	Amounts held on behalf of others	\$0	\$0	\$0	-	-
☺	Long-term investments	\$20,139,808	\$18,333,645	\$16,537,258	-9.0%	-9.8%
☺	Refundable government advances	\$0	\$0	\$0	-	-
☺	Other long-term liabilities	\$179,465,770	\$209,147,127	\$213,285,827	16.5%	2.0%
	<b>Total Liabilities</b>	<b>\$227,526,137</b>	<b>\$261,502,860</b>	<b>\$274,973,626</b>	<b>14.9%</b>	<b>5.2%</b>
<b>NET ASSETS (in 000s)</b>						
	Unrestricted net assets					
	Institutional	\$21,032,294	\$5,913,699	(\$7,216,487)	-71.9%	-222.0%
☺	Foundation	\$25,381,893	\$26,876,646	\$26,267,166	5.9%	-2.3%
	<b>Total</b>	<b>\$46,414,187</b>	<b>\$32,790,345</b>	<b>\$19,050,679</b>	<b>-29.4%</b>	<b>-41.9%</b>
	Temporarily restricted net assets					
	Institutional	\$1,039,875	\$1,219,637	\$1,564,983	17.3%	28.3%
☺	Foundation	\$7,323,951	\$7,488,114	\$7,039,026	2.2%	-6.0%
	<b>Total</b>	<b>\$8,363,826</b>	<b>\$8,707,751</b>	<b>\$8,604,009</b>	<b>4.1%</b>	<b>-1.2%</b>
	Permanently restricted net assets					
	Institutional	\$23,000	\$23,000	\$23,000	0.0%	0.0%
☺	Foundation	\$19,583,281	\$20,241,934	\$20,994,125	3.4%	3.7%
	<b>Total</b>	<b>\$19,606,281</b>	<b>\$20,264,934</b>	<b>\$21,017,125</b>	<b>3.4%</b>	<b>3.7%</b>
	<b>Total Net Assets</b>	<b>\$74,384,294</b>	<b>\$61,763,030</b>	<b>\$48,671,813</b>	<b>-17.0%</b>	<b>-21.2%</b>
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$301,910,431</b>	<b>\$323,265,890</b>	<b>\$323,645,439</b>	<b>7.1%</b>	<b>0.1%</b>

Please enter any explanatory notes in the box below

Long term investments include restricted cash for construction and other. Other assets include deferred outflow of resources related to pension and OPEB. Long-term investments (line 24) which should be "Long-term debt" also included current obligations on debt and leases. Other long-term liabilities included net pension liability, net OPEB liability and deferred inflows on service concession arrangements, pension and OPEB.

**BRIDGEWATER STATE UNIVERSITY**

**Standard 7: Institutional Resources  
(Statement of Revenues and Expenses)**

Fiscal Year ends - month & day: (06/30)	3 Years Prior (FY 18)	2 Years Prior (FY 19)	Most Recently Completed Year (FY 20)	Current Year (FY 21)	Next Year Forward (FY 22)
<b>OPERATING REVENUES (in 000s)</b>					
⌵ Tuition and fees	\$111,057,593	\$114,269,850	\$116,055,084	\$108,669,593	\$105,000,000
⌵ Room and board	\$37,114,259	\$38,125,120	\$30,117,935	\$15,903,045	\$30,500,000
⌵ Less: Financial aid	-\$36,166,652	-\$37,270,309	-\$40,527,469	-\$34,540,810	-\$37,000,000
⌵ Net student fees	\$112,005,200	\$115,124,661	\$105,645,550	\$90,031,828	\$98,500,000
⌵ Government grants and contracts	\$21,513,033	\$22,962,628	\$24,739,168	\$22,672,220	\$26,000,000
⌵ Private gifts, grants and contracts	\$108,160	\$66,774	\$109,402	\$100,000	\$100,000
⌵ Other auxiliary enterprises	\$2,356,080	\$2,341,123	\$2,446,956	\$1,808,064	\$2,300,000
⌵ Endowment income used in operations	\$11,597,528	\$3,546,907	\$3,926,659	\$4,474,527	\$4,000,000
⌵ Other revenue (specify):	\$3,645,609	\$2,928,318	\$2,698,581	\$2,519,103	\$3,000,000
⌵ Other revenue (specify):					
⌵ Net assets released from restrictions	-\$1,129,309	-\$1,138,069	-\$1,647,415	-\$1,304,931	-\$1,200,000
<b>Total Operating Revenues</b>	<b>\$150,096,301</b>	<b>\$145,832,342</b>	<b>\$137,918,901</b>	<b>\$120,300,811</b>	<b>\$132,700,000</b>
<b>OPERATING EXPENSES (in 000s)</b>					
⌵ Instruction	\$74,638,309	\$80,252,755	\$82,919,590	\$75,580,364	\$75,000,000
⌵ Research					
⌵ Public Service	\$2,876,939	\$2,623,570	\$2,420,144	\$1,646,931	\$2,000,000
⌵ Academic Support	\$26,422,937	\$27,901,251	\$26,115,706	\$23,840,242	\$25,000,000
⌵ Student Services	\$23,887,255	\$25,408,170	\$23,978,138	\$21,311,930	\$24,000,000
⌵ Institutional Support	\$23,114,844	\$26,610,670	\$27,990,342	\$21,908,099	\$25,000,000
⌵ Fundraising and alumni relations	\$1,665,159	\$1,667,511	\$2,533,192	\$2,175,741	\$2,500,000
⌵ Operation, maintenance of plant (if not allocated)	\$17,877,940	\$19,597,190	\$16,514,963	\$14,251,505	\$18,000,000
⌵ Scholarships and fellowships (cash refunded by public institution)	\$9,033,031	\$9,197,097	\$10,243,910	\$10,000,000	\$10,000,000
⌵ Auxiliary enterprises	\$24,828,075	\$25,073,019	\$21,845,355	\$21,153,679	\$22,000,000
⌵ Depreciation (if not allocated)	\$10,195,665	\$10,327,738	\$10,084,119	\$10,000,000	\$10,000,000
⌵ Other expenses (specify):					
⌵ Other expenses (specify):					
<b>Total operating expenditures</b>	<b>\$214,540,154</b>	<b>\$228,658,971</b>	<b>\$224,645,459</b>	<b>\$201,868,491</b>	<b>\$213,500,000</b>
<b>Change in net assets from operations</b>	<b>-\$64,443,853</b>	<b>-\$82,826,629</b>	<b>-\$86,726,558</b>	<b>-\$81,567,680</b>	<b>-\$80,800,000</b>
<b>NON OPERATING REVENUES (in 000s)</b>					
⌵ State appropriations (net)	\$58,883,631	\$65,098,681	\$67,350,219	\$69,756,478	\$66,000,000
⌵ Investment return	\$3,090,027	\$2,067,128	\$502,484	\$1,600,000	\$2,000,000
⌵ Interest expense (public institutions)	-\$721,117	-\$620,695	-\$561,181	\$486,624	\$412,398
⌵ Gifts, bequests and contributions not used in operations	\$1,282,307	\$1,279,525	\$1,902,763	\$1,300,000	\$1,800,000
⌵ Other (specify): CARES Act Funds	\$0	\$0	\$1,668,952	\$7,602,807	\$8,500,000
⌵ Other (specify): Rental Income	\$60,000	\$139,441	\$134,215	\$60,000	\$60,000
⌵ Other (specify):	\$1,796,597	\$1,596,671	\$1,419,741	\$1,500,000	\$1,500,000
<b>Net non-operating revenues</b>	<b>\$64,391,445</b>	<b>\$69,560,751</b>	<b>\$72,417,193</b>	<b>\$82,305,909</b>	<b>\$80,272,398</b>
<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$52,408</b>	<b>-\$13,265,878</b>	<b>-\$14,309,365</b>	<b>\$738,229</b>	<b>-\$527,602</b>
⌵ Capital appropriations (public institutions)	\$605,394	\$644,614	\$1,218,148	\$4,231,806	\$700,000
⌵ Other (specify):					
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$552,986</b>	<b>-\$12,621,264</b>	<b>-\$13,091,217</b>	<b>\$4,970,035</b>	<b>\$172,398</b>

**Standard 7: Institutional Resources  
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 18)	2 Years Prior (FY 19)	Most Recently Completed Year (FY 20)	Current Year (FY 21)	Next Year Forward (FY 22)
<b>Long-term Debt</b>					
Beginning balance	\$16,938,273	\$15,706,780	\$14,314,394	\$12,955,158	\$10,988,430
Additions	\$0	\$0	\$0	\$0	\$0
P	(\$1,231,493)	(\$1,392,386)	(\$1,359,236)	(\$1,966,728)	(\$1,465,918)
Ending balance	<b>\$15,706,780</b>	<b>\$14,314,394</b>	<b>\$12,955,158</b>	<b>\$10,988,430</b>	<b>\$9,522,512</b>
Interest paid during fiscal year	\$498,494	\$412,413	\$376,067	\$486,624	\$412,398
Current Portion	\$1,287,271	\$1,352,519	\$1,416,500	\$1,465,918	\$1,466,032
<b>Bond Rating</b>					
	N/A	N/A	N/A	N/A	N/A
<b>Debt Service Coverage</b>					
Operating Income / (Annual Interest + Current Portion of Debt)	8.84	7.53	2.07	2.15	1.30
<b>Debt to Net Assets Ratio</b>					
Long-term Debt / Total Net Assets	0.27	0.30	0.34	0.31	0.28
<b>Debt to Assets Ratio</b>					
Long-term Debt / Total Assets	0.10	0.08	0.07	0.07	0.06
<p><b>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.</b></p> <p>Debt service coverage is calculated based on net operating income including the state appropriation and excluding large non-cash items (depreciation and financial impact of pension and OPEB liabilities). (1) Interest rates on the 6 bonds payable range from 3.6% to 6.5% and mature between 1/15/23 and 5/1/32. (2) Debt covenants are all being met.</p> <p>No capital leases are included in the above calculations.</p>					
<p><b>Line(s) of Credit: List the institutions line(s) of credit and their uses.</b></p> <p>None</p>					
<p><b>Future borrowing plans (please describe).</b></p> <p>None</p>					

**BRIDGEWATER STATE UNIVERSITY**

**Standard 7: Institutional Resources  
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY 18)	2 Years Prior (FY 19)	Most Recently Completed Year (FY 20)	Current Year (FY 21)	Next Year Forward (FY 22)
<b>NET ASSETS</b>						
	Net assets beginning of year	\$73,831,308	\$74,384,294	\$61,763,030	\$48,671,813	\$53,641,848
	Total increase/decrease in net assets	\$552,986	(\$12,621,264)	(\$13,091,217)	\$4,970,035	\$172,398
	Net assets end of year	<b>\$74,384,294</b>	<b>\$61,763,030</b>	<b>\$48,671,813</b>	<b>\$53,641,848</b>	<b>\$53,814,246</b>
<b>FINANCIAL AID</b>						
	Source of funds					
	Unrestricted institutional	\$13,437,174	\$13,847,221	\$15,057,370	\$12,833,117	\$13,746,792
	Federal, state and private grants	\$21,777,025	\$22,441,570	\$24,402,804	\$20,798,057	\$22,278,809
	Restricted funds	\$952,453	\$981,518	\$1,067,295	\$909,636	\$974,399
	Total	<b>\$36,166,652</b>	<b>\$37,270,309</b>	<b>\$40,527,469</b>	<b>\$34,540,810</b>	<b>\$37,000,000</b>
	% Discount of tuition and fees	32.6%	32.6%	34.9%	31.8%	35.2%
P	% Unrestricted discount	31.7%	31.8%	34.0%	30.9%	34.3%
	Net Tuition Revenue per FTE	\$11,599	\$11,942	\$12,238	\$12,392	\$12,353
P	<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>	N/A	N/A	N/A	N/A	N/A
<b>Please indicate your institution's endowment spending policy:</b>						
4% based on 3 year weighted average by quarter of the endowment investment market value.						
<b>Please enter any explanatory notes in the box below.</b>						
Federal Financial Responsibility Composite Score not applicable to publics.						

**Standard 7: Institutional Resources  
(Information Resources)**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 18)	(FY 19)	(FY 20)	(FY 21)	(FY 22)

**Total Expenditures**

Materials	\$1,112,375	\$880,208	\$799,181	\$960,615	\$1,000,000
Salaries & wages (permanent staff)	\$1,410,517	\$1,469,712	\$1,450,587	\$1,370,140	\$1,354,640
Salaries & wages (student employees)	\$20,026	\$15,466	\$15,947	\$10,200	\$15,500
Other operating expenses	\$88,690	\$251,362	\$167,656	\$45,000	\$150,000

**Expenditures/FTE student**

Materials	\$116	\$92	\$84	\$110	\$118
Salaries & wages (permanent staff)	\$147	\$154	\$153	\$156	\$159
Salaries & wages (student employees)	\$2	\$2	\$2	\$1	\$2
Other operating expenses	\$9	\$26	\$18	\$5	\$18


**Collections**


Percent available physically	10%	10%	10%	10%	10%
Percent available electronically	90%	90%	90%	90%	90%
Number of digital repositories	1	1	2	2	2

**Personnel (FTE)**

Librarians - main campus	9	9	9	7	9
Librarians - branch /other locations	N/A	N/A	N/A	N/A	N/A
Other library personnel - main campus	15	15	15	13	16
Other library personnel - branch/other locations					

**Availability/attendance**

 Hours of operation/week main campus	94	94	96	40	96
Hours of operation/week branch/other locations	N/A	N/A	N/A	N/A	N/A

 **Consortia/Partnerships**

Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutes, Inc. (MCCLPHEI, Inc.)					
Massachusetts Library System (MLS)					
Massachusetts Libraries Board of Library Commissioners (MBLC)					

**URL of most recent library annual report:**

Please enter any explanatory notes in the box below

Because of the pandemic, the library reduced its hours of operation and the number of essential personnel working in the library facility itself.

There is no library annual report available.

See Form 4.5 for data about Information Literacy

**Standard 7: Institutional Resources  
(Technological Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 18)	(FY 19)	(FY 20)	(FY 21)	(FY 22)

**Course management system**

Blackboard Learn 9

Number of classes using the system

3,801	4,114	5,744	6,200	6,200
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**Bandwidth**

On-campus network  
Off-campus access

100/1000 Mbps and 10, 40 Gbps	100/1000 Mbps and 10, 40 Gbps	100/1000 Mbps and 10, 40 Gbps	100/1000 Mbps and 10, 40 Gbps	100/1000 Mbps and 10, 40 Gbps
-------------------------------	-------------------------------	-------------------------------	-------------------------------	-------------------------------

commodity internet (Mbps)  
high-performance networks (Mbps)  
Wireless protocol(s)

Primary 2048 Mbps, Backup 2048 Mbps	Primary 2048 Mbps, Backup 2048 Mbps	Backup 2048 Mbps, Primary 3072 Mbps	Backup 2048 Mbps, Primary 3072 Mbps	Backup 5120 Mbps, Primary 10,240 Mbps
n/a	n/a	n/a	n/a	n/a
802.11 a/n	802.11 a/n	802.11 a/n	802.11 a/n	802.11 a/n

**Typical classroom technology**

Main campus  
Branch/other locations

202
11

**Software systems and versions**

Students  
Finances  
Human Resources  
Advancement  
Library  
Website Management  
Portfolio Management  
Interactive Video Conferencing  
Digital Object Management

Ellucian Banner Student 9.3
Ellucian Banner Finance 9.3
Ellucian Banner Human Resources 9.3
Blackbaud Raiser's Edge & Blackbaud NXT
Bywater Solutions Koha 18
Acquia using Drupal 8.9
SharePoint Online, Banner Document Management 9
Microsoft Teams, Zoom
Drupal 8.9

**Website locations of technology policies/plans**

Integrity and security of data  
Privacy of individuals  
  
Appropriate use  
Disaster and recovery plan  
  
Technology replacement

<a href="https://my.bridgew.edu/departments/it/Shared%20Documents/Policy%20s/ConfData.pdf">https://my.bridgew.edu/departments/it/Shared%20Documents/Policy%20s/ConfData.pdf</a>
<a href="https://www.bridgew.edu/policy/website-privacy-statement">https://www.bridgew.edu/policy/website-privacy-statement</a>
<a href="https://www.bridgew.edu/policy/responsible-use-of-information-technology">https://www.bridgew.edu/policy/responsible-use-of-information-technology</a>
No publicly available link. Can be provided upon request.
<a href="https://my.bridgew.edu/departments/it/Shared%20Documents/Policy%20s/HardwareSupport.pdf">https://my.bridgew.edu/departments/it/Shared%20Documents/Policy%20s/HardwareSupport.pdf</a>

Please enter any explanatory notes in the box below

The general IT policies page is located here: <https://my.bridgew.edu/departments/it/SitePages/Policy.aspx>  
BSU equipped 31 existing classrooms with hyflex technology, converted 6 meeting spaces to hyflex classrooms, and created 5 new hyflex spaces.



**BRIDGEWATER STATE UNIVERSITY**

**Standard 7: Institutional Resources  
(Physical Resources)**

Campus location	Serviceable Buildings	Assignable Square Feet (000)
	Main campus	42
Other U.S. locations	3	24,476
International locations	0	0

	3 Years Prior (FY 18)	2 Years Prior (FY 19)	1 Year Prior (FY 20)	Current Year (FY 21)	Next Year Forward (goal) (FY 22)
<b>Revenue (\$000)</b>					
Capital appropriations (public institutions)	\$605,394	\$644,614	\$1,218,148	\$4,231,806	\$1,218,148
Operating budget	\$19,244,345	\$18,800,200	\$16,930,940	\$15,016,457	\$18,200,000
Gifts and grants		\$40,500	\$12,500	\$150,000	\$50,000
Debt					
Total	\$19,849,739	\$19,485,314	\$18,161,588	\$19,398,263	\$19,468,148
<b>Expenditures (\$000)</b>					
New Construction					
Renovations, maintenance and equipment	\$6,387,893	\$7,336,821	\$6,942,675	\$5,150,000	\$2,000,000
Technology	\$3,348,112	\$4,619,692	\$4,373,424	\$2,814,332	\$4,000,000
Total	\$9,736,005	\$11,956,513	\$11,316,099	\$7,964,332	\$6,000,000

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	85,005	5,501
Laboratory	128,368		128,368
Office	192,475		192,475
Study	59,946		59,946
Special	10,722		10,722
General	173,498		173,498
Support	110,618		110,618
Residential	917,064		917,064
Other	413,604	18,975	432,579

**Major new buildings, past 10 years (add rows as needed)**

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Welcome Center	Office	14,893.00	\$7,043,103	2015
DMF Science & Mathematics Center	Classroom & Laboratory	212,000.00	\$82,714,953	2012

**New buildings, planned for next 5 years (add rows as needed)**

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Bear Paw Pavilion	Support	4,272.00	\$2,899,412	2021

**Major Renovations, past 10 years (add rows as needed)**

The list below includes renovations costing  or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Cape Cod Satellite	Classroom	2,010.00	2,091,106	2015
Burnell Hall Renovations	Classroom	66,627.00	3,714,030	2013
Campus Parking Lot Designs and walkways	Other	N/A	2,750,235	2013
Hunt Hall Addition and Renovations	Classroom	3,200.00	3,602,584	2012
Swenson Field	Support	94,000.00	5,142,385	2011

**Renovations planned for next 5 years (add rows as needed)**

The list below includes renovations costing  or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Burnell Hall Renovation and Addition	Classroom	76,470.00	\$33,000,000	2025
RSU Multiple Student Support Renovations	Support	2,965.00	\$1,037,750	2025
Hunt Hall New Elevator Installation	Classroom	1,800.00	\$989,224	2025
Tillinghast Hall Accessibility and Kitchen Renovations	Support	14,640.00	\$20,000,000	2025

Please enter any explanatory notes in the box below

## Standard 8: Educational Effectiveness

### Overview

Bridgewater State University's commitment to educational effectiveness is central to the mission, vision, and goals of its strategic plan. Educational effectiveness is cross-divisional with the Senior Associate Provost of Academic Planning and Administration and Chief Data Officer acting as a central point of contact through which program assessment and evaluation of the strategic goals are supported by the Provost's Office. Since 2012, BSU has significantly strengthened its culture of assessment through the Office of Assessment's [Quality Project](#) and its [student-led transparency of learning outcomes initiative](#) where program learning outcomes are now publicly accessible via the [Academic Catalog](#). Colleges have significantly improved assessment efforts, and the Core Curriculum Steering Committee continues to use assessment data to improve student learning. These efforts are supported by the [Academic Affairs Assessment Council](#) comprised of faculty and deans and enhanced by the Office of Institutional Research through regularly administered institutional [surveys](#) and other qualitative measures.

### Core Curriculum

#### *Description*

BSU assesses the educational effectiveness of its general education program through its [Core Curriculum program](#) and [other measures of student success](#). The responsibility for assessment of the Core Curriculum is shared among the Core Curriculum Steering Committee (CCSC), the Office of Undergraduate Studies, and the Office of Assessment. The Office of Assessment designs the [Core Assessment Project \(CAP\)](#) with implementation jointly carried out by the Office of Undergraduate Studies. The assessment office is responsible for faculty-led scoring sessions and reporting results. The CCSC approves the CAP, reviews reports, and implements changes to the Core Curriculum. The next review in AY22 uses the same selected skills for assessment with the addition of faculty-developed analytic rubrics. In preparation, learning outcomes for these basic skill areas were reviewed by departments offering relevant courses as identified by the CCSC.

#### *Appraisal*

The last systematic review of select core skills in 2015 successfully provided comparison data to the 2011 review. [The 2015 CAP](#) used capstone papers from Writing Designated in the Major (CWRM) courses to assess critical thinking, information literacy, quantitative reasoning and writing. In keeping with the 2011 design, a single writing assignment is used to assess all targeted skills using [holistic rubrics](#) for each skill. A [CAP 2015 brief](#) outlining the design and results of the project was distributed to program chairs, faculty advisory leaders, and administrators for a discussion of the results. Students performed strongest in writing, less well in critical thinking and information literacy, and most notably the least in quantitative reasoning. In response to these results, five transdisciplinary faculty/librarian work groups (in the four assessed skill areas mentioned above plus spoken communication) began in 2016–2017 to refine the skill area [rubrics](#). Also, the Office of Assessment presented the results to the faculty-driven Writing Across the Curriculum (WAC) and Quantity Across the Curriculum (QuAC) groups, and through the annual assessment system, asked programs how they can strengthen critical thinking, information literacy, and quantitative reasoning skills. Given that each academic discipline naturally varies in its use of information literacy, the CCSC focused on developing an information literacy campus definition in 2019–2020. In August 2020, a faculty/librarian group worked to help the CCSC develop assessable learning outcomes and a statement of the value of information literacy, both of which were submitted for campus review, with a target of fall 2021 for completion. Detailed information for all core assessment activity is found in the [NECHE E-Series forms](#).

An area of concern is adherence to core outcomes. Although [the revised and newly written distribution area outcomes](#) (in AY2021) were based on responses from faculty currently teaching those requirements, it remains to be seen whether students understand these learning outcomes of the Core Curriculum requirements. In spring 2021, these new Core Curriculum outcomes were provided to faculty scheduled to teach Core Curriculum courses, a procedure which will continue as a permanent practice to reinforce the core outcomes.

*Projection*

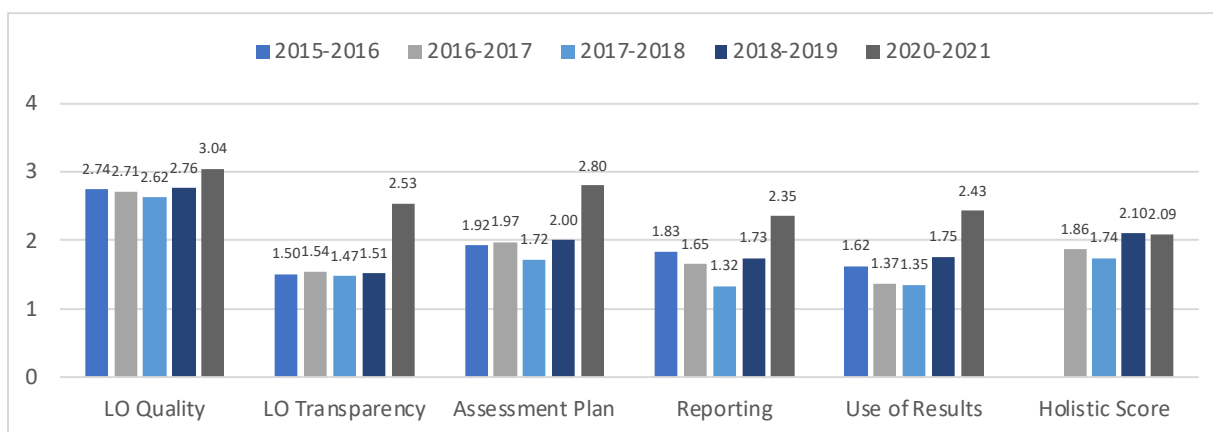
The CCSC needs to formalize its long-term strategy for assessment of the Core Curriculum. Currently, assessment of targeted core skills is conducted every five years, although not explicitly articulated in any document. The CAP budget is approved with each occurrence based on the planned cost of the assessment and budget prioritization. Having a long-term plan for the Core assessment will make budgeting more predictable.

**Academic Program-Level Assessment**

*Overview*

Academic degree programs use periodic [program review](#) and [annual assessment reporting requirements](#) to measure educational effectiveness. Assessment reports are due June 1 annually and evaluated by the Office of Assessment using the [Quality Project](#) (QP) framework which examines learning outcomes, assessment plans, reports, and how programs use results. The assessment office updates the [NECHE E-Series forms](#) annually including counts of where learning outcomes are visible, who conducts assessment, how results are communicated and used for continuous improvement of teaching and learning based on annual assessment reports submitted by the department. The current system used to review annual reports, initially built in 2014, is useful and regularly updated as needed. Below is a five-year history of the [BSU Quality Project results](#). The scores were based on the results of using the [QP scoring rubrics](#). A total of 65 reports were submitted covering 91 of 95 programs (96%). Of the remaining four programs, two were reported as having no students enrolled and two did not submit reports. Historical reports are on file in the Office of Assessment.

**Five-Year History BSU Assessment Activity on the Five Dimensions of Quality & Maturity of Assessment Systems**



\*Notes: Holistic scoring began in 2016-2017. The 2019-2020 annual assessment reporting was optional and therefore not included in this analysis.

## The Bartlett College of Science and Mathematics (BCoSM)

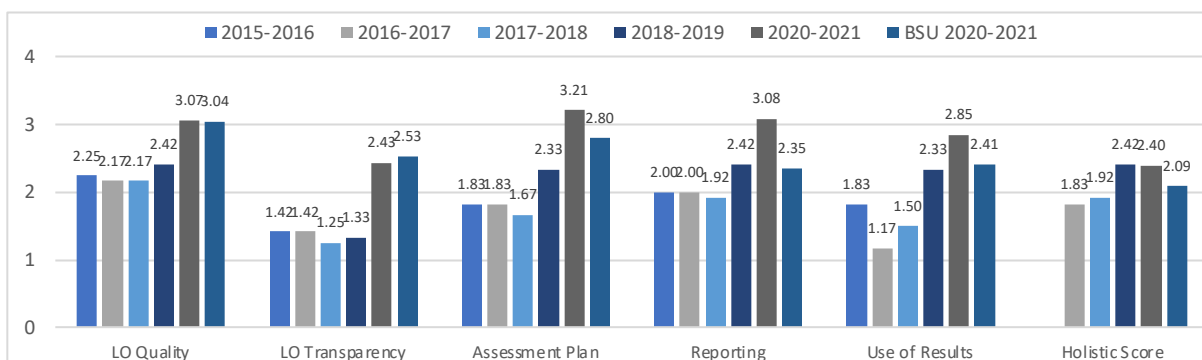
### Description

The BCoSM mission is to maintain and grow an engaged and successful community of students; sustain and build a community of excellent educators and scholars; nurture and promote a collaborative, inclusive, and informed community of faculty, staff, students, alumni and partners. BCoSM has made notable improvement in its program assessment efforts.

### Appraisal

Using evidence from assessment activities, BCoSM has engaged in multiple initiatives to improve student learning experiences with higher-than-average scores in five out of the six categories. Refer to the [NECHE E-Series forms](#) for detailed program assessment results.

**Five-Year History of BCSM on the Five Dimensions of Quality & Maturity of Assessment System\***



\*Note: 2019–2020 annual assessment reporting was optional and therefore not included in this analysis

Four programs (Chemistry BA/BS, Computer Science, BS, Mathematics MAT and BS, and Physics BA/BS) were cited for Excellence in Assessment by the Office of Assessment. In response to its 2016–2017 program review, Biological Sciences changed its undergraduate and graduate curriculum and program learning outcomes and implemented speaking- and writing-intensive seminar courses to support critical thinking skills. Chemical Sciences implemented electronic lab notebooks in 2018, and with the [Council of Undergraduate Research](#) grant, is scaffolding research throughout the four-year curriculum. Mathematics created a Pathways, Retention, and Equity Self-Study (PRESS) Committee to examine curriculum and co-curriculum towards a more racially just program. In Physics, when a gap in workforce development for photonics was identified through conversations with regional partners, a college team earned a \$2.5 million grant from [Massachusetts Manufacturing Innovation Initiative](#) and [Massachusetts Skills Capital Grant program](#) in 2020 to establish a new photonics and optical engineering program. Additionally, over the past 10 years, faculty initiatives resulted in over \$3 million in external grant funds designed to improve student learning experiences and retention through high-impact practices like peer mentorship and research activities. In the [BCoSM Alumni Survey 2019](#), 95% of responding majors were employed or in graduate school, 75% in a related or somewhat related field, and 30% of respondents completed an internship while at BSU. In the past three years, two students have been awarded [Goldwater Scholarships](#), and one an honorable mention.

The [Center for the Advancement of STEM Education \(CASE\)](#), an outreach component of BCoSM, shows in a 2019 [survey](#) approximately half of all BSU students participate in outreach programs prior to attending BSU. CASE program participation positively impacts 48% of these students’ decisions to apply to and 43% of students’ decisions to attend BSU.

*Projection*

BCoSM will focus on alignment to the BSU mission, differentiation of outcomes for BA and BS pathways, and reporting on assessment results for each discrete degree program.

**College of Education and Health Sciences (CEHS)**

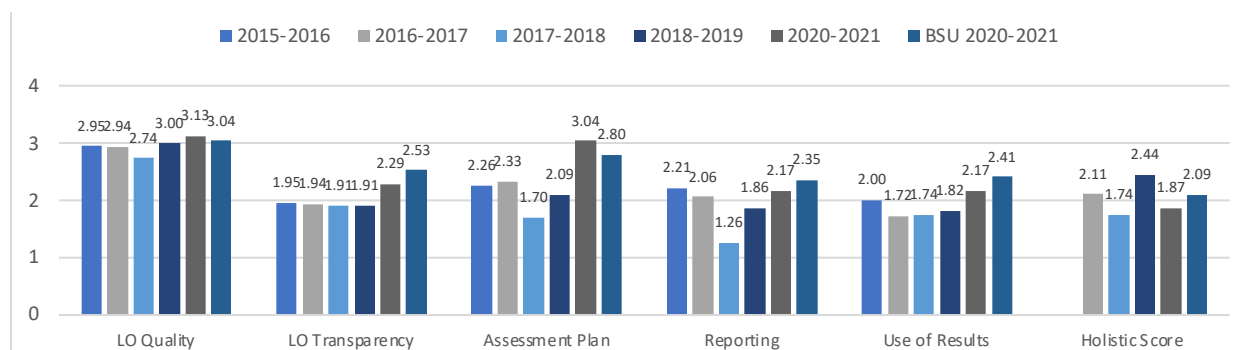
*Description*

The [CEHS](#) mission is to foster learning experiences and prepare competent, caring professionals to function effectively within a society influenced by diversity and accelerated change. CEHS has improved in its assessment described below.

*Appraisal*

Using evidence from assessment activities, CEHS has engaged in multiple initiatives to improve student learning experiences with the highest score for learning outcomes quality. Faculty are required to include outcomes on all course syllabi and assignments. Refer to the [NECHE E-Series forms](#) for detailed program assessment results.

**Five-Year History of CEHS on the Five Dimensions of Quality & Maturity of Assessment System\***



\*Note: 2019-2020 annual assessment reporting was optional and therefore not included in this analysis

For the educational licensure programs, assessment data is collected at the end of the program. For example, 100% of Elementary and Early Childhood candidates completed the pilot [Gateway Task #1](#). Fall 2019 Candidate Assessment of Performance data indicated that 100% of candidates were evaluated as “ready to teach”. In a [2019 DESE Educator Preparation Stakeholder Survey](#) distributed to school principals, 84% found newly hired BSU teacher candidates to be fully or mostly ready to meet the needs of their students. On average, 83% were hired in Massachusetts public schools, with 96% still employed after two years. Between 2016-2019, 1,352 candidates received their teaching licenses with 1,012 employed, 702 in a role in which they were licensed, and 161 received professional teaching status. The [CEHS Spring 2020 Student Teacher Survey](#) results indicated 62% felt proficient in meeting the needs of English Learners (EL). In response, Early Childhood and Elementary Education and Special Education are changing their course sequence to offer relevant EL courses earlier in the program. Approximately 10% of student teachers go abroad to teach at one of BSU’s [seven overseas partnership locations](#).

For the health sciences programs, Health and Kinesiology conducted a [Fall 2020 Majors Survey](#) that included seven questions geared toward health sciences. Health studies students noted high levels of confidence in technology or other resources to collect, monitor and manage data. For Communication Disorders, Health Science, Health Studies and Public Health, assessment data collected throughout each academic year informs programmatic improvements.

### Projection

While all programs in CEHS are actively developing ways of collecting direct and indirect evidence, they need to follow through with their assessment plans and report in detail on the results tying the evidence to student improvement based on the outcomes assessed.

## College of Humanities and Social Sciences (CHSS)

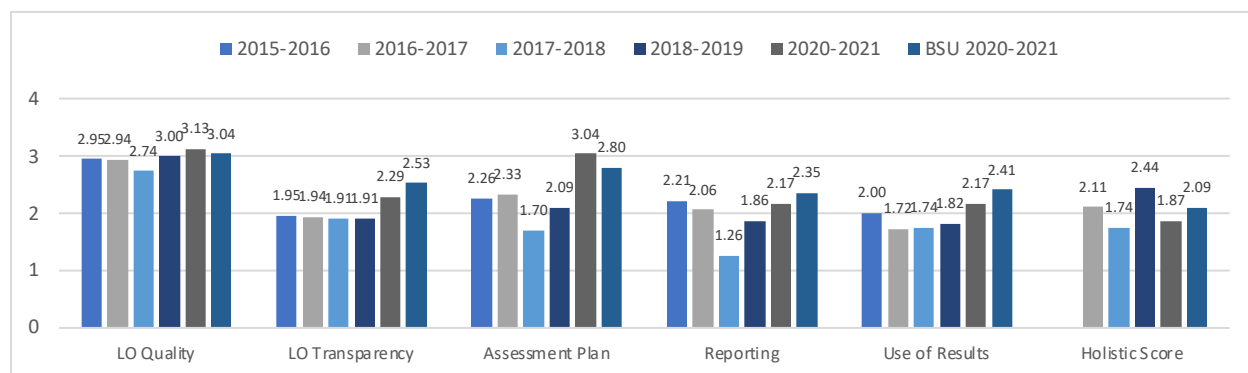
### Description

The [CHSS](#) mission is to enable students to think and solve problems innovatively, critically, and collaboratively; to write and speak effectively; to collect, analyze, and correctly apply qualitative and quantitative data to address problems; to engage with the complexity of the human condition through encounters with diverse critical, creative, artistic, historical, cultural and global perspectives.

### Appraisal

The CHSS has successfully engaged in multiple initiatives to improve student learning experiences with 2020-2021 scores equal to or above average in all six categories.

**Five-Year History of CHSS on the Five Dimensions of Quality & Maturity of Assessment System\***



\*Note: 2019-2020 annual assessment reporting was optional and therefore not included in this analysis

Four programs (History BA, Political Science BA, Social Work BS, and Social Work MSW) were cited for Excellence in Assessment by the Office of Assessment, and CHSS programs are beginning to include an explicit equity focus on their learning outcomes. Revision of program curriculum is an important part of the program review process, and reviews carried out by [Communication Studies](#) (2015-2016), [English, BA](#) (2013-2014), and [Psychology](#) (2013-2014) led to substantial curricular revisions: based on the 2019-2020 program review, English plans to align revised program learning outcomes and its curriculum map with the new curriculum; Psychology, aided partly by a 2017 multi-year [Council on Undergraduate Research \(CUR\) grant](#), revised the undergraduate curriculum to scaffold research instruction as well as to more clearly articulate the structure of the degree by grouping courses into foundation, pillar and capstone requirements. On the BSU [Fall 2019-Spring 2020 Graduating Senior Survey](#) CHSS students

scored significantly higher than others on global engagement, social change and social justice and gave the top ratings to their introductory courses (90%); upper-level courses (93%); fieldwork, internship, student teaching (87%); and directed study/research (87%). CHSS graduates go on to pursue successful careers in a variety of fields, equipped with the versatile critical, analytical, communication and creative skills taught in CHSS courses. In 2020, CHSS and BSU’s Marketing and Communication Department released a video, “[Why Study the Humanities at BSU?](#),” featuring four recent CHSS graduates. This is shared with prospective students and admitted students and is also available on the [CHSS external web page](#). Refer to the [NECHE E-Series forms](#) for additional assessment results.

*Projection*

While notable growth has occurred since 2019 in Anthropology, Criminal Justice, Dance, English and Studio Art, all departments need to move from discrete assessments toward using the evidence for continuous improvement and periodic program review. The dean’s office, working with department chairs, departmental assessment coordinators, and the Office of Assessment, will establish workable assessment systems for all CHSS programs within five years from this report.

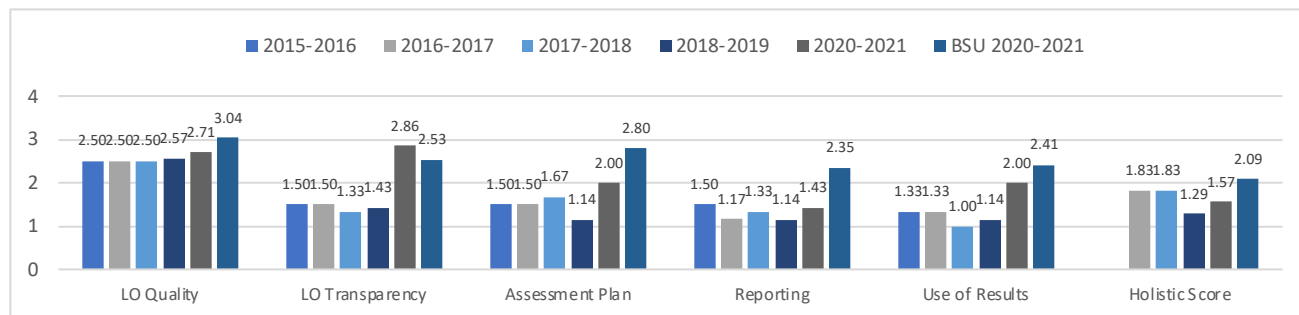
**The Ricciardi College of Business (RCOB)**

*Description*

The [RCOB mission](#) is to prepare students to be knowledgeable and socially responsible business leaders through rigorous academic programs. RCOB offers a Business Core for all undergraduate students and experiential opportunities like the [Collaborative University Business Experience \(CUBEs\)](#) and [BUSN 250: Student-Managed Investments](#).

*Appraisal*

**Five-Year History of RCOB on the Five Dimensions of Quality & Maturity of Assessment System\***



\*Note: 2019-2020 annual assessment reporting was optional and therefore not included in this analysis

The [2020-2021 Quality Project](#) assessment results indicate the college is making steady progress in its assessment efforts. Refer to the [NECHE E-Series forms](#) for detailed program assessment results.

At the departmental level, the Accounting and Finance Department (ACFI) successfully created separate outcomes for [Accounting](#) and [Finance](#) concentrations and developed ACFI 450, Financial Institutions, to increase employment opportunities and was cited as an exemplary program for its assessment work in 2021. The department also tracks student achievement through the Certified Public Accountant exam rate, for which the program is nationally recognized for very high pass rates. In Aviation Science, both the Flight and Management concentrations are accredited by the [Aviation Accreditation Board International \(AABI\)](#). The AABI self-study and feedback resulted in a \$500,000 renovation of learning spaces at the Flight Training

Center, including new flight simulators, increased hiring of Certified Flight Instructors (primarily former BSU Flight students), and the acquisition of additional aircraft. Career pathway opportunities include several [university airline partnerships](#). In the Marketing and Management Department, recent program reviews led to the development of the Marketing major in 2018, and the addition of the Human Resources concentration in MGMT. Assessment of the capstone MGMT 490 revealed wide variation in the structure of writing assignments, resulting in a course coordinator position being established in fall 2021 to ensure curricular consistency across sections. A course coordinator for MKTG 200 was established in fall 2021, along with new student learning outcomes for the Marketing degree program. In the [AY19-20 Graduating Seniors Survey](#), 87% of RCOB students rate both their introductory and upper-level courses as Good-to-Excellent, 75% rate internships and experiential learning as Good-to-Excellent, and 81% of surveyed Aviation Science students in 2020 indicated they have learned the ability to use the techniques, skills and modern technology necessary for professional practice very well or well. The [2017 Alumni Survey](#) indicates that 86% of RCOB graduates hold positions directly or somewhat related to their majors.

*Projection*

Dean-level support will continue to help all departments increase systematic assessment, clear reporting that explains results, and use of evidence for continuous improvement.

**College of Graduate Studies (CoGS)**

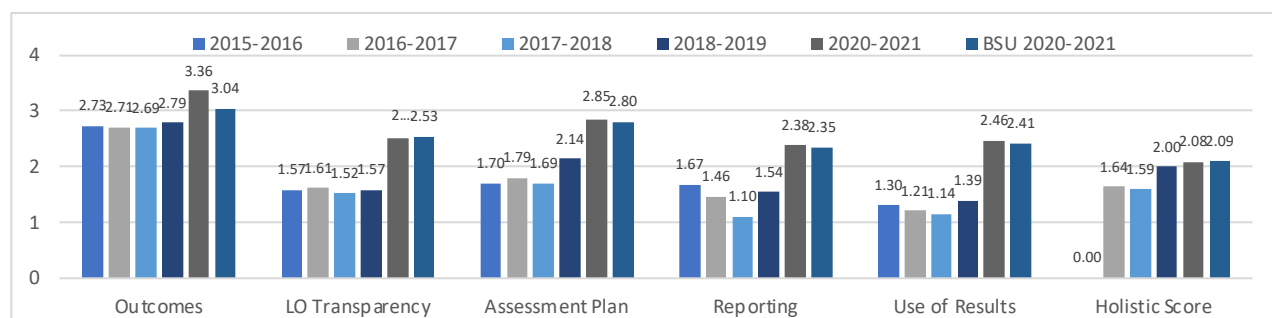
*Description*

The [COGS mission](#) is to collaborate with all BSU academic colleges to provide students with excellent graduate programs. These programs cultivate professional advancement and leadership in a wide variety of fields, in service to the future of regional, national and global communities. The college offers [106 degree pathways](#) leading to master’s degrees, certificates, post-baccalaureate qualifications, education specialist degrees and post-master’s credentials.

*Appraisal*

Through dean leadership and feedback, as well as increased program consultations with the Office of Assessment, CoGS produced notable assessment results with higher-than-average scores in five out of the six categories. Refer to the [NECHE E-Series forms](#) for detailed program assessment results.

**Five-Year History of COGS on the Five Dimensions of Quality & Maturity of Assessment System\***



\*Note: 2019-2020 annual assessment reporting was optional and therefore not included in this analysis



There was an increase in comprehensive assessment reporting. Four programs served as [model programs](#) and were cited for Excellence in Assessment by the Office of Assessment: Counselor Education MEd, Mathematics MAT, Reading MEd, and Social Work MSW. Two programs have exemplary program learning outcomes, and six have an outcome that explicitly aligns with social justice. Five programs have outcomes that explicitly align with the BSU Mission. There is also an increase in use of regular survey tools as part of the assessment system, including bi-annual graduating student surveys, which allows for responsive and regular feedback from students. The college conducts the [Graduate Student Experience Survey](#) via Qualtrics. In 2021, there was a significant improvement from 2019, with an increase from 75% to 86% of students reporting that their expectations were met or exceeded. In 2021, 40% of graduate students reported a strong sense of community compared to 28% in 2019, due to reinvigorating the [Graduate Professional Student Association](#) and reconfiguring events. COVID-19 necessitated the rapid development of online course offerings. BSU's graduate students appear to welcome the greater flexibility in their busy lives. Eighty-five percent of graduate students report satisfaction with their online classrooms. Retention rates for master's programs first-to-second year ranged from 77% to 81% in the last four fiscal years and graduation rates range from 72%-78%. Outcomes for the [STEM Certificate program](#) are found here.

### *Projection*

From 2022-2025, CoGS will work to ensure that (1) newly developed programs are incorporated into the assessment, annual reporting and program review cycles, (2) systematic data review feeds into continuous program improvement, and (3) employment data and other data points of educational effectiveness are shared widely. The college will continue to be a leader in assessment.

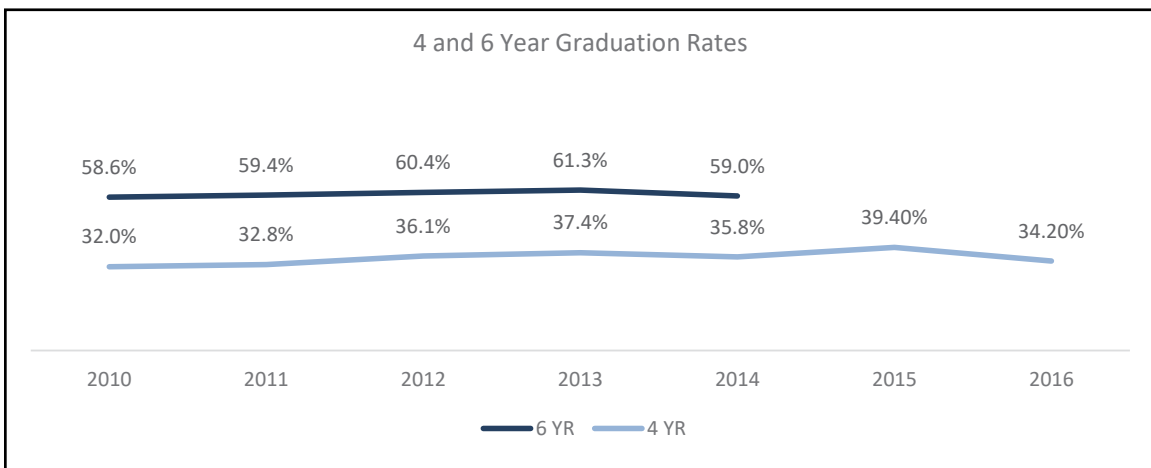
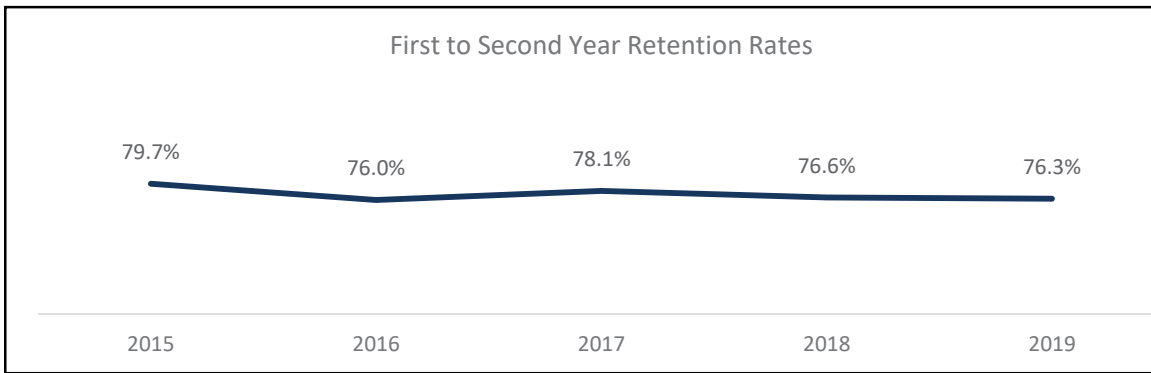
## **Institutional Research Data: Measures of Retention, Graduation and Student Success**

### *Description*

Additional effectiveness measures include the retention of students from first to second semester which is used internally to allow early intervention to assist students to return to the University. BSU views graduation rates in the traditional four-year, six-year, and eight-year time spans used by IPEDS. Since 2012, the institution measures these rates for incoming first-time full-time, first-time part-time, full-time transfer, part-time transfer, and master's student populations. While traditional retention and graduation rates do not account for students who start at BSU but earn their degree elsewhere, BSU uses data from the National Student Clearinghouse to calculate transfer and completion rates. Data on student success and educational effectiveness is available in the [BSU Factbook](#) and [DHE Data Center](#).

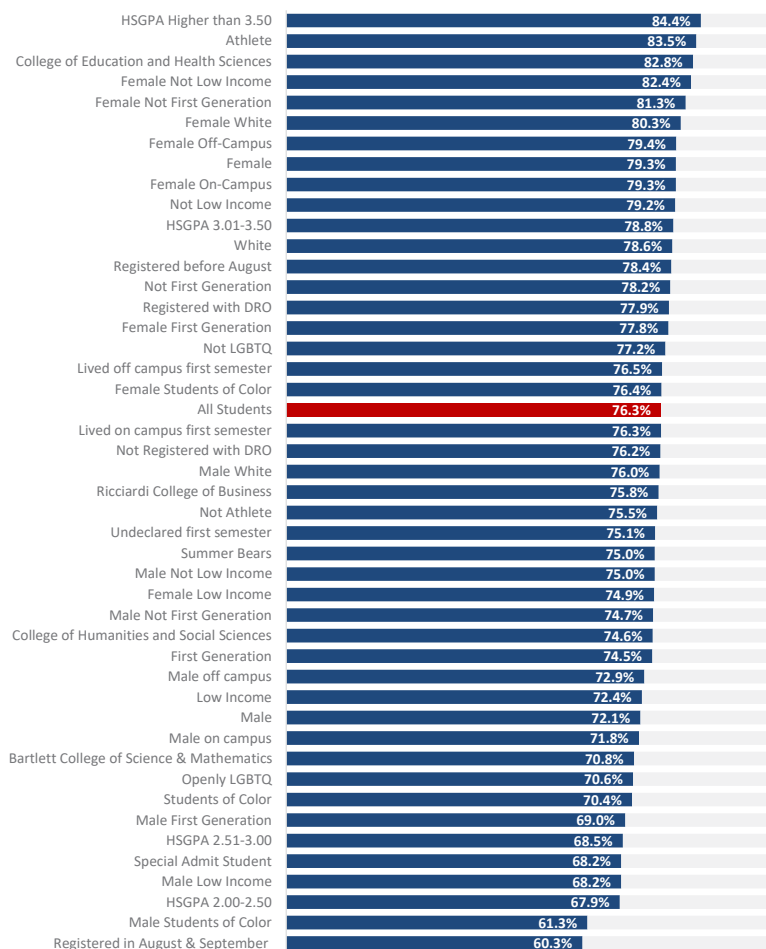
### *Appraisal*

The following charts illustrate BSU's most recent five years of first to second year retention and four- and six-year graduation rates for first-time full-time students beginning their studies in the fall semester. On average over the past five years, approximately 77% of first-time, full-time students were retained from their first to second year of study. Graduation rates have increased over the past five years, with the 2014 entering cohort of first-time full-time students boasting a four-year graduation rate of 36% and a six-year graduation rate of approximately 59%.



First to second year retention rates for first-time, full-time freshmen entering in fall 2015 to fall 2019 were analyzed for various populations of BSU students. Overall, first to second year retention rates ranged from a high of 79.7% for the 2015 cohort to a low of 76.0% for the 2016 cohort. For the 2019 cohort, 76.3% (1,202 students) were retained to fall 2020 and 23.7% (373 students) were not retained. Of those not retained, 14.2% (53 of the 373 students) were academically dismissed fall 2019 or spring 2020 semesters, representing 3.4% of the total 2019 cohort. In addition, five students were suspended or expelled from the University for conduct reasons. Of the total 373 students not retained, 94 (25%) enrolled at another institution in fall 2020. A list of select demographic groups and retention rates are provided in the chart that follows:

2019 FTFT Cohort Retention to Second Year



Note: Retention rates by major/college in first semester represent students retained in any major/college at BSU, not students retained in the same major/college.

Student groups from the 2019 cohort with the highest retention rates include students with a high school GPA higher than 3.5 (84.4%), NCAA Student Athletes (83.5%), and College of Education and Health Sciences majors (82.8%). Student groups with the lowest retention rates included students who registered for their first semester in August or September (60.3%) and male students of color (61.3%).

**One Year Retention Trends:** Important trends of note include a 4.8% increase in retention for students with an undeclared major in their first semester from 70.3% in 2018 to 75.1% in 2019, a 4.0% increase for students with a high school GPA between 3.01-3.50 from 74.8% to 78.8%, and a 2.2% increase for students with a high school GPA between 2.0-2.5 from 65.7% to 68.5%. Populations with notable drops from 2018 to 2019 cohorts include male students of color (8.3% drop), students that participated in the BSU Summer Bears Program (7.5% drop), and students with a first major in the Bartlett College of Science & Mathematics (6.9% drop).

**Five Year Retention Trends:** The overall first to second year retention rate dropped by 3.4% over the past five years. Student groups who increased retention rates from the 2015 to 2019 cohorts were male students that lived off campus (4.5% increase) and students who were undeclared in their first semester (1.9% increase). Many student groups had a large drop in first to second year retention rates compared to the 2015 cohort, including students of color (11.1% drop), students with a first major in the Bartlett College of Science & Mathematics (10.2% drop), and female students that are also first generation (9.2% drop).

**Predictive Analysis:** A logistic regression analysis was conducted to determine if specific demographic characteristics could predict retention from the first to second year for students in the fall 2019 cohort while holding other variables constant. Variables that were tested for significance in the model included sex, race, low-income status, first generation status, LGBTQ status, on/off campus status, high school GPA, declaring a major in the first semester, registration month, registered with DRO, Summer Bears Program participation, special admit status, and number of credits registered in first semester. For the 2019 cohort, being female, registering before August, higher high school GPA, and higher credits registered were significant positive predictors of retention ( $p < .05$ ) from the first to second year.

**DHE Data Center:** BSU utilizes the [DHE Data Center PMRS dashboard](#) tool to examine performance on key indicators of institutional success, including Access & Affordability, Student Success & Completion, Workforce Alignment, and Fiscal Stewardship. This tool allows BSU to compare institutional performance with that of our Massachusetts State University and national peers. In the area of student success & completion, BSU performs slightly better than national peers on retention after the first year and the six-year first-time student graduation rate. However, BSU is trending down in timely completion of gateway courses for new students and on-time credit accumulation. In addition, as is the case with our state and national peers, BSU students who are Latinx, African American, and male experience gaps on these key metrics compared to their white and female peers.

## **Additional Measures of Student Success: National Survey of Student Engagement**

### *Description*

BSU uses a variety of surveys to indirectly measure student perceptions of their experiences at BSU, what they learned from their educational experiences, and what they hope to do in the future. Among these surveys is the [National Survey of Student Engagement](#) (NSSE) administered every three years to assess strengths and areas for improvement in student learning and engagement, and the [Graduating Senior Survey](#) (GSS) administered annually to gauge students' readiness to demonstrate leadership after finishing their respective undergraduate degree programs.

### *Appraisal*

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. BSU participates in NSSE every three years, making spring 2020 the sixth administration of NSSE (2005, 2008, 2011, 2014, 2017 and 2020). In fall 2019, an interdivisional NSSE Planning Group was established with two main goals. Firstly, this group of academic affairs, student affairs, student success and diversity, and marketing and communications professionals worked together to develop strategies and incentives to encourage survey participation. Secondly, once the survey was administered and analyzed, this group developed strategies for how to share NSSE results effectively and actionably with students, faculty and staff at BSU. These strategies will help inform decisions about programs, policies and practices.

For the 2020 administration, BSU first-year student scores were similar to masters-public peers on most engagement indicators, and scores on student-faculty interaction and quality of interactions were significantly higher for BSU first-year students compared to their peers. For seniors, BSU scored similarly to masters-public peers on several items but significantly lower than peers on higher order learning, quantitative reasoning, collaborative learning, and discussions with diverse others. BSU seniors scored significantly higher than masters-public peers on student-faculty interaction. When comparing BSU's 2020 results to BSU's 2017 results, engagement indicator scores were similar or slightly higher in 2020 compared to 2017.

NSSE provides a listing of highest and lowest performing survey items compared to masters-public peers for both first-year students and seniors. BSU first-year students performed the highest compared to peers on the following items: connecting your learning to societal problems or issues; discussing your academic performance with a faculty member; institutional emphasis on encouraging contact among students from different backgrounds; assigning more than 50 pages of writing; and analyzing an idea, experience or line of reasoning in depth. Conversely, BSU first-year students scored lowest when compared to peers on the following items: asking another student to help you understand course material; working with other students on course projects or assignments; preparing for exams by working with other students; courses with community-based project/service learning; and the extent to which courses challenges you to do your best work. Three of these five lowest scoring items are part of the collaborative learning engagement indicator. This is similar to 2017 results, where three of the lowest performing items for first-year students were also part of the collaborative learning engagement indicator.

Seniors performed highest compared to peers on the following items: discussing your academic performance with a faculty member; talking about career plans with a faculty member; summarizing what you learned in class from course materials; discussed course topics, ideas, or concepts with a faculty member outside of class; and worked with a faculty member on a research project. Three of these items are part of the student-faculty interaction engagement indicator and 'worked with a faculty member on a research project' is in the High-Impact Practices section of the survey. Clearly, BSU seniors report having ample experiences to interact with faculty members compared to their peers at other similar institutions. Conversely, BSU seniors scored lower than peers on the following items: discussions with people with religious beliefs other than your own; working with other students on course projects or assignments; spent more than 15 hours per week preparing for class; reached conclusions based on your own analysis of numerical information; and courses with a community-based project/service learning. In 2017, courses with a community-based project/service learning were also one of the lowest performing items for BSU seniors. In addition, quantitative reasoning was also one of the lowest performing items for senior students in 2017. NSSE asks seniors to reflect upon how much their experience at BSU contributed to their knowledge, skills, and personal development in 10 different areas. BSU seniors rated the following perceived gains as the highest: thinking critically and analytically (85% responding 'very much' or 'quite a bit') and writing clearly and effectively (79%). Though still over half of seniors rating these items as 'very much' or 'quite a bit', the two lowest performing perceived gains were analyzing numerical and statistical information (60% 'very much' or 'quite a bit') and solving complex real-world problems (60%).

More than 80% of BSU first-year students and senior respondents indicated that their overall experience at BSU has been "excellent" or "good". These ratings are similar to how masters-public peers rated their experiences. This rating is slightly higher for 2020 BSU first-year students compared to 2017 first-year students (78% vs 83%), and the same for senior students in 2020 and 2017 (83%). In addition, 81% of first-year students and 83% of seniors indicated they would "definitely" or "probably" attend BSU if they could go back and choose again. These ratings are nearly identical to masters-public peers. This rating is slightly lower for first-year students in 2020 compared to 2017 (85% vs 81%) and nearly the same for senior students (82% vs 83%).

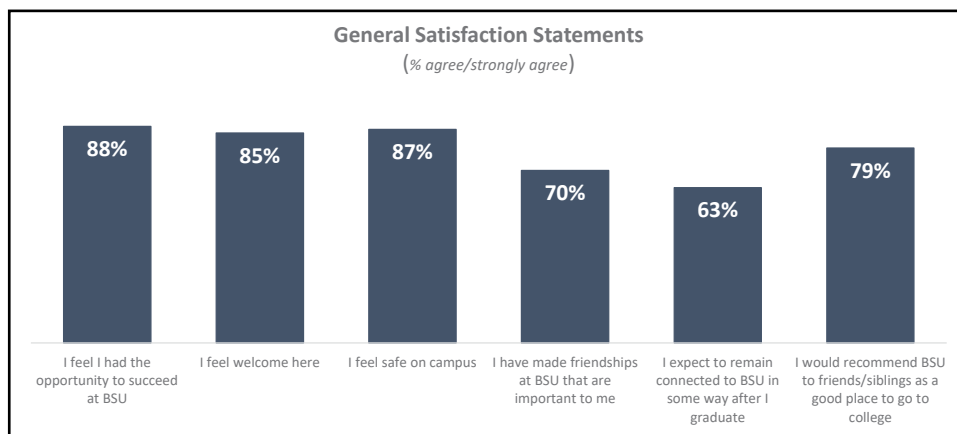
## Additional Measures of Student Success: Graduating Senior Survey

### Description

The [Graduating Senior Survey](#) is an annual online assessment of the overall college experience of graduating seniors. Questions on the survey are separated into the following sections: General BSU Experience, Leadership Development, Social Justice Experiences, Sustainability Experiences, Assessment of the Student’s Major and Plans for the Future.

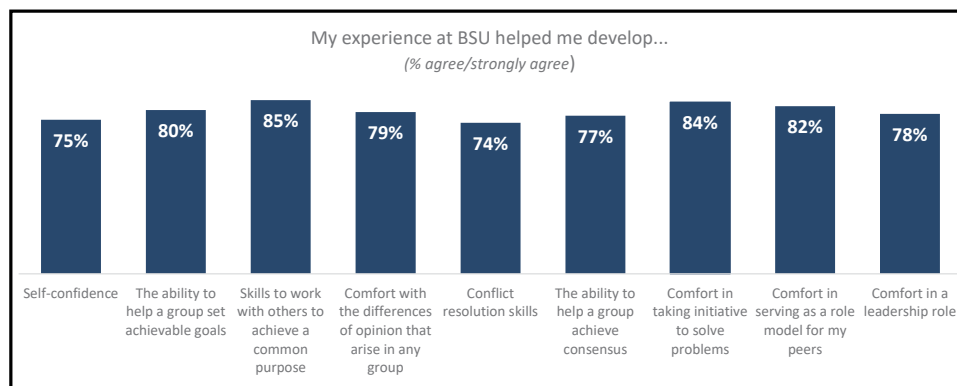
### Appraisal

BSU’s most recent results from the class of 2020 indicate that students felt they had the opportunity to succeed at BSU (88%), felt welcome and safe on campus (85%), and would recommend BSU (79%) to others.

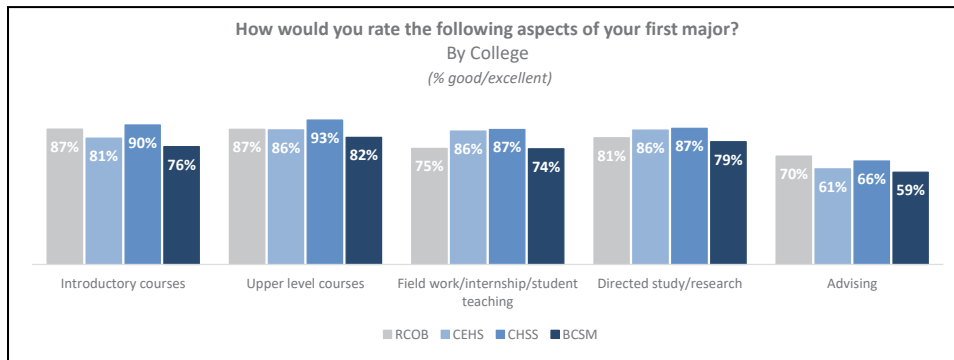


In addition, students also felt that their BSU experience helped them develop important leadership skills (78%) like self-confidence (75%), conflict resolution (74%), taking initiative to solve problems (84%), and serving as a role model (82%).

Overall, students rated their courses, field work/internships, and directed study/research within their majors highly. Advising within majors was rated lower, with only 66% of students rating advising as good or excellent. The chart below provides a breakout of student responses by college.



\*Students who responded N/A to these questions were not included in the analysis.



Nearly half of senior respondents indicated they plan to be living in Southeastern Massachusetts in the following six months. Less than 10% planned to live outside of Massachusetts. Seventy percent of graduating seniors expected to be working in Massachusetts within the next six months. Approximately 24% of graduates had already found and accepted employment at the time of graduation, 81% of that employment was full-time, and 86% of those positions were somewhat or very closely related to the student’s academic program at BSU. Forty percent of students expected to continue their education in graduate or professional programs in the next six months.

*Projection*

By AY25–26 greater focus on equitable assessment and metrics will be provided. The Office of Institutional Research provides access to disaggregated data from the Campus Climate Survey, Graduating Senior Survey, Alumni Survey, the National Survey of Student Engagement, and the Graduate Student Experience Survey and collaborates with the Division of Student Success and Diversity to support racial justice and share statements about diversity, equity, and inclusion and how these topics overlap with educational effectiveness metrics.

**Standard 8: Educational Effectiveness  
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior (FY 2018)	2 Years Prior (FY 2019 )	1 Year Prior (FY 2020)	Current Year (2020 Cohort) (FY 2021)	Next Year Forward (2021 Cohort goal) (FY 2022)
<b>IPEDS Retention Data</b>						
Associate degree students						
Bachelors degree students		78%	77%	76%	79%	79%
<b>IPEDS Graduation Data (150% of time)</b>						
Associate degree students						
Bachelors degree students		60%	61%	59%	62%	62%
<b>IPEDS Outcomes Measures Data</b>						
<b>First-time, full time students</b>						
Awarded a degree within six years		58%	59%	59%	61%	
Awarded a degree within eight years		61%	62%	61%	63%	
Not awarded within eight years but still enrolled		1%	1%	1%	1%	
<b>First-time, part-time students</b>						
Awarded a degree within six years		18%	14%	12%	8%	
Awarded a degree within eight years		25%	23%	12%	20%	
Not awarded within eight years but still enrolled		3%	0%	6%	4%	
<b>Non-first-time, full-time students</b>						
Awarded a degree within six years		63%	66%	65%	66%	
Awarded a degree within eight years		65%	67%	67%	67%	
Not awarded within eight years but still enrolled		1%	1%	1%	1%	
<b>Non-first-time, part-time students</b>						
Awarded a degree within six years		35%	40%	36%	42%	
Awarded a degree within eight years		39%	45%	41%	46%	
Not awarded within eight years but still enrolled		3%	2%	1%	1%	
<b>Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>						
1	First Time Full Time Students of Color	70%	73%	70%	73%	73%
2	First Time Full Time First Generation Students	77%	76%	75%	74%	74%
3	First Time Full Time Low Income Students	73%	74%	72%	73%	73%
4	First Time Full Time Male Students	73%	72%	72%	77%	77%
5	First Time Full Time Female Students	82%	80%	79%	80%	80%
6	Full Time Transfer Students	80%	80%	84%	77%	77%
<b>Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>						
1	First Time Full Time Students of Color	52%	55%	50%	55%	55%
2	First Time Full Time First Generation Students	60%	59%	59%	64%	64%
3	First Time Full Time Low Income Students	58%	58%	52%	59%	59%
4	First Time Full Time Male Students	54%	55%	53%	54%	54%
5	First Time Full Time Female Students	65%	65%	63%	69%	69%
6	Full Time Transfer Students	66%	68%	68%	68%	68%
<b>Definition and Methodology Explanations</b>						
1	First to second year retention rates. Students of color include all students except those who identify as white, non-resident alien, or unknown. First Generation students are defined as students for whom both parents did not receive a 4-year college degree. Low income students are defined as students who are Pell eligible.					
2	6-year graduation rates. Students of color include all students except those who identify as white, non-resident alien, or unknown. First Generation students are defined as students for whom both parents did not receive a 4-year college degree. Low income students are defined as students who are Pell eligible.					

**Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)**



**Standard 8: Educational Effectiveness**  
**(Student Success and Progress and Other Measures of Student Success)**

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
<b>First-time, Full-time Students</b>				
Degree from original institution	62%	34%		
Not graduated, still enrolled at original institution	3%	25%		
Degree from a different institution	7%	4%		
Transferred to a different institution	12%	14%		
Not graduated, never transferred, no longer enrolled	16%	22%		
<b>First-time, Part-time Students</b>				
Degree from original institution	11%	3%		
Not graduated, still enrolled at original institution	3%	10%		
Degree from a different institution	9%	3%		
Transferred to a different institution	23%	27%		
Not graduated, never transferred, no longer enrolled	54%	57%		
<b>Non-first-time, Full-time Students</b>				
Degree from original institution	68%	59%		
Not graduated, still enrolled at original institution	2%	7%		
Degree from a different institution	5%	4%		
Transferred to a different institution	6%	9%		
Not graduated, never transferred, no longer enrolled	19%	21%		
<b>Non-first-time, Part-time Students</b>				
Degree from original institution	45%	33%		
Not graduated, still enrolled at original institution	2%	10%		
Degree from a different institution	5%	5%		
Transferred to a different institution	10%	15%		
Not graduated, never transferred, no longer enrolled	38%	38%		

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2018)	(FY 2019 )	(FY 2020)	(FY 2021)	(FY 2022)

**Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)**

1	Bachelor's degree recipients who have enrolled in graduate programs	29%	26%	20%	15%
2	Bachelor's degree recipients who have completed graduate programs	15%	10%	4%	1%
3					
4					

**Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)**

1					
2					
3					
4					

**Definition and Methodology Explanations**

1	BSU Bachelor's degree recipients who enrolled in any graduate program, either at BSU or another institution, by January 2022. Graduate programs include Doctorate, Juris Doctorate, Master's, Post-Baccalaureate Certificate, Postdoctorate, First Professional Graduate and Unspecified Graduate/Professional. <i>Source: National Student Clearinghouse</i>
2	BSU Bachelor's degree recipients who have graduated from any graduate program, either at BSU or another institution, by January 2022. Graduate programs include Doctorate, Juris Doctorate, Master's, Post-Baccalaureate Certificate, Postdoctorate, First Professional Graduate and Unspecified Graduate/Professional. <i>Source: National Student Clearinghouse</i>

**BRIDGEWATER STATE UNIVERSITY**

**Standard 8: Educational Effectiveness  
(Licensure Passage and Job Placement Rates and  
Completion and Placement Rates for Short-Term Vocational Programs)**

	3-Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Most Recent Year (FY 2021)
<b>State Licensure Examination Passage Rates</b>				
Name of exam	# who took exam	# who passed	# who took exam	# who passed
1 Massachusetts Tests for Educator Licensure	2,356	2,024	2,258	1,822
2				
3				
4				
5				

<b>National Licensure Passage Rates</b>								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 Association for Social Work Boards (Bachelors)	22	17	13	8	13	7		
2 Association for Social Work Boards (Masters)	48	42	47	34	54	49		
3 Association for Social Work Boards (Clinical)	39	26	35	31	26	21		
4 Federal Aviation Administration Practical Tests	57	44	63	58	42	37		
5								

<b>Job Placement Rates</b>									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1 College of Humanities & S S		176	150 (117 full-time)	192	160 (116 full-time)	117	98 (74 full time)	60	54 (34 full time)
2 College of Education & H S		55	47 (36 full-time)	77	65 (49 full-time)	39	33 (30 full time)	22	20 (16 full time)
3 College of Business		53	41 (37 full-time)	73	70 (63 full-time)	41	33 (29 full time)	14	12 (10 full time)
4 College of Math & Science		43	39 (30 full-time)	44	40 (32 full-time)	34	23 (20 full time)	17	15 (13 full time)
5									

\* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

<b>Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid</b>					
	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Next Year Forward (goal) (FY 2022)
<b>Completion Rates</b>					
1					
2					
3					
4					
5					
<b>Placement Rates</b>					
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Figures for Job Placement Rates are based on the number of graduates that responded to BSU's career services survey.

**Standard 8: Educational Effectiveness  
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current Year	Next Year Forward (goal)
	Prior	Prior	Prior		
	(FY 2018)	(FY 2019 )	(FY 2020)	(FY 2021)	(FY 2022)
<b>?</b> <b>Master's Programs (Add definitions/methodology in #1 below)</b>					
Retention rates first-to-second year	81%	79%	77%	81%	81%
Graduation rates @ 150% time	72%	72%	78%	74%	74%
Average time to degree	2.2	2.2	2.3	2.2	2.2
Other measures, specify:					
<b>?</b> <b>Doctoral Programs (Add definitions/methodology in #2 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>?</b> <b>First Professional Programs (Add definitions/methodology in #3 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>Distance Education (Add definitions/methodology in #4 below)</b>					
Course completion rates	84%	85%	85%	84%	84%
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)</b>					
Course completion rates	88%	88%	89%	NA	89%
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Definition and Methodology Explanations</b>					
1 First to second year retention and 3-year graduation rates for new master's seeking students.					
2					
3					
4 Enrollment in all web, web-hybrid and web-based with lecture courses; reflects the percentage of students who earned a passing grade.					
5 Enrollment in all courses that took place at instructional locations; reflects the percentage of students who earned a passing grade. No instruction was delivered at other locations in FY21 due to COVID.					

## Standard 9: Integrity, Transparency and Public Disclosure

### Integrity

#### *Description*

Clear policies, standards, procedures and practices that promote the highest ethical standards form the foundation of integrity at Bridgewater State University. Values of diversity, inclusion and equity as well as fairness in interactions with all University constituencies are communicated across a number of platforms and channels.

As a result, BSU's expectations for students, faculty and staff to act responsibly, ethically and with integrity are clearly articulated, particularly with regard to fair treatment of people of diverse characteristics and backgrounds. BSU's policies regarding non-discrimination are accessible and readily available to all members of the BSU community.

Those expectations were codified in 2015, when the BSU Board of Trustees adopted a [values statement](#) reaffirming "the values of our community as a welcoming, compassionate, and intellectually rigorous learning, working, and living environment." The statement called for rejecting "all forms of bias, discrimination, xenophobia, and violence" and a recommitment to "actions that put into practice our individual and institutional values of diversity, inclusion, and equality for all." Signed by several hundred members of the BSU community at the time of its inception, the values statement has been articulated numerous times in communications from the president and leadership and is provided to students during orientation and adorns the main hallway in the student union.

In addition, President Clark is a signatory to the [State University Presidents Stand Against Racism and Bigotry](#) released in 2017. The University's website features a [diversity and social justice webpage](#) that provides information on the lived commitment of the institution to these values, including specific pages for International Students, Racial Equity and Justice Institute, Excel Program, Mandela Washington Fellows, Martin Richard Institute for Social Justice and Student Accessibility Services.

In the wake of the death of George Floyd, BSU established a Special Presidential Task Force on Racial Justice and created a separate [Racial Justice webpage](#) that contains the 24 statements made by the University on the issue of racial justice as well as anti-racism resources (including information for coping with racial trauma), engagement opportunities and social justice courses offered at BSU. The complete report of the Special Presidential Task Force on Racial Justice was posted to the [website](#) upon its release in May 2021. BSU is also planning to develop and disseminate a quarterly racial justice and equity report to be launched later in 2022.

In addition to state-mandated, biannual conflict-of-interest training for BSU employees, the Division of Human Resources and Talent Management distributes a summary of the conflict-of-interest law and collects written acknowledgement of receipt of the law from each employee on an annual basis. BSU maintains a [State Ethics BridgeNet site](#) with links to the mandatory conflict of interest law training, a summary of the conflict-of-interest law and the state Ethics Commission website.

### *Appraisal*

The [Student Code of Conduct](#), the [Employee Handbook](#), [Student Employment Manual](#), [State Ethics](#) (including conflict of interest policies), [Title IX Sexual Harassment Policy](#), [Academic Integrity and Classroom Conduct policy](#) and [Responsible Use of Information Technology policy](#) clearly spell out expectations for students, faculty and staff, while the [Academic Integrity policy](#) clearly states that “academic honesty is of fundamental importance. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the University’s most essential institutional values.” The policy clearly defines academic misconduct, details the procedure for implementing an academic penalty for academic misconduct and an appellate process through the Academic Review Panel.

The Massachusetts Board of Higher Education – Massachusetts State College Association ([MSCA](#)) [contract clearly establishes the](#) right to academic freedom in research, publication, exhibition and performance, teaching and in the classroom. The MSCA contract stipulates academic responsibility and there are detailed and readily accessible policies on [integrity in research](#) and [intellectual property rights](#) on the intranet. A comprehensive [Institutional Review Board BridgeNet site](#) includes policies on the [Use of Human Subjects in Research](#), a recently adopted [COVID-19 Human Subjects Research Guidelines](#) and [Conflict of Interest in Research](#).

BSU complies with NECHE standards and requirements through its 10-year NECHE reaccreditation process, five-year interim reports and the NECHE Annual Report. BSU has improved the visibility of its NECHE accreditation by creating a [NECHE accreditation page](#), which is accessible through the drop-down menu under About Us on the University website. It contains all documentation related to its accreditation since 2012. All BSU [accreditations](#) are listed in the University catalog and Factbook. Further, BSU adheres to [Board of Higher Education regulations](#) in the granting of all degrees.

All mandatory employee conflict of interest trainings are being performed and stored electronically through the BSU’s LinkedIn Learning platform while the Division of Human Resources and Talent Management maintains a [State Ethics BridgeNet site](#) with links to the mandatory conflict of interest law training, a summary of the conflict-of-interest law and the state Ethics Commission website.

BSU is committed to providing students, faculty, librarians and staff with clearly articulated and fair procedures for adjudicating disputes and resolving grievances. The [Student Handbook](#) contains detailed information on the policies and procedures that guide student life and student rights and responsibilities. The [Code of Student Conduct](#) is reviewed annually and explains resolution procedures for cases after an incident is reported.

The [Title IX Sexual Harassment Policy](#) has been vetted by outside legal counsel and was updated in 2020 to reflect new guidance promulgated by the U.S. Department of Education. The policy lays out detailed complaint and resolution procedures. A [Title IX website](#) provides comprehensive information on rights and options, resources, interim support and protective measures, and processes and grievance procedures.

Policies outlining the grievance procedures for faculty and staff are included in the [Employee Handbook](#) (updated March 2022) and in the three separate union contracts: [Association of Professional Administrators \(APA\)](#), [Association of Federal, State, and County Municipal Employees \(AFSCME\)](#) and [Massachusetts State College Association \(MSCA\)](#).

BSU has policies and systems in place to ensure that all events held on campus and carrying the BSU name are compatible with its mission and administered within the organizational structure. The [University Events site](#) on the intranet clearly articulates how events align with the mission and values of the institution. BSU has a comprehensive [Minors on Campus Policy](#) to ensure safety of minors, and mandates CORI background checks on adults interacting with minors for programs and events on and off campus.

### *Projections*

- A prominent issue regarding consistent publication of BSU's numerous policies emerged almost simultaneous to the NECHE self-study when a review of employee surveys created for an intranet redesign project revealed the need for a single-source policy hub. BSU plans to undertake a comprehensive review and assessment of all University policies in collaboration with its Enterprise Risk Management Committee. A [policies page](#), which is readily accessed through the footer of each page on the website, is incomplete because the University lacks a formal process to publish its policies once they are approved and adopted. The creation of a singular location for all policies is a critical University issue to be dealt with beginning in 2022.
- As of the writing of this report, the Code of Student Conduct is not listed on the drop-down menu of the [Student Life section](#) of the BSU website; the Web Communications department did add a link in the drop-down menu to the Student Handbook in 2022 and plans to add a link to the Code of Student Conduct in 2022. Also, the Department of Web Communications added the Title IX webpage to About Us section of the BSU website in 2021.
- BSU, along with its eight sister state universities, adopted a comprehensive [Equal Opportunity, Diversity and Affirmative Action Plan](#) in 2018, although this plan is not easily accessed through the website or even by the University search engine. A link to this plan will be added to the Diversity and Social Justice webpage in 2022.

### **Transparency**

#### *Description*

A hallmark of President Frederick Clark's presidency has been a commitment to greater transparency, which has been manifested in myriad ways.

The single largest project related to communications transparency has been the redesign and continued development of the University's website, [www.bridgew.edu](http://www.bridgew.edu). Launched in February 2020, the new website and ongoing development efforts reversed a decade-long practice of posting information to the intranet rather than the externally facing website. By adding new staff and undertaking an upgrade to a new version of the website platform, the University is now able to customize pages to meet the needs of visitors to the site, provide real-time updates, and make available to the public information that was previously only accessible through the intranet.

BSU holds a minimum of two University-wide Town Hall meetings each year, which provide opportunities for the administration to share information and for employees to ask questions that can also be submitted in advance. During these 90-minute sessions, the president and members of his cabinet provide updates to the campus on mission-critical matters such as enrollment, retention, budget and staffing (see, e.g., [message of 6/10/20](#)). Further, in 2021, BSU launched "Fred's Take," a blog by the president accessible through the University's BridgeNet intranet, which provides news and perspectives in the interim periods between Town Halls and supplements more formal communication from the Office of the President.

In addition to publishing the annual Clery Act crime report, the University has followed a policy of notifying the campus of matters such as assaults/sexual assaults that exceeds requirements established by Clery. The commitment to sharing information with the campus has also been evident during the COVID-19 pandemic, with BSU updating its [testing dashboard](#) weekly and providing substantial information related to decisions, policies and guidelines on its [COVID-19 page](#).

In compliance with Massachusetts Public Records Law, Bridgewater State University launched a [Public Records page](#) in summer 2018. Links to this page are contained in the footer of every webpage on bridgew.edu. This page also can be found by searching several keywords or phrases. The Public Records webpage defines what a public record is, the process of filing, costs associated with disclosure, the link to the [Massachusetts Public Records Law](#) and contact information for BSU's Public Information Officer.

### *Appraisal*

As part of its website redesign process, BSU added two staff members focused on creating and updating web content; has undertaken a campaign ("Come home to bridgew.edu") to migrate content that should be visible on the website, including content from microsites (e.g., several academic centers had separate sites not under the aegis of bridgew.edu); and closed all of the anonymously accessible intranet sites. Marketing and Communications (MarComm) is working methodically with departments across the University to develop new externally facing content.

To help make the web content accessible to people with disabilities and more user friendly for everyone, BSU has made a major commitment to enhancing accessibility by [adopting Website Content Accessibility Guidelines \(WCAG\) 2.0 – Level AA and WAI-ARIA](#). The web team runs weekly accessibility reports using Siteimprove software, makes iterative accessibility improvements and conducts an annual manual accessibility audit.

The BSU website homepage recognizes that different audiences require different information. It offers [clear pathways for first-year, transfer, continuing studies and graduate students](#) to find information germane to them. There are separate admissions pages for [undergraduate](#), [transfer](#), [continuing studies](#), [graduate](#), [international](#), and [military and veteran](#) students. Bolstered by the academic information contained in the University catalog, prospective students are able gain a deeper understanding of the requirements and opportunities offered through their academic course of study and are afforded the information they need to complete the admissions process. Students can readily access information about [grading](#) and program information in the University catalog. There is extensive information regarding student conduct, discipline and appellate processes contained in the [Code of Student Conduct](#).

BSU has invested resources in producing more stories related to the achievements of students, graduates and faculty. The University posts a minimum of two new stories weekly and tags stories, so they appear on the relevant academic department page, e.g., [Physics, Photonics and Optical Engineering department page](#).

The University's annual [Factbook](#), produced by the Office of Institutional Research, is the barometer for measuring student success and faculty activity and is readily available on the [BSU Facts](#) page on the website. BSU publishes significant data related to student outcomes on its [Strategic Plan](#) site, including [retention, graduation and completion rates and degrees](#).

A BSU Facts Page on the website contains significant information about the characteristics of the student population; student: faculty ratio; average class size; faculty diversity; and enrollment data. In addition, BSU publishes an annual print Fact Sheet containing information on enrollments, our students, graduates (including placement and earnings information).

In addition to the website, BSU has developed a significant number of print publications for student recruitment, including: BSU Look Book; Majors & Minors; Honors Program; Art@BSU; Science & Mathematics; Photonics & Optical Engineering; Humanities & Social Sciences; and Health Sciences, Athletic Training and Physical Education. These publications are used by the different admissions offices and disseminated through BSU's CRM (customer relationship management system) in response to inquiries or at events, such as college fairs and on-campus events like Fall Preview Days. University staff and any contracted vendors assigned to marketing and publications projects ensure the information represented in the academic catalog is consistent with information developed for ancillary marketing materials.

BSU's catalog undergoes an extensive, year-long editing process prior to the upload of the digital publication in August/September. In addition, previous annual editions of the catalog are [archived](#) on the [bridgew.edu](http://bridgew.edu) website.

The BSU [Public Records page](#) contains links to frequently requested information such as:

- [Invitations to bid and winning bids for public contracts \(Procurement Services\)](#)
- [Comprehensive Annual Financial Report](#)
- [Enrollment, Degrees, Admissions and other Institutional Data \(BSU Factbook\)](#)
- [Campus Safety Report \(Clery Act\)](#)
- [Board of Trustee meeting agendas and minutes](#)
- [Payroll Information](#)
- [Information for military recruiters/Solomon Amendment](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [University Policies](#)
- [Procurement Services](#)

BSU is committed to protecting student privacy. Its [Family Educational Rights and Privacy Act \(FERPA\)](#) page on the intranet, which has been linked to the [Registrar's Office webpage](#), contains information on the definition of an "education record," students' right to access the records, filing an appeal and contains an [FAQ](#). In recent years, BSU has limited the disclosure of student directory information in accordance with guidance from the Massachusetts Supervisor of Records. Student contact information (phone numbers, mailing addresses and email addresses) is protected from disclosure while educational records are limited to the definition of directory information: name; hometown; college or school and major field of study; participation in officially recognized activities and sports; weight, height, and age of members of athletic teams; dates of enrollment; class level (i.e., freshman, sophomore, etc.); enrollment status (full-time or part-time); and degrees, certificates, and awards received, including dean's list and honors.

BSU is committed to a continuous cycle of improvement in all representations of the institution and its academic programs – both digitally and in print and the following projections seek to correct, update or build upon that commitment. In 2021 the following improvements were made:

Beginning in May 2021, BSU launched a major project of creating approximately 100 academic program web pages. This project aims to make more information available to and searchable by external users, particularly prospective students and families, to learn about and assess its academic programs. The first program pages will go live spring 2022.

Regarding transparency of student learning outcomes and [program success](#), outcomes are still largely internally facing through BSU's [BridgeNet](#). A project seeking to migrate their public components to the University's main website is being undertaken beginning in June 2021. Further, the new academic program pages will have significant content related to program outcomes, including information on careers, salary and recent graduates. While BSU has taken great strides over the past decade in improved reporting regarding program outcomes and student success, but communicating this information is lagging.



Also in June 2021, the divisions of Information Technology and MarComm developed a new cloud-based intranet site. A major element of the project was to create a new intranet home page, BridgeNet, where faculty and staff are able to easily access institutional information and services as well as messages from University leadership across all divisions.

Another measure to increase navigability of mission critical information, BSU will highlight the University's strategic plan by moving this to the "About Us" menu (from its current location on the [President and Leadership](#) webpage which is not intuitive for website users).

### *Projections*

The Office of Career Services publishes an annual survey of graduating seniors regarding their employment six months after graduation. That survey is internally facing but would provide valuable information to potential students and their parents who want to know about career success after graduation. MarComm plans to link to this survey through the [Career Services](#) web page.

While BSU updates certain print publications on a regular basis tied to print cycles, including its undergraduate recruitment publications, there is not a systematic review process of publications that have been in print for a period of time to ensure such information is consistent with information contained in the catalog. Similarly, there is no formal audit/review/sign-off process for web pages. As part of a process of continuous improvement in the accuracy, reliability, and alignment of information contained on the website and in print publications, MarComm, working in collaboration with undergraduate, transfer, graduate and continuing studies admissions and the four academic colleges, plans to create an annual review cycle of printed publications and the website in 2022-2023.

## **Public Disclosure**

### *Description*

BSU has made significant advances in its public disclosure efforts largely through a comprehensive website redesign that saw the expansion and reorganization of publicly facing information sought after by prospective students and their families, the general public, and internal community members. Simultaneously, the University has expanded the number of communications platforms available to disseminate information and messaging in a timely and meaningful manner.

Progress has been made in migrating content that was once held only internally on the University's intranet to the website for external accessibility. With a clear path forward toward improving the accuracy, completeness and transparency of content on the institution's communication channels, investments in staff and tools ensure the information is regularly updated and available to all users.

While the University's digital catalog remains a comprehensive and central repository for information related to academic integrity, standards, policies and procedures, academic programs, admissions, and a range of compliance policies, BSU has made a concerted effort to disclose information that students need to make informed decisions over the course of the student "life cycle."

### *Appraisal*

BSU's catalog stands out as the ultimate source on the University mission and the obligations and responsibilities of students and the institution. The [About Us section](#) provides a succinct but comprehensive fact-based glance of the status of BSU as a public institution; size and scope of the University; and its academic environment, including programs of study, co-curricular opportunities and areas of distinction. Through an extensive annual review process conducted by the Registrar's Office in collaboration with

the colleges, academic departments and administrative areas, the digital catalog is reviewed and updated annually. Real-time academic program updates to the digital catalog can be found in the [addenda section](#), ensuring availability of the most current information. The [University mission](#) resides on the website but, along with the public status of BSU, could be made more visible on the website's [About Us](#) section.

BSU publishes on its website a [snapshot of the University](#) that provides a high-level, data-based overview with information about its student body, faculty, campus setting, class size, student-to-faculty ratio, academic programs, co-curricular opportunities and student life. The annual [Factbook](#) is a rich repository of data about the composition of the BSU student body and faculty, admissions, retention and graduation rates, and cost of attendance.

Information related to requirements, processes and deadlines for [undergraduate](#), [transfer](#), [continuing studies](#), and [graduate](#) admissions are clearly laid out on separate webpages. The Transfer webpages also include tools to assist students in determining [course equivalencies](#) and the [B.E.A.R.S. tool allows students to identify which classes and credits from a previous institution will transfer to BSU](#).

[BSU has a separate Cost and Aid](#) section of the website, which provides detailed information about the costs of attendance, including tuition and fees, housing, meal plan and expected costs beyond institutional charges. The site provides detailed information on [financial aid](#), including a [net price calculator](#). [Financial Aid policies](#) are included in the Student Handbook and in the [catalog](#). Information on [refunds](#) can be found on the Student Accounts page, along with [payment plan](#) options.

BSU has several off-campus locations including BSU Aviation at New Bedford Regional Airport where flight training is offered to students pursuing a Bachelor of Science in Aviation Science degree. While there is substantial information on the [Aviation Science program](#), information about the New Bedford site is not readily found. BSU [Attleboro](#) and BSU [Cape Cod](#) offer courses and degree programs through the College of Continuing Studies primarily during the evening and in hybrid formats.

A complete list of [academic programs](#) and course of study associated with each program (e.g., [Accounting and Finance](#), [Accounting Concentration, BS](#)) is readily found in the academic catalog. An [alphabetical listing of programs](#) organized under undergraduate, night and online, graduate, and new tabs is provided on the website, with links to the catalog for specific program information. The alpha listing will connect to web-based academic program pages after the completion of that project in 2022.

BSU significantly upgraded the [course search](#) functionality on its website and current courses can also be accessed via the [Infobear](#) platform. Further, the course descriptions section of the University [catalog](#) indicates when courses are taught – every fall or every spring, alternate spring or alternate fall, offered periodically or annually.

The University catalog contains an [alphabetical list of faculty](#) with their degrees and degree-granting institutions. Faculty lists are also contained on each academic department page (e.g., [Biological Sciences](#)), with links to separate pages for individual faculty members (e.g., [Dr. Christopher Bloch](#)). Not all faculty have separate pages and those pages are developed and published at the discretion of faculty. MarComm, continues to solicit and publish as much background information on faculty as possible. A listing of faculty on sabbatical does not exist as a publicly facing document.

An overview of educational opportunities and academic resources can be found in the [catalog](#). As part of the website redesign, BSU developed separate pages for co-curricular opportunities, including the [Honors Program](#), [Undergraduate Research](#), [Study Abroad](#) and [Internships](#).

The website also contains information on critical academic support services for students. An overarching

[academic resources page](#) features detailed pages for the [Academic Achievement Center](#), with links to subpages for [academic advising](#) and [learning assistance services](#); [accessibility services](#); and [testing services](#). [BSU's Maxwell Library](#) website exists on a separate platform but is readily linked to from the Academics drop-down menu on the [home page](#). Information on [academic policies and procedures](#) are found in the catalog.

BSU's annual [Factbook](#) contains detailed data on student success measures, including retention and graduation rates, for each year, for first-time, full-time and transfer students, and for students of color, low-income and first-generation. The strategic plan site also contains information on [retention, graduation and completion rates and degrees awarded](#).

The University catalog contains lists of the administrative [officers](#) and [Board of Trustees](#) of the University. Information on the [president, executive vice president, vice presidents and deans](#) and [Board of Trustees](#) also can be readily located on the website. The Board of Trustees page links to brief [biographies](#) of the members, [meetings](#) calendar and [Bylaws](#).

Information related to student life is prominently featured on the website, including opportunities to participate in [clubs and organizations, student media and community service, as well as student leadership opportunities](#). Support services such as [technology, counseling services](#), and [wellness](#) also are highly visible. During the pandemic, BSU significantly expanded its counseling and support services, adding the [Togetherall](#) and [WellTrack](#) resources. BSU has drawn attention to these resources through development of web content, but also through associated health campaigns. Information related to student services and supports also can be found on the [Student Portal](#) platform.

### *Projections*

- Expected student debt, typical length of study, default and loan repayment rates are missing components from the voluminous financial aid information that is available. Further, as part of its strategic enrollment planning process, BSU will be providing more streamlined and simpler language to assist students and families in navigating the complex cost and understanding financial aid information.
- Information related to student conduct and disciplinary procedures are contained in the [Code of Conduct](#). MarComm has made this information more visible to prospective students and families by linking to the [Student Handbook](#) on the Student Life section of the website. [Undergraduate](#) and [graduate](#) degree requirements can be found in the catalog.
- A University-wide Student Communications Committee is assessing all of the platforms BSU uses to share information with students and will make recommendations on ways to improve student communications. Its work, which is also being supplemented by IT projects focused on different student communications platforms, will extend into 2023, after which a student communication coordinating committee will be responsible for scheduling, managing and coordinating communications on a weekly basis.

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Integrity)**

32	Polices	Last Updated	Website location where policy is posted	Responsible Office or Committee
	Academic honesty	2022	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2070">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2070</a>	Academic Affairs
	Intellectual property rights		<a href="https://studentbridgew.sharepoint.com/sites/GSP/SitePages/GSP">https://studentbridgew.sharepoint.com/sites/GSP/SitePages/GSP</a>	OGSP
	Conflict of interest		<a href="https://studentbridgew.sharepoint.com/sites/IRB/SitePages/IRB">https://studentbridgew.sharepoint.com/sites/IRB/SitePages/IRB</a>	IRB
	Privacy rights 1	4/10/18	<a href="https://www.bridgew.edu/policy/website-privacy-statement">https://www.bridgew.edu/policy/website-privacy-statement</a>	Web Communications/IT
	Privacy rights 2	4/10/18	<a href="https://www.bridgew.edu/policy/GDPR">https://www.bridgew.edu/policy/GDPR</a>	Web Communications/IT
	Fairness for students	annually in Aug	<a href="https://handbook.bridgew.edu/PolicesProcedures">https://handbook.bridgew.edu/PolicesProcedures</a>	SAEM
	Fairness for faculty 1	2020	<a href="https://www.bridgew.edu/eop/Equal%20Opportunity%20Plan%2081320">Equal Opportunity Plan 81320 (bridgew.edu)</a>	HRTM/Equal Opportunity
	Fairness for faculty 2	2022	<a href="https://www.bridgew.edu/msca">MSCA (sharepoint.com)</a>	MSCA
	Fairness for staff 1	2022	<a href="https://www.bridgew.edu/apau">APA Union - Home (sharepoint.com)</a>	HRTM/APA
	Fairness for staff 2	2022	<a href="https://www.bridgew.edu/afscme">AFSCME (sharepoint.com)</a>	HRTM/AFSCME
	Academic freedom	2022	<a href="https://www.bridgew.edu/msca">MSCA (sharepoint.com)</a>	MSCA/Provost's Office
	Research		<a href="https://studentbridgew.sharepoint.com/sites/IRB/SitePages/Policy">https://studentbridgew.sharepoint.com/sites/IRB/SitePages/Policy</a>	IRB
	Title IX	2021	<a href="https://www.bridgew.edu/office/titleix/policies-and-key-terms">https://www.bridgew.edu/office/titleix/policies-and-key-terms</a>	Office of Equal Employment and the Title IX Coordinator
	Other, specify		<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060</a>	
	Compliance Policies	2022	<a href="https://studentbridgew.sharepoint.com/sites/HRTM">https://studentbridgew.sharepoint.com/sites/HRTM</a>	Office of Equal Employment and the Title IX Coordinator
	Labor Relations	2022		HRTM

**Non-discrimination policies**

			<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060</a>	
	Recruitment and admissions	2022		Admissions
	Employment	9/28/18	<a href="https://www.bridgew.edu/sites/bridgew/files/media/pdf_document/Equal%20Opportunity%20Plan%202020.pdf">https://www.bridgew.edu/sites/bridgew/files/media/pdf_document/Equal%20Opportunity%20Plan%202020.pdf</a>	HRTM
	Evaluation	2018	<a href="https://www.bridgew.edu/sites/bridgew/files/media/pdf_document/Equal%20Opportunity%20Plan%202020.pdf">https://www.bridgew.edu/sites/bridgew/files/media/pdf_document/Equal%20Opportunity%20Plan%202020.pdf</a>	HRTM
	Disciplinary action	2022	<a href="https://handbook.bridgew.edu/PolicesProcedures">https://handbook.bridgew.edu/PolicesProcedures</a>	SAEM
	Advancement		<a href="https://www.bridgew.edu/compliance">Compliance Policies of the University - Bridgewater State U</a>	
	Other, specify		<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060</a>	
	EO & AA	2022		Office of Equal Employment and the Title IX Coordinator

**Resolution of grievances**

	Students	2022	<a href="https://handbook.bridgew.edu/PolicesProcedures">https://handbook.bridgew.edu/PolicesProcedures</a>	SAEM
	Faculty	2022	<a href="https://studentbridgew.sharepoint.com/sites/HRTM/SiteAssets/Foms/AllItems.aspx?id=%2Fsites%2FHRTM%2FSiteAssets%2FSitePages%2FHRTM%2FEmployee%2DHandbook%2081320">https://studentbridgew.sharepoint.com/sites/HRTM/SiteAssets/Foms/AllItems.aspx?id=%2Fsites%2FHRTM%2FSiteAssets%2FSitePages%2FHRTM%2FEmployee%2DHandbook%2081320</a>	HRTM
	Staff	2022	<a href="https://studentbridgew.sharepoint.com/sites/HRTM/SiteAssets/Foms/AllItems.aspx?id=%2Fsites%2FHRTM%2FSiteAssets%2FSitePages%2FHRTM%2FEmployee%2DHandbook%2081320">https://studentbridgew.sharepoint.com/sites/HRTM/SiteAssets/Foms/AllItems.aspx?id=%2Fsites%2FHRTM%2FSiteAssets%2FSitePages%2FHRTM%2FEmployee%2DHandbook%2081320</a>	HRTM
	Other, specify			

33	Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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## Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="https://www.bridgew.edu/contact-us">https://www.bridgew.edu/contact-us</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://www.bridgew.edu/the-university/president-leadership/Annual-Financial-Report">https://www.bridgew.edu/the-university/president-leadership/Annual-Financial-Report</a>
Processes for admissions	<a href="https://www.bridgew.edu/admissions/undergraduate/apply">https://www.bridgew.edu/admissions/undergraduate/apply</a>
Continuing Studies Admissions	<a href="https://www.bridgew.edu/ccs/admissions">https://www.bridgew.edu/ccs/admissions</a>
Graduate Admissions	<a href="https://www.bridgew.edu/admissions/graduate/apply">https://www.bridgew.edu/admissions/graduate/apply</a>
Processes for employment	<a href="https://jobs.bridgew.edu/">https://jobs.bridgew.edu/</a>
Processes for grading	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924#Credit_Hour">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924#Credit_Hour</a>
Processes for assessment	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924&amp;hl=grading&amp;returnto=search#Institutional%20Learning%20Outcomes">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924&amp;hl=grading&amp;returnto=search#Institutional%20Learning%20Outcomes</a>
Processes for assessment (Graduate)	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1929">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1929</a>
Processes for student discipline	<a href="https://handbook.bridgew.edu/CodeofConduct">https://handbook.bridgew.edu/CodeofConduct</a>
Processes for consideration of complaints and appeals	<a href="https://handbook.bridgew.edu/CodeofConduct">https://handbook.bridgew.edu/CodeofConduct</a>

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Academic Landing Page	<a href="https://www.bridgew.edu/academics">https://www.bridgew.edu/academics</a>
Top Tier Undergrad Research	<a href="https://www.bridgew.edu/news-events/bsu-top-tier-undergraduate-research">https://www.bridgew.edu/news-events/bsu-top-tier-undergraduate-research</a>
Top Fulbright Producing	<a href="https://www.bridgew.edu/news-events/news/bsu-recognized-fulbright-recipient">https://www.bridgew.edu/news-events/news/bsu-recognized-fulbright-recipient</a>
Closing Achievement Gaps	<a href="https://www.bridgew.edu/news-events/news/university-ranks-near-top-national-report">https://www.bridgew.edu/news-events/news/university-ranks-near-top-national-report</a>
BSU Ranks #4 Nationally in Campus Safety	<a href="https://www.bridgew.edu/student-life/wellness-safety">https://www.bridgew.edu/student-life/wellness-safety</a>
College of Continuing Studies	<a href="https://www.bridgew.edu/ccs">https://www.bridgew.edu/ccs</a>
Graduate Program Example (see separate excel spreadsheet for full list)	<a href="https://www.bridgew.edu/graduate/msa">https://www.bridgew.edu/graduate/msa</a>
Undergraduate Research	<a href="https://www.bridgew.edu/academics/undergraduate-research">https://www.bridgew.edu/academics/undergraduate-research</a>
Out of State Students	<a href="https://www.bridgew.edu/admissions/out-state-students">https://www.bridgew.edu/admissions/out-state-students</a>
Campaign Page Example	<a href="https://www.bridgew.edu/bridgewater-state/welcome">https://www.bridgew.edu/bridgewater-state/welcome</a>
Honors Program	<a href="https://www.bridgew.edu/academics/honors-program">https://www.bridgew.edu/academics/honors-program</a>
Student Media	<a href="https://www.bridgew.edu/student-life/student-media">https://www.bridgew.edu/student-life/student-media</a>
BSU Works	<a href="https://www.bridgew.edu/bsu-works">https://www.bridgew.edu/bsu-works</a>
Internships	<a href="https://www.bridgew.edu/academics/internships">https://www.bridgew.edu/academics/internships</a>
Accounting Program Recognized Nationally	<a href="https://www.bridgew.edu/news-events/news/accounting-program-recognized-nationally">https://www.bridgew.edu/news-events/news/accounting-program-recognized-nationally</a>
Academic Dept pages (example)	<a href="https://www.bridgew.edu/department/special-education">https://www.bridgew.edu/department/special-education</a>
NOTE: Full list of Academic Depts:	<a href="https://www.bridgew.edu/academics/colleges-and-departments">https://www.bridgew.edu/academics/colleges-and-departments</a>
92% of graduates secure jobs related to their field of study	Look Book Page 114 (Career Services)
Three-quarters of Bridgewater graduates secure jobs related to their field of study within a year after graduating.	Future Family Brochure (Career Services)
Recent grads are teaching in high schools in Massachusetts and across the country	Physics Brochure (Career Services)
Recent grads are working with cutting-edge companies in optical engineering and medical applications of physics, including Plymouth Grating La, MIT Lincoln Labs, Raytheon, Anquidynamics and Beth Israel Hospital	Physics Brochure (Career Services)
Recent grads are attending top graduate schools including Brandeis, Texas A&M, Indiana	Physics Brochure (Career Services)
Graduates of our athletic training program work for major professional and college sports teams, and high schools, as well as provide health care in industrial, hospital and clinical settings.	Health Sciences Brochure (Academic Dpt/ Career Services)
BS in Photonics and Optical Engineering uniquely prepares you to take advantage of one of the fastest growing and highest-paying technology engineering sectors.	Photonics Letter (Academic Dpt/Labor Department statistics)
Our bachelor's programs provide exceptional preparation for a wide range of careers and a solid foundation for continuing your education at prestigious graduate schools, including Bridgewater State University	Majors and Minors Book
The BS in biology prepares students interested in working as a biologist in a laboratory or field setting or pursuing advance training at a graduate or professional institution.	Majors and Minors Book
The BS programs are designed to provide the skills and knowledge necessary to prepare students for successful careers in the chemical, pharmaceutical and biotech industries, as well as chemical research, testing, development, teaching or for further	Majors and Minors Book
This ABET-accredited program provides a broad background in computer science and serves as preparation for employment in the computer industry or IT field, or for graduate studies in the discipline.	Majors and Minors Book
Graduates have gone on to both graduate school programs and software groups at companies of all sorts,	Majors and Minors Book
Bridgewater graduates work as planners, environmental analysts, teachers, market researchers, cartographers and administrator. Many have gone on to earn advanced degrees from leading graduate schools.	Majors and Minors Book
Two undergraduate students from the Bartlett College of Science & Mathematics – a mathematics major and a computer science major – designed an innovative tablet PC application to help small- and medium-sized companies operate warehouses more	Majors and Minors Book
In what will be the only undergraduate Photonics and Optical Engineering program in New England, BSU students will have unparalleled opportunities to engineer laser and optical devices using cutting-edge equipment in support of new technology in the	Majors and Minors Book
Our physics programs provide students with the skills and knowledge to pursue successful careers in research, teaching, graduate and professional programs, industry, engineering and many other fields.	Majors and Minors Book

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Transparency)**

The College of Education & Health Sciences produces more teachers who stay in Massachusetts than any other institutions in the commonwealth; additionally, <u>Bridgewater State University is the most prolific generator of science and the art history, global perspectives degree prepares students for careers in museum work, galleries and in a range of public humanities fields.</u>	Majors and Minors Book
The public archaeology concentration provides the basic knowledge and training necessary for careers in culture resource management, contract archaeology and <u>museums, and can be applied to the study of federal</u>	Majors and Minors Book
The BS in criminal justice provides students with a solid background in criminal justice and criminology, enabling them to develop a comprehensive understanding of crime <u>and the criminal justice system</u>	Majors and Minors Book
Many of our alumni have entered graduate programs and/or become career artists. Others have become teachers and professors in the arts or have integrated their <u>artistic principles and skills into other careers and paths in life.</u>	Majors and Minors Book
The major in economics is a comprehensive program that enables students to become familiar with many aspects of the economy and provides them with training <u>in economic analysis and problem-solving techniques. These skills, combined with a</u> (Music) graduates have gone on to careers in performance, administration and education; others have pursued graduate studies as a variety of fields	Majors and Minors Book
Our political science programs prepare students to be leaders in public, nonprofit or government positions. Students will develop a strong background in history, <u>economics, mathematics, literature, and the arts and sciences, and will be qualified to</u> Graduate students of the Ricciardi College of Business have among the highest first-time CPA pass rate of any university in Massachusetts.	Majors and Minors Book
Our Human Resources Management concentration is one of only five programs in Massachusetts to be certified as aligning with the curriculum guidelines of the Society for Human Resources Management, <u>the world's largest HR professional society.</u>	Majors and Minors Book
(graduate) programs enable you to build on the skills learned in your undergraduate major, making you more attractive to prospective employers.	GR Overview Brochures (Labor Department)
graduate programs are highly experiential—involving practicums, fieldwork and research—so students can apply what they learn to their jobs.	GR Overview Brochures
Our (graduate) programs align with in-demand professional areas, ensuring that you will gain the skills and knowledge you need to advance in your current career or <u>pursue other career opportunities.</u>	GR Programs and Degrees Brochure
Our (Athletic Training) program provides a quality education that meets or exceeds the standards and guidelines delineated by the Commission on Athletic Training <u>Education (CAATE).</u>	GR Athletic Training Sheet
Through our accredited (Athletic Training) program, you will obtain the knowledge and skills you need to successfully pass the Board of Certification (BOC) national <u>examination.</u>	GR Athletic Training Sheet
BSU has the only Southeastern Massachusetts MSA program approved by the Massachusetts Board of Public Accountancy that meets the Option 1 (Level 1) <u>educational requirement to sit for the Certified Public Accountant (CPA) exam.</u>	GR Bus.Acc.Fin.MSA Sheet
Bridgewater's MBA program provides the knowledge and skills you need to excel in managerial and executive positions within a wide range of organizations.	GR Bus.Acc.Fin.MSA Sheet
Students are prepared with the knowledge and skills necessary to successfully compete in a variety of professional positions in criminal justice or in closely related fields.	GR Civic_Lead_Criminal_Justice Sheet
You will emerge from the (MA-CPM) program prepared to improve the quality of leadership and public service in the Commonwealth and make a meaningful difference in the lives of Massachusetts residents.	GR Civic_Lead_MA_CPM Sheet
The Master of Public Administration (MPA) program at Bridgewater State University provides you with the essential managerial and analytic skills needed to succeed in positions of responsibility at local, state and federal agencies.	GR Civic_Lead_MPA Sheet
Bridgewater is one of only four insitutions in the state of Mass. that has earned NASP	GR Civic_Lead_MPA Sheet
Of these four, Bridgewater is one of two public institutions to hold this accreditation	GR Civic_Lead_MPA Sheet
The (MPA) program combines research, coursework and practical experiences to help you develop skills that can be applied immediately to advance social change and make a positive difference.	GR Civic_Lead_MPA Sheet
Bridgewater State University's Master of Arts in Clinical Psychology prepares the next generation of mental health counselors to prevent, diagnose and treat these issues through a curriculum that combines theoretical and practical coursework with a	GR Clinical_Psych Sheet
Upon graduating from this highly personalized program, you will be ready to sit for the Massachusetts state examination and become a Licensed Mental Health Counselor (LMHC) or pursue further graduate study towards your PhD or PsyD	GR Clinical_Psych Sheet
the first counselor education program in Massachusetts to receive national accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP)	GR Ed&Art Counselor Ed Sheet
Our Educational Leadership program is one of only 42 nationally accredited programs by the National Council for Accreditation of Teacher Education (NCATE).	GR Ed&Art EarlyChild_Ed_Leadership Sheet
Bridgewater is the largest producer of Massachusetts teachers and holds the highest national ranking available (Title II first quartile).	GR Ed&Art EarlyChild_El_Ed Sheet
(Master of Arts in English/Master of Arts in Teaching in English) graduates are prepared to serve as teachers of English in secondary school and college settings, editors or copywriters, creative or technical writers or administrators of cultural	GR Ed&Art English Sheet
Bridgewater State University's Master of Education in Reading ensures tomorrow's teachers are equipped with the knowledge to diagnose, evaluate and bolster the literacy development of diverse learners across a breadth of academic domains —and	GR Ed&Art Reading Sheet
The Learning Outcomes for graduate students in our program follow standards 1-7 from the International Literacy Association for Reading Professionals.	GR Ed&Art Reading Sheet

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Transparency)**

We are consistently ranked in the top 10 in the U.S. in special education programs by Teacher.org.	GR Ed&Art.SpecialEd Sheet
The Master of Science (MS) in Computer Science program prepares you for success in a wide range of settings, such as industry, academia, public sector/defense and research labs.	GR MS Computer Science Sheet
you will emerge with the tools needed to launch a career as a software developer, hardware engineer, systems analyst or teacher.	GR MS Computer Science Sheet
Our MSW graduates are leaders who work to enhance resiliency and to participate in building strong communities through a focus on the individuals, families, groups and organizations which make up our communities – all integral parts of healthy societies.	GR Master of Social Work Sheet

<b>Date of last review of:</b>	
Print publications	9/1/22
Digital publications	9/1/22

Please enter any explanatory notes in the box below

A suite of Admission collateral pieces, some of which are noted

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Public Disclosure)**

Information	Website location
Institutional catalog	<a href="#">Bridgewater State University - Acalog ACMS™</a>
Obligations and responsibilities of students and the institution	<a href="#">Welcome Students!   Student Handbook 2021-2022 : Bridgewater State University</a>
Information on admission and attendance	<a href="#">Admission – Undergraduate - Bridgewater State University - Acalog ACMS™</a>
Information on admission and attendance (2)	<a href="#">Admission – Graduate - Bridgewater State University - Acalog ACMS™</a>
Institutional mission and objectives	<a href="https://www.bridgew.edu/the-university/mission">https://www.bridgew.edu/the-university/mission</a>
Expected educational outcomes	<a href="#">Core Curriculum - Bridgewater State University - Acalog ACMS™</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="https://www.bridgew.edu/about-us">https://www.bridgew.edu/about-us</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation (2)	<a href="https://www.bridgew.edu/about-us/bsu-facts">https://www.bridgew.edu/about-us/bsu-facts</a>
Requirements, procedures and policies re: admissions	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924</a>
Requirements, procedures and policies re: admissions (2)	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1929">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1929</a>
Requirements, procedures and policies re: transfer credit	<a href="https://www.bridgew.edu/admissions/transfer-central">https://www.bridgew.edu/admissions/transfer-central</a>
A list of institutions with which the institution has an articulation agreement	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060&amp;hl=articulation&amp;returnto=search#articulation">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2060&amp;hl=articulation&amp;returnto=search#articulation</a>
Student fees, charges and refund policies	<a href="https://handbook.bridgew.edu/PoliciesProcedures/TuitionandFees">https://handbook.bridgew.edu/PoliciesProcedures/TuitionandFees</a>
Rules and regulations for student conduct	<a href="https://handbook.bridgew.edu/CodeofConduct">https://handbook.bridgew.edu/CodeofConduct</a>
Procedures for student appeals and complaints	<a href="https://handbook.bridgew.edu/CodeofConduct/CommunityStandardsProcedures">https://handbook.bridgew.edu/CodeofConduct/CommunityStandardsProcedures</a>
Procedures for student appeals and complaints (2)	<a href="https://www.bridgew.edu/sites/bridgew/files/Complaint%20Investigation%20Procedures.pdf">https://www.bridgew.edu/sites/bridgew/files/Complaint%20Investigation%20Procedures.pdf</a>
Other information re: attending or withdrawing from the institution	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924#withdrawal">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924#withdrawal</a>
Academic programs (1)	<a href="https://www.bridgew.edu/academics/majors-minors-undergraduate">https://www.bridgew.edu/academics/majors-minors-undergraduate</a>
Academic programs (2)	<a href="https://www.bridgew.edu/academics/programs-graduate">https://www.bridgew.edu/academics/programs-graduate</a>
Academic programs (3)	<a href="https://www.bridgew.edu/academics/nights-online-undergraduate">https://www.bridgew.edu/academics/nights-online-undergraduate</a>
Academic programs (4)	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2071">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2071</a>
Courses currently offered	<a href="https://infobear.bridgew.edu/BANP/bwckschd_p_disp_dyn_sched">https://infobear.bridgew.edu/BANP/bwckschd_p_disp_dyn_sched</a>
Courses currently offered (2)	<a href="https://www.bridgew.edu/course-search">https://www.bridgew.edu/course-search</a>
Other available educational opportunities	
Other academic policies and procedures	<a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924</a>





New England Commission of Higher Education  
 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
 Tel: 781-425-7785 | Fax: 781-425-1001 | www.neche.org

**AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV**

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	<a href="https://www.bridgew.edu/admissions/transfer-services">https://www.bridgew.edu/admissions/transfer-services</a> <a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1929">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1929</a> <a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=1924</a>
Print Publications	
Self-study/Fifth-year Report Page Reference	Pages 36 – 41 and 120 – 123

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	<a href="https://handbook.bridgew.edu/PoliciesProcedures">https://handbook.bridgew.edu/PoliciesProcedures</a> <a href="https://www.bridgew.edu/office/titleix/reporting-an-incident">https://www.bridgew.edu/office/titleix/reporting-an-incident</a> <a href="https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2070">https://catalog.bridgew.edu/content.php?catoid=17&amp;navoid=2070</a>
Print Publications	
Self-study/Fifth-year Report Page Reference	Page 56, and 118 – 119

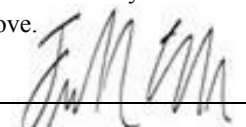
- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	To obtain a BSU student account, prospective students must complete an application or account creation process and supply personally identifiable information including birthdate. Students must also provide a personal email address when applying, after which a BSU domain account is created, and credentials are sent to that address. BSU also requires all new user accounts to have additional security verification, sometimes referred to as multi-factor authentication or MFA.
Self-study/Fifth-year Report Page Reference	Page 41

- 4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	<a href="https://www.bridgew.edu/neche">https://www.bridgew.edu/neche</a>
Print Publications	<i>Cape Cod Times, Taunton Daily Gazette, The Enterprise, The Herald News, The Patriot Ledger, The Standard Times, The Sun Chronicle</i>
Self-study Page Reference	Page i

The undersigned affirms that Bridgewater State University meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:  Date: September 16, 2022

E1 PART A -- INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS				
INSTITUTIONAL LEVEL				
ASSESSMENT OF THE CORE CURRICULUM				
(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g. capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<p>The outcomes are published in the original Core Curriculum document. See: <a href="https://student.bridgew.edu/sharepoint.com/site/UndergraduateStudies/Core%20Curriculum/Forms/AllItems.aspx?Id=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum%2FCoreDocument%2Eupdated%2F9%2E2022%2Epdf&amp;parent=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum">https://student.bridgew.edu/sharepoint.com/site/UndergraduateStudies/Core%20Curriculum/Forms/AllItems.aspx?Id=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum%2FCoreDocument%2Eupdated%2F9%2E2022%2Epdf&amp;parent=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum</a></p> <p>The current Core Curriculum with the most recent changes is available at: <a href="https://student.bridgew.edu/sharepoint.com/site/UndergraduateStudies/Core%20Curriculum/Forms/AllItems.aspx?Id=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum%2FCoreDocument%2Eupdated%2F9%2E2022%2Epdf&amp;parent=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum">https://student.bridgew.edu/sharepoint.com/site/UndergraduateStudies/Core%20Curriculum/Forms/AllItems.aspx?Id=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum%2FCoreDocument%2Eupdated%2F9%2E2022%2Epdf&amp;parent=%2Fsites%2FUndergraduateStudies%2FCore%20Curriculum</a></p>	<p>Since 2012, the assessment of the Core Curriculum has focused on the following areas:</p> <ul style="list-style-type: none"> <li>The Core Assessment Project (CAP), was undertaken in 2015 which involved selection of papers written for Writing Designated in the Major courses to assess writing, critical thinking, quantitative reasoning, and information literacy. A stratified random sample of student papers (n=276) was collected from the Writing Designated in the Major (CWFRM) spring 2015 courses (n=34) from a total population of n=1,145 possible students. All Studio Arts (ARTS404) sections with six or fewer students were combined and treated as one section for sampling purposes. Spanish Composition (LASP300) and Seminar in Dance Education (DANC494) were excluded along with group papers for total of 174 usable samples. Course assignments (n=50) were also collected and scrubbed of all identifying components. Team leaders reviewed assignments for the explicit call for the use of the skill area in the paper and noted any model assignments. A Core Assessment Project brief outlining the results of the project was widely distributed to all program chairs, faculty advisory leaders, and upper level administrator. The brief can be found here: <a href="https://student.bridgew.edu/sharepoint.com/sites/Assessment/Site/Pages/Institutional-Reports.aspx">https://student.bridgew.edu/sharepoint.com/sites/Assessment/Site/Pages/Institutional-Reports.aspx</a></li> </ul>	<ul style="list-style-type: none"> <li>The Core Curriculum Steering Committee, with the help and support of the Office of Assessment, is generally the group responsible for designing assessments and determining which areas of the Core Curriculum should be assessed. Once they determine that an area should be assessed, the project is assigned to the appropriate person(s) or office. Other assessments would be determined by Rita Miller, Dean of Undergraduate Studies, or the Office of Assessment.</li> <li>Cross-disciplinary faculty/librarian teams both score and analyze the results.</li> <li>Administration of Core Curriculum assessment (i.e., sample collection, preparation of samples, and running of scoring sessions), and summarizing of the results (i.e., statistical analysis and data presentation) are prepared by the Office of Assessment. The final results are presented to the Core Curriculum Steering Committee for review.</li> </ul>	<p>In response to the Writing Designated in the Major Core Assessment Project, five transdisciplinary faculty/librarian work groups (Critical Thinking, Information Literacy, Oral Communication/Speaking, Quantitative Reasoning, and Written Communication), refined assessment instruments for these Core Curriculum skills areas. Each group is led by a full-time faculty member. Based on the CAP results and faculty/librarian recommendations, the teams have developed rubrics for each skill to be used in future assessment projects.</p> <p>Information literacy is now more widely recognized as a key outcome for each program. In fall 2014, a rubric was developed and piloted for the 2015 Core Assessment Project by a cross-disciplinary faculty/librarian group. In fall 2016, the Information Literacy Working Group examined all undergraduate program outcomes (n=237) to see where alignment occurs with the information literacy learning outcomes. Given that each discipline naturally varies in their use of information literacy and the result of the CAP 2015, the rubric was adjusted to better reflect campus practice. Beginning with a workshop in August 2020, the CCSC devoted much of the 2020-2021 academic year to developing SLOs and a statement of the value of Information Literacy. They hope to conclude their work on this area by May 2022.</p>	<p>Ongoing</p>
<p>and the BSU Catalog: <a href="https://catalog.bridgew.edu/content.php?cid=17&amp;navoid=2037">https://catalog.bridgew.edu/content.php?cid=17&amp;navoid=2037</a></p>	<p>One of the results of the CAP project was development of institutional rubrics for scoring work in the areas of Writing, Speaking, Quantitative Reasoning, Critical Thinking and Information Literacy. They are available here: <a href="https://student.bridgew.edu/sharepoint.com/sites/Assessment/Site/Pages/Institutional-Reports.aspx">https://student.bridgew.edu/sharepoint.com/sites/Assessment/Site/Pages/Institutional-Reports.aspx</a></p>	<ul style="list-style-type: none"> <li>The Philosophy Department continues to assess and reflect on the data collected from the Foundations of Logical Reasoning course (PHIL 111). Dr. James Pearson is the course coordinator. Under his leadership, the course has changed focus and will be called Critical Reasoning (CRIT 111) beginning Fall 2021.</li> <li>In Spring 2019, Dr. Melanie McNaughton, course coordinator, conducted a survey of students enrolled in Second Year Seminars. The survey concluded that "students report having developed stronger academic skills as a result of their SYS courses, characterizing the course helped them improve by a moderate amount. Students responses indicate that SYS courses are helping students develop valuable competencies and confidence, but reveal that is room for improvement."</li> <li>Major efforts to assess the Core Curriculum were suspended during the time that the CCSC was working on the new Core Curriculum.</li> <li>As the new CCSC formed, their top priority was to focus on improving SLOs. Once those are in place, assessment efforts can begin again.</li> </ul>		

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>Ricciardi College of Business</b>					
<b>Accounting and Finance, BS</b>					
	<ul style="list-style-type: none"> <li>• <a href="#">Department Extranet Link</a></li> <li>• <a href="#">Department Intranet Link</a></li> </ul>	<p><b>Prior to 2018-2019:</b> CPA examination results; placement numbers for ACFI graduates; ethics assessment survey in ACFI 100, ACFI 305, ACFI 350, ACFI 385; analysis of Academic Achievement Center use for ACFI courses, survey of 2017 ACFI alumni one year out</p> <p><b>2018 to 2021:</b> Course-embedded assessment (ACFI 100, ACFI 340, ACFI 350, ACFI 406, ACFI 465, ACFI 466, ACFI 486; and MGMT 490); curriculum map analysis; tutoring lab reports; meetings with RCOB advisory board, alumni, and professional employers</p>	<p><b>Prior to 2018-2019:</b> The ACFI curriculum committee interprets the evidence on a regular (at least annual) basis</p> <p><b>2018-2019:</b> Full-time faculty, part-time faculty, department chair, ACFI Assessment Coordinators</p>	<p><b>Prior to 2018-2019:</b> Ongoing review of ACFI 100 to ensure appropriate coverage of topics; results of interview shared at Fall 2018 department meeting; results of continuous ACFI 100 &amp; 101 lab monitoring shared with ACFI faculty and used for ongoing improvement; review of tax law changes enacted in 2017 on tax curriculum topics; review of US GAAP changes from 2017 on accounting topics covered</p> <p><b>2018-2019:</b> Revised learning outcomes, curriculum and instructional changes, budgetary and support requests</p> <p><b>2019-2021:</b> Changes made to curriculum, instruction, assessment plan, and budgetary and support requests</p>	2017-2018
	<ul style="list-style-type: none"> <li>• Course syllabi CHEM 351</li> <li>• <a href="#">Department Extranet Link</a></li> </ul>	<p><b>2017-2018:</b> Assessment of Professional Ethics in ACFI 545 in three sections in two different semesters</p> <p><b>2018-2019:</b> Assessment of content knowledge and ethical responsibility in ACFI 530 and ACFI 545</p> <p><b>2020-2021:</b> Course cases, curriculum map analysis, NASBA CPA exam results</p>	<p><b>Prior to 2018-2019:</b> Graduate Committee</p> <p><b>2018-2019:</b> Department/Graduate Program Chair</p> <p><b>2020-2021:</b> Department/DGCE Graduate Chair, full-time faculty</p>	<p><b>2017-2018:</b> Continue to stress Professional Code of Conduct in class</p> <p><b>2018-2019:</b> Changes made to the curriculum</p> <p><b>2019-2021:</b> Changes made to instruction and assessment plan</p>	2017-2018
<b>Aviation Science, BS</b> Concentration: 1. Aviation Management	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• <a href="#">Department Extranet Link</a></li> <li>• <a href="#">AABI (Aviation Accreditation Board International) Link</a></li> </ul>	<p><b>2015-2016:</b> Post-test in ACFI 100, MGMT 130; writing project in capstone course; alumni survey</p> <p><b>2016-2017:</b> Course-embedded exams, tests, quizzes; term or capstone papers; individual presentations; group presentations/collaborative projects; internship/practicum evaluations; job placement statistics</p> <p><b>2017-2018:</b> Alumni survey</p> <p><b>2018-2019:</b> Term/capstone papers, assignment/syllabus analysis</p> <p><b>2020-2021:</b> Student survey</p>	<p><b>Prior to 2018-2019:</b> Full-time faculty &amp; Associate Dean</p> <p><b>2018-2019:</b> Full-time faculty</p>	<p><b>2015-2016:</b> Adoption of a new writing program</p> <p><b>2016-2017:</b> Revision of course content</p> <p><b>2017-2018:</b> None reported</p> <p><b>2018-2020:</b> Changes were made in instruction</p> <p><b>2020-2021:</b> None indicated</p>	Summer 2018 (AABI)
2. Flight Training	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• <a href="#">Department Extranet Link</a></li> <li>• <a href="#">AABI (Aviation Accreditation Board International)</a></li> </ul>	<p><b>2015-2016:</b> Post-test in MGMT 130; writing project in capstone course; Alumni Survey; FAA exams</p> <p><b>2016-2017:</b> Course-embedded exams, tests, quizzes; individual and group presentations/collaborative projects; standardized tests and licensure examinations; alumni surveys</p> <p><b>2017-2018:</b> Not specified</p> <p><b>2018-2019:</b> Term/capstone papers, assignment/syllabus analysis</p> <p><b>2020-2021:</b> Student survey</p>	<p><b>Prior to 2018-2019:</b> Full-time faculty, Associate Dean, Flight Training Center (FTC) personnel</p> <p><b>2018-2019:</b> Full-time faculty</p>	<p><b>2015-2016:</b> New registration process, new scheduling process, aviation workshop, new hierarchy at the FTC, Ricciardi College of Business Assessment Team, Summer Start Program, program enrollment has been capped, FTC initiated a student tracking program</p> <p><b>2016-2017:</b> Summer Start Program revised for better efficiency, improved scheduling process for flight students, new internship opportunity, restructuring of FTC personnel, FTC newsletter, updated flight instruments and related curricula revisions, increased involvement of FTC administrators in assessment process, improved coordination between faculty &amp; FTC lessons</p> <p><b>2017-2018:</b> Flight block times increased to 4 hours to allow for 2 lessons</p> <p><b>2018-2020:</b> Changes made in instruction</p> <p><b>2020-2021:</b> None indicated</p>	Summer 2018 (AABI)

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>Ricciardi College of Business (cont.)</b>					
<b>Management &amp; Marketing, BS</b>	Only the BSU University Catalog	<p><b>2015-2016:</b> Assessment of writing intensive, capstone writing assignment</p> <p><b>2016-2017:</b> Assessment of teamwork and leadership using a peer review survey</p> <p><b>2017-2018:</b> Direct and indirect evidence</p> <p><b>2018-2019:</b> MGMT 130</p> <p><b>2019-2020:</b> Final papers in MGMT 471; exam and extra credit questions in MGMT 130</p> <p><b>2020-2021:</b> Student survey, employer survey</p>	<p><b>Prior to 2020-2021:</b> Assessment Committee to Management faculty</p> <p><b>2020-2021:</b> Full-time faculty</p>	<p><b>2015-2016 (pilot year):</b> Added Graduate Writing Tutor, developed Undergraduate Writing Toolkit, department discussion and initial steps towards developing assessment instruments to measure leadership and teamwork, new class (MGMT 317) jointly taught with Philosophy Department with successful outcomes at a national competition, created a 10-item multiple-choice instrument for all MGMT 130 students, across five different instructors</p> <p><b>2016-2017:</b> Created Writing Tips, made ACFI 385 a pre-requisite for MGMT 490, explicitly require individual writing assignments in all MGMT 490 capstone courses, created a Course Coordinator position for MGMT 130, created a new Human Resources concentration</p> <p><b>2017-2018:</b> Created a Course Coordinator position for MGMT 130</p> <p><b>2018-2019:</b> Made changes to assessment plan</p> <p><b>2019-2020:</b> Changes are planned for instruction</p> <p><b>2020-2021:</b> None indicated</p>	2017-2018
<b>Management &amp; Marketing, MBA</b>	Only the BSU University Catalog	<p><b>2016-2017:</b> MGMT 130</p> <p><b>2017-2018:</b> Final papers in MGMT 471; exam and extra credit questions in MGMT 130</p> <p><b>2019-2020:</b> Student survey, employer survey</p>	<p><b>Prior to 2020-2021:</b> Assessment Committee to Management faculty</p> <p><b>2020-2021:</b> Full-time faculty</p>	<p><b>2018-2019:</b> Made changes to assessment plan</p> <p><b>2019-2020:</b> Changes are planned for instruction</p> <p><b>2020-2021:</b> None indicated</p>	2017-2018
<b>Management &amp; Marketing, MBA</b>	<p>Only the BSU University Catalog</p> <p>• <a href="#">Department Extranet Link</a></p>	<p><b>2016-2017:</b> Focus groups of graduating students, interviews of program faculty</p> <p><b>2017-2018:</b> Alumni survey</p> <p><b>2018-2019:</b> None</p> <p><b>2019-2020:</b> Term or capstone papers in MGMT 526 and 571, group presentations/collaborative projects</p> <p><b>2020-2021:</b> Student survey, employer survey, and course feedback survey</p>	<p><b>Prior to 2018-2019:</b> MBA Committee</p> <p><b>2018-2019:</b> Department and Graduate Program Chairs</p> <p><b>2019-2020:</b> Department/DGCE Graduate Chair, full-time faculty, Assessment Committee</p> <p><b>2020-2021:</b> Department/DGCE chair, full-time faculty</p>	<p><b>2012-2013:</b> Learning outcomes developed</p> <p><b>2014-2015:</b> Learning goals mapped to coursework</p> <p><b>2015-2016:</b> Analysis of course syllabi to check for explicit listing of goals from curriculum mapping; major curriculum revisions proposed (structural and content)</p> <p><b>2016-2017:</b> Curriculum revised based on feedback from students and faculty</p> <p><b>2017-2019:</b> No changes reported</p> <p><b>2019-2020:</b> Changes made to curriculum and assessment plan</p> <p><b>2020-2021:</b> No changes reported</p>	2017-2018

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
College of Education and Health Sciences <b>Communication Sciences &amp; Disorders, BS</b>	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Department Intranet Link</li> <li>• Department Extranet Link</li> <li>• ASHA (American Speech-Language-Hearing Association)</li> </ul>	<ul style="list-style-type: none"> <li>• Course-embedded exams, tests, and quizzes</li> <li>• Term or capstone papers</li> <li>• Individual oral presentations</li> <li>• Group presentations</li> <li>• Collaborative projects</li> <li>• GPA analysis</li> <li>• Research projects</li> <li>• Licensure examinations</li> <li>• Alumni surveys, interviews, focus groups</li> <li>• Student surveys, interviews, focus groups</li> <li>• Internship/practicum evaluations</li> <li>• Job placement statistics</li> <li>• Assignment/syllabus analysis</li> <li>• Curriculum map analysis</li> </ul>	<p><b>Prior to 2020-2021:</b> Department chair, full- &amp; part-time faculty, and students; shared at faculty meetings</p> <p><b>2020-2021:</b> Department chair, full-time faculty, part-time faculty, clinical educators. Shared at faculty meetings. sent via email to faculty, on department intranet and extranet websites</p>	<p><b>2015-2016:</b> Hired new faculty; added High Impact Practices: undergraduate research, peer learning, service learning, capstone projects</p> <p><b>2016-2017:</b> Revised courses; restructured program: now require minimum 2.8 GPA as prerequisite for 300- &amp; 400-level courses; hired new faculty; removed concentration; added High Impact Practices: honors, internships</p> <p><b>2017-2018:</b> More emphasis on critical analysis skills, problem-based learning, and undergraduate research; modified undergraduate curriculum to shift focus from disorders of communication to sciences and processes of normal communication</p> <p><b>2018-2019:</b> Changes made to the curriculum, including removing GPA requirements at the 200-level and offering 200-level courses online</p> <p><b>2019-2021:</b> Changes made to curriculum and instruction; budgetary and support requests were made.</p>	2013-2014
<b>Communication Sciences &amp; Disorders: Speech-Language Pathology, MS</b>	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Department Intranet Link</li> <li>• Department Extranet Link</li> <li>• ASHA (American Speech-Language-Hearing Association) Link</li> </ul>	<ul style="list-style-type: none"> <li>• Course-embedded exams, tests, and quizzes</li> <li>• Term or capstone papers</li> <li>• Individual oral presentations</li> <li>• Group presentations</li> <li>• Collaborative projects</li> <li>• GPA analysis</li> <li>• Research projects</li> <li>• Licensure examinations</li> <li>• Alumni surveys, interviews, focus groups</li> <li>• Student surveys, interviews, focus groups</li> <li>• Internship/practicum evaluations</li> <li>• Job placement statistics</li> <li>• Assignment/syllabus analysis</li> <li>• Curriculum map analysis</li> </ul>	<p><b>Prior to 2020-2021:</b> Annually by the DGCE Program Chair, Full- and Part-Time Faculty, and Clinical Educators. Each faculty and clinical educator examines student performance and outcomes for each course taught using the CALIPSO Progress Tracking System and indicates (based on students' final grades) if the outcomes were accomplished. Shared with faculty (including part-time faculty) via faculty meetings, department retreat, sent via email</p> <p><b>2020-2021:</b> Department chair, full-time faculty, part-time faculty, clinical educators. Shared at faculty meetings, sent via email to faculty, on department intranet and extranet websites</p>	<p><b>2017-2018:</b> None reported</p> <p><b>2018-2019:</b> Changes made and planned to curriculum, instruction, budgetary/support requests</p> <p><b>2020-2021:</b> Changes made to curriculum and instruction; budgetary and support requests were made</p>	2018-2019

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<p><b>College of Education and Health Sciences (cont.)</b></p> <p><b>Counselor Education, MEd</b> 5 concentrations: Mental Health Counseling Mental Health Counseling - International (non-licensure) Mental Health Counseling (dual license) Student Affairs Counseling School Counseling (Piek-8, 5-12)</p>	<ul style="list-style-type: none"> <li>Course syllabi, student handbook, marketing materials, advising materials</li> <li>Department Intranet Link</li> <li>Department Extranet Link</li> </ul>	<p><b>Prior to 2020-2021:</b> Course-embedded exams, tests, and quizzes; alumni &amp; employer surveys; graduating student surveys; internship/pre-practicum evaluations</p> <p><b>2020-2021:</b> Final Site Supervisor Student Evaluations, alumni survey, student survey, job placement statistics</p>	<p><b>Prior to 2020-2021:</b> Department Chair, Graduate Program Chair, CACREP Department Committee, Full-Time Faculty, and Director of Field Work discuss in faculty meetings and share with Department Advisory Board, site supervisors, former and current students.</p> <p><b>2020-2021:</b> Department Chair, Graduate Program Chair, CACREP Department Assessment Committee, Full-Time Faculty, and Department Staff discuss in faculty meetings; share with part-time faculty and students; post on intranet and extranet sites</p>	<p><b>2015-2016:</b> Revised courses and hired new faculty</p> <p><b>2016-2017:</b> Revised course prerequisites; restructured program by increase in School Counseling; constructed five-room Counselor Education Lab; created an Advisory Board; used results of May 2016 exit surveys to hire a full-time school counseling faculty member in place of two part-time faculty and to change the scheduling of Student Affairs courses</p> <p><b>2017-2018:</b> Changes made to reflect the 2016 CACREP standards and to the Student Affairs program: two admissions deadlines per year more frequent course offerings</p> <p><b>2018-2019:</b> Substantial faculty and staff involvement in revising assessment management system</p> <p><b>2019-2020:</b> Changes made to curriculum, instruction, and assessment plan due to implementation of changes in the 2016 CACREP Standards for program evaluation</p> <p><b>2020-2021:</b> Changes made to curriculum, instruction, program outcomes, and assessment plan</p>	2014-2015
<p><b>Elementary &amp; Early Childhood Education; Early Childhood Education, BSE</b></p>	<ul style="list-style-type: none"> <li>Department Intranet Link</li> </ul>	<p><b>Prior to 2020-2021:</b> Portfolios, Lesson plans, Faculty surveys</p> <p><b>2020-2021:</b> Term or capstone papers</p>	<p>Full- and Part-Time Faculty</p>	<p><b>2016-2017:</b> Retired the PPA adopted the new MA State Assessment "Candidate Assessment of Performance" (CAP). This will prompt an examination of our measures in the program including an examination of our students' performance to date on the remaining two instruments (CEAS Dispositions and STA Packet). We will need to align the NAEYC Professional Program standards with our state CAP to ensure that we are still meeting all of our national requirements. Start building towards a formal curriculum map and assessment plan across the Pre-Practicum semester. More service learning, reflection on practice, and inclusion of greater focus on family communication in Science &amp; Social Studies Methods course</p> <p><b>2017-2018:</b> In collaboration with our elementary education program, program faculty made process of crafting relevant accommodations for students with disabilities and modifications for English learners in the pre-practicum lesson plans and followed up with a template for writing these accommodations and modifications in the lesson plans for the practicum - paired with professional development training for adjunct program supervisors so all BSU students in elementary and early childhood licensure program have rigorous and consistent expectations for accommodations and modifications that they make to meet the needs of their diverse learners.</p> <p><b>2018-2019:</b> Changes made to curriculum and assessment plan, and changes are planned for instruction.</p> <p><b>2020-2021:</b> Changes made to curriculum, program outcomes, and assessment plan.</p>	2017-2018

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Education and Health Sciences (cont.)</b>					
<b>Elementary &amp; Early Childhood Education: Early Education &amp; Care, Birth-K, BSE</b>	<ul style="list-style-type: none"> <li>National Association for the Education of Young Children Link</li> <li>Department Intranet Link</li> </ul>	Portfolios, term or capstone papers, research projects, collaborative projects	Full- and Part-Time Faculty score their own students on Blackboard	<p><b>2016-2017:</b> Opening round with limited data. There are weak areas in other Standards domains, but in Professionalism preliminary indications are that students are on the right path.</p> <p><b>2017-2018:</b> New faculty member taught in the program and used these metrics confirming validity</p> <p><b>2018-2019:</b> None reported, but changes are planned for program outcomes</p> <p><b>2020-2021:</b> Changes made to program outcomes and assessment plan</p>	2014 - 2015
<b>Elementary &amp; Early Childhood Education: Elementary Education, BSE</b>	<ul style="list-style-type: none"> <li>Department intranet Link</li> </ul>	Term or capstone papers	Full- and Part-Time Faculty	<p><b>2016-2017:</b> Retired the PPA adopted the new MA State Assessment "Candidate Assessment of Performance" (CAP). This will prompt an examination of our measures in the program including an examination of our students' performance to date on the remaining two instruments (CEAS Dispositions and STA Packet). We will need to align the NAEYC Professional Program standards with our state CAP to ensure that we are still meeting all of our national requirements. Start building towards a formal curriculum map and assessment plan across the Pre-Practicum semester. More service learning, reflection on practice, and inclusion of greater focus on family communication in Science &amp; Social Studies Methods course</p> <p><b>2017-2018:</b> In collaboration with our elementary education program, program faculty made process of crafting relevant accommodations for students with disabilities and modifications for English learners in the pre-practicum lesson plans and followed up with a template for writing these accommodations and modifications in the lesson plans for the practicum - paired with professional development training for adjunct program supervisors so all BSU students in elementary and early childhood licensure program have rigorous and consistent expectations for accommodations and modifications that they make to meet the needs of their diverse learners.</p> <p><b>2018-2019:</b> Changes made to curriculum and assessment plan, and changes are planned for instruction.</p> <p><b>2020-2021:</b> Changes made to curriculum, program outcomes, and assessment plan.</p>	2017-2018

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<p>College of Education and Health Sciences (cont.)</p> <p><b>Elementary &amp; Early Childhood Education: 5 MEd Programs:</b></p> <ul style="list-style-type: none"> <li>• <i>ECE prof licensure</i></li> <li>• <i>ELED prof licensure</i></li> <li>• <i>ELED initial licensure</i></li> <li>• <i>ECE non-licensure</i></li> <li>• <i>ELED non-licensure</i></li> </ul>	<ul style="list-style-type: none"> <li>• Course syllabi, advising materials</li> <li>• Department Extranet Link</li> <li>• MA DESE Link</li> <li>• National Association for the Education of Young Children</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; portfolios; individual presentations; research projects; group presentations and collaborative projects; licensure examinations, alumni surveys, internship/practicum evaluations</p> <p><b>2020-2021:</b> DESE Candidate Assessment of Performance (CAP), portfolios, individual presentations, comprehensive exams</p>	<p><b>Prior to 2019-2020:</b> Department/DGCE Graduate Chair shares results at Graduate Committee meeting</p> <p><b>2020-2021:</b> Department/DGCE Graduate chair, Full- and Part-Time Faculty, Graduate Program Committee share at faculty meetings and with students</p>	<p><b>Prior to 2017-2018:</b> Revised courses; analyze student assessments to meet the needs of all learners; hired new faculty; added High Impact Practices: first/second year seminars, undergraduate research, honors courses, service learning internships; modification of the capstone seminar course to help students better accomplish their Action Research Projects</p> <p><b>2017-2018:</b> Professors in the methodology courses have emphasized various methods in differentiation to improve upon candidates' ability to differentiate instruction, created new graduate courses, created two new concentrations (STEM Education and Application of Technology in the Elementary Classroom)</p> <p><b>2018-2019:</b> Instructional changes ongoing based on state licensure regulations, discussion of ways to enhance the seminar course to help students better accomplish their research project, changes made to the curriculum</p> <p><b>2020-2021:</b> Program outcomes revised, changes made to assessment plan</p>	2017-2018
<p><b>Elementary &amp; Early Childhood Education: Reading, MEd</b></p>	<ul style="list-style-type: none"> <li>• Advising materials, course syllabi, marketing materials, course assignment prompts</li> <li>• Department Extranet Link</li> <li>• Department Intranet Link</li> <li>• International Literacy Association Link</li> </ul>	<ul style="list-style-type: none"> <li>• Term or capstone papers</li> <li>• Group Presentations/Collaborative Projects</li> <li>• Research projects</li> <li>• Individual presentations</li> <li>• Licensure examinations</li> <li>• Student survey/interviews/focus groups</li> </ul>	<p>Department/DGCE Graduate Chair and Full- and Part-Time Faculty share results at faculty meetings, via email, and posted on department extranet site</p>	<p><b>2012-2013:</b> Specific readings and discussion on literacy theory and research added to connect content to each course; more explicit focus re: assessment and instruction added to assignments associated with two assessment courses (READ 551 and READ 552); direct readings, discussions, and class activities added to each course to address the varied diversity found in classrooms</p> <p><b>2016-2017:</b> New cohort in Brockton, MA with revised courses to accommodate hybrid format based on student preferences</p> <p><b>2017-2018:</b> Course revisions to convert face/face courses as hybrid so that background content is presented online and collaborative work is done in the face/face classes</p> <p><b>2018-2019:</b> Changes to curriculum and instruction (see annual assessment report for detailed changes)</p> <p><b>2019-2020:</b> Changes to curriculum and instruction (see annual assessment report for detailed changes). Noteworthy is addition of a Building Your Conceptual Framework Document for students to complete throughout their program.</p> <p><b>2020-2021:</b> Changes to curriculum and instruction (see annual assessment report for detailed changes).</p>	2017-2018



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ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
College of Education and Health Sciences (cont.)					
<b>Health and Kinesiology: Athletic Training, MS</b>	<ul style="list-style-type: none"> <li>Department Extranet Link</li> <li>Commission on Accreditation of Athletic Training Education Link</li> </ul>	<ul style="list-style-type: none"> <li>Course-embedded exams, tests, and quizzes</li> <li>Term or capstone papers</li> <li>Portfolios (starting 2016-2017)</li> <li>Presentations</li> <li>Research projects</li> <li>Comprehensive exams</li> <li>Clinical education</li> <li>Licensure examination</li> <li>Alumni, faculty, graduating majors, employer surveys</li> <li>Internship/practicum evaluations</li> </ul>	<p>Graduate Chair and Full-Time Faculty interpret results and share at faculty meetings</p>	<p><b>2015-2016:</b> Restructured program to max lab-based courses to 10 students per section; added required EMT course to replace Sports First Aid; utilized new journal reflection tool in clinicals; decreased Preceptor student ratio</p> <p><b>2016-2017:</b> Increased required credits from 42 to 51; added summer session start; second year to full online offering</p> <p><b>2017-2018:</b> Increased credits include courses in Head, Neck and Spine assessment; Law and Policy; Medical Imaging; and upper level Therapeutic Intervention</p> <p><b>2018-2019:</b> Changes to instruction and assessment plan, and changes planned for curriculum and instruction as described in assessment report</p>	2011-2012, annual report to CAAATE
<b>Health and Kinesiology: Health Science, BS</b>	<ul style="list-style-type: none"> <li>Advising materials</li> </ul>	<ul style="list-style-type: none"> <li>GPA analysis</li> <li>Student survey/interviews/focus groups</li> <li>Assignment/syllabus analysis</li> </ul>	<p>Full-Time faculty share at faculty meetings, via email, and posted on department intranet site</p>	<p><b>2020-2021:</b> Changes made to the assessment plan</p>	N/A; new degree program Fall 2019
<b>Health and Kinesiology: Health Studies, BS</b>	<ul style="list-style-type: none"> <li>Course assignment prompts for HEAL 490 and introduced in HEAL 200</li> <li>National Commission for Health Education Credentialing Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; portfolios</p> <p><b>2020-2021:</b> Portfolios; student surveys, interviews, focus groups</p>	<p><b>Prior to 2019-2020:</b> Full-Time faculty review portfolio assessment data annually</p> <p><b>2020-2021:</b> Department chair, full- and part-time faculty, representatives from each of the majors, within the department share at faculty meetings, via email to faculty, with part-time faculty, on the department BB site VC 153</p>	<p><b>2016-2017:</b> Learning outcomes reviewed with advent of BS in Public Health (previously the Community Health concentration)</p> <p><b>2017-2018:</b> None reported</p> <p><b>2018-2019:</b> Changes made in instruction</p> <p><b>2020-2021:</b> Changes made in instruction, to the assessment plan, and plan for a change in outcomes in 2021</p>	2011-2012
<b>Health and Kinesiology: Public Health, BS</b>	<ul style="list-style-type: none"> <li>Advising materials, course assignment prompts for HEAL 205 and 498, student handbook for 498 internship, and introduced in HEAL 200, VC153 department site</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; portfolios</p> <p><b>2020-2021:</b> Portfolios; student surveys, interviews, focus groups</p>	<p><b>Prior to 2019-2020:</b> Full-Time faculty review portfolio assessment data annually</p> <p><b>2020-2021:</b> Full-time faculty, assessment committee share at faculty meetings and via email</p>	<p><b>2017-2018:</b> None reported</p> <p><b>2018-2020:</b> Changes made in instruction</p> <p><b>2020-2021:</b> Changes made to the assessment plan</p>	N/A; new degree program Fall 2017

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Education and Health Sciences (cont.)</b>					
<b>Health and Kinesiology: Health Promotion, MED</b>	<ul style="list-style-type: none"> <li>Advising materials</li> </ul>	Collaborative projects, research projects, comprehensive exams	<p><b>Prior to 2019-2020:</b> Coordinators of each program, faculty, unit-wide assessment committee</p> <p><b>2020-2021:</b> Department/DGCE Graduate Chair, full- and part-time faculty, emailed to faculty</p>	<p><b>2012:</b> Changed to Strength &amp; Conditioning; new courses added:</p> <ul style="list-style-type: none"> <li>PHED 355 and PHED 588 and PHED 347 as suggested electives</li> <li>PHED 572 -- Psychology of Sport and Physical Activity</li> <li>PHED 588 -- Competitive Weight Lifting</li> <li>PHED 555 -- Strength and Conditioning Practicum</li> </ul> <p><b>2013-2021:</b> None reported</p>	2013-2014 (NCATE)
<b>Health and Kinesiology: Physical Education BA &amp; BS (non-licensure)</b>	<ul style="list-style-type: none"> <li>Advising materials, department VC BB site 153, posters in department</li> <li><a href="#">American Kinesiology Association Link</a></li> </ul>	<p><b>Prior to 2019-2020:</b> Portfolio assessment in progress, alumni and major surveys, transcript analysis, recent graduate surveys</p> <p><b>2020-2021:</b> Student surveys/interviews/focus groups</p>	<p><b>Prior to 2019-2020:</b> Department Chair, Full- and Part-Time Faculty, and ad-hoc program review assessment committee</p> <p><b>2020-2021:</b> Full- and part-time faculty, department assessment committee shared at faculty meetings, via email, and posted on department Blackboard site</p>	<p><b>2015 to 2016:</b> Revised courses, removed coaching concentration, added High Impact Practices; capstone courses and culminating projects to the BA, implemented e-portfolio assessment across several courses</p> <p><b>2016-2017:</b> Added PHED 381 elective, hired new faculty</p> <p><b>2017-2018:</b> Content added to PHED 117 to reinforce outcome #1; new course developed on scholarly inquiry and evidence-based practice as proposed addition to the physical education core to replace PHED 318 as the core writing-intensive course for the major; consider proposed assessments using student portfolios and the addition of a research sequence that would result in a capstone project and/or standardized evaluations of student learning to be completed by faculty supervisors of students enrolled in PHED 498 field experiences; PHED 381 added as an elective and curriculum map updated accordingly</p> <p><b>2018-2019:</b> Developed new program learning outcomes to propose to department</p> <p><b>2020-2021:</b> Changes made to the assessment plan</p>	2015-2016
<b>Health and Kinesiology: Physical Education BS (licensure only)</b>	<ul style="list-style-type: none"> <li>Course syllabi, course assignment prompts</li> <li><a href="#">MA DESE Link</a></li> </ul>	<p><b>Prior to 2019-2020:</b> Individual presentations, standardized tests, licensure examinations, GPA analysis, Physical Fitness test with Fitnessgram, lesson plans, unit plans, observation of teaching with CAP, Teaching impact rubric, internship/practicum evaluations</p> <p><b>2020-2021:</b> Individual oral presentations, licensure examinations, formal assessment of teaching and planning unit plans and lesson plans, student surveys/interviews/focus groups, internship/practicum evaluations, assignment/syllabus analysis</p>	<p><b>Prior to 2019-2020:</b> Full- and part-time faculty interpret the evidence, and results are shared with full- and part-time faculty via email and in annual meetings to review the data and discuss changes</p> <p><b>2020-2021:</b> Department chair, Physical Education Teacher Education Committee share at faculty meetings and on department Blackboard site</p>	<p><b>2015-2016:</b> Revised courses</p> <p><b>2016-2017:</b> Emphasized aspects of the unit plans and reflection analysis of student learning assignments that previous students had the most difficulty completing</p> <p><b>2017-2018:</b> Required students to submit specific sub-score MTEL results to identify strengths and weaknesses to inform future curriculum development and test prep sessions; added more performance-based assessments; increased candidate fitness pass rates by developing personalized fitness plan; added a 2-credit theory and practice course (PHED 269) to better align with NASPE standards; continued to integrate technology in pedagogy courses; continue to require students to participate in activities that enhance collaboration and professional development; made several programmatic changes to increase student teacher effectiveness, including creating an Imovie to document teaching, self-reflection/analysis, close mentoring, and formal poster presentation</p> <p><b>2018-2019:</b> Changes made to the curriculum to enhance the program in areas of content and pedagogical knowledge, skill, dispositions, and student learning; in instruction; and to the assessment plan</p> <p><b>2020-2021:</b> Changes made in instruction, program outcomes revised, changes made to the assessment plan</p>	2017-2018

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Education and Health Sciences (cont.)</b>					
<b>Health and Kinesiology: Physical Education IMS</b>	<ul style="list-style-type: none"> <li>Advising materials</li> </ul>	<p><b>Prior to 2019-2020:</b> Comprehensive exams, faculty surveys, graduate thesis, research projects</p> <p><b>2020-2021:</b> Collaborative projects, research projects, comprehensive exams</p>	<p><b>Prior to 2019-2020:</b> DGCE Graduate Chair shares at faculty meetings</p> <p><b>2020-2021:</b> Department/DGCE Graduate Chair, full- and part-time faculty, emailed to faculty</p>	<p><b>2015-2016:</b> Better alignment of outcomes, learning activities, and assessments for the culminating experiences in program (thesis, project, or comprehensive examination)</p> <p><b>2016-2017:</b> Restructured program: changed order of coursework to scaffold research project development and provided more examples for successful study material for comprehensive exams</p> <p><b>2017-2018:</b> Encouraged more students to engage in research through completing PHED 501 projects; Graduate Committee guided faculty in developing the comprehensive examination questions to align better with program objectives and posted objectives for the research question on Blackboard site, and the Graduate Coordinator refined the scoring criteria for the research question with the support of program faculty</p> <p><b>2018-2019:</b> Changes made to assessment plan, and plan to revise outcomes</p> <p><b>2020-2021:</b> None reported</p>	2011-2012
<b>Secondary Education and Educational Leadership: BA Secondary Education, BA</b>	<ul style="list-style-type: none"> <li>Faculty syllabi, curriculum map, departmental assessment and curricular revision documents, accessible to full- and part-time faculty and used with all faculty during assessment meetings</li> <li>Council for the Accreditation of Educator Preparation Link</li> <li>National Science Teaching Association Link</li> <li>National Council of Teachers of English Link</li> <li>National Council for the Social Studies Link</li> <li>National Council of Teachers of Mathematics Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded student work, senior post-practicum papers, licensure examinations, surveys, internship/practicum evaluations, assignment/syllabus analysis, curriculum map analysis</p> <p><b>2020-2021:</b> Course-embedded exams, tests, quizzes; term or capstone papers, individual oral presentations, research projects, licensure examinations, retention rates, student survey/interviews/focus groups, job placement statistics, assignment/syllabus analysis, curriculum map analysis</p>	<p><b>Prior to 2019-2020:</b> Department Chair and Full-Time Faculty share at faculty meetings, department retreats, and via email to faculty</p> <p><b>2019-2021:</b> Full- and part-time faculty shared regularly at faculty meetings and via email</p>	<p><b>2017-2018:</b> None reported (new program Fall 2017)</p> <p><b>2018-2019:</b> Developed program outcomes and assessment processes and plan, including curriculum map, through assessment retreat; established process for continuing assessment work. Plan to revise curriculum, instruction, assessment plan, and pre-practicum and departmental student portfolio</p> <p><b>2019-2021:</b> Revise undergraduate program, course outcomes, program policies, course alignment, instruction; changes to assessment plan</p>	N/A; new program Fall 2017

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review	
<b>College of Education and Health Sciences (cont.)</b>					
<b>Secondary Education and Educational Leadership: EdS (licensure and non-licensure)</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi, marketing materials</li> <li>MA DESE Link</li> <li>Department Intranet Link</li> <li>Department Extranet Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; portfolios; comprehensive exams; licensure examinations; internship/practicum evaluations; alumni survey in development</p> <p><b>2020-2021:</b> Course-embedded exams, tests, quizzes; term or capstone papers; portfolios; individual oral presentations; group presentations; collaborative projects; research projects; comprehensive examinations; alumni, faculty, and student survey/interviews/focus groups; internship/practicum evaluations; curriculum map</p>	<p>Department/DGCE Graduate Program Chair and full-time faculty share at faculty meetings and via email</p>	<p>Changes made to curriculum, instruction, program outcomes, and assessment plan; budgetary and support requests made</p>	N/A; new program Fall 2019
<b>Secondary Education and Educational Leadership: MEd (licensure &amp; non-licensure)</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi</li> <li>MA DESE Link</li> <li>Department Intranet Link</li> <li>Department Extranet Link</li> </ul>	<p><b>Prior to 2019-2020:</b> DGCE Program Chair and Full-Time Program Faculty analyze results annually</p> <p><b>2020-2021:</b> Department/DGCE Graduate Chair and full-time faculty share at faculty meetings and via email</p>	<p><b>Prior to 2017-2018:</b> Added a facilities course, removed an education technology course</p> <p><b>2017-2019:</b> None reported</p> <p><b>2020-2021:</b> Changes made to curriculum, instruction, program outcomes, and assessment plan; budgetary and support requests made</p>	<p><b>Prior to 2017-2018:</b> Added a facilities course, removed an education technology course</p> <p><b>2017-2019:</b> None reported</p> <p><b>2020-2021:</b> Changes made to curriculum, instruction, program outcomes, and assessment plan; budgetary and support requests made</p>	2016-2017
<b>Secondary Education and Instructional Technology: MEd (non-licensure)</b>	<ul style="list-style-type: none"> <li>International Society for Technology in Education Link</li> </ul>	<ul style="list-style-type: none"> <li>Research projects</li> <li>Comprehensive exams</li> <li>Assessments based on CAEP/ISTE standards</li> <li>Dispositions survey upon acceptance to program</li> </ul>	<ul style="list-style-type: none"> <li>Full-Time faculty</li> <li>Done annually by program coordinator/SPA coordinator</li> </ul>	<p>None reported. Program is suspended and no new students are being admitted.</p>	2013-2014 NCATE/CAEP ISTE
<b>Secondary Education and Educational Leadership: MAT Core:</b> <ol style="list-style-type: none"> <li>Biology</li> <li>Visual Arts</li> <li>English</li> <li>History</li> <li>Mathematics</li> <li>Music</li> <li>Physical Science</li> <li>Physics</li> <li>Teachers of Speakers of Other Languages (TESOL)</li> </ol>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi</li> <li>MA DESE Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; portfolios – required e-portfolio as of 2013-2014; GPA analysis; individual and group presentations/collaborative projects</p> <p><b>2020-2021:</b> Term or capstone papers, research projects</p>	<p><b>Prior to 2019-2020:</b> Graduate Coordinator discusses at each department meeting</p> <p><b>2020-2021:</b> Department/DGCE Graduate Program Chair, full-time faculty</p>	<p><b>Prior to 2017-2018:</b> Revised courses; added 100% online format of EDMC 530; upgraded rubrics to reflect more rigor and detail</p> <p><b>2017-2018:</b> Each course was modified as needed. EDMC 532 so that student work will be uploaded into Taskstream/Watermark going forward, and in EDMC 538 (capstone) students will be better prepared to upload their educational philosophy; each course available as a hybrid and online; however the capstone course is only done 100% online</p> <p><b>2018-2019:</b> None reported</p> <p><b>2020-2021:</b> Changes made to assessment plan, budgetary and support requests made</p>	2015-2016

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Education and Health Sciences (cont.)</b>					
<b>Secondary Education and Educational Leadership: PreK-12, MED (non-licensure)</b>	<ul style="list-style-type: none"> <li>MA DESE Link</li> </ul>	<ul style="list-style-type: none"> <li>Course-embedded exams, tests, and quizzes</li> <li>Term or capstone papers (including summative paper for EDMC 532 beginning SP18)</li> <li>Portfolios – required e-portfolio as of 2013-2014</li> <li>GPA analysis</li> <li>Individual and group presentations/collaborative projects</li> <li>Graduating student survey in development</li> </ul>	Graduate Coordinator discusses at each department meeting	<p><b>Prior to 2017-2018:</b> Revised courses; added 100% online format of EDMC 530; upgraded rubrics to reflect more rigor and detail</p> <p><b>2017-2018:</b> Each course modified as needed; EDMC 532 for student work to be uploaded into Taskstream/Watermark, and in EDMC 538 (capstone) students will be better prepared to upload their educational philosophy; each course available as hybrid and online; however the capstone course is only done 100% online</p> <p><b>2018-2021:</b> None reported</p>	2015-2016
<b>Special Education, BSE (Moderate &amp; Severe Disabilities)</b>	<ul style="list-style-type: none"> <li>Course syllabi, course assignment prompts</li> <li>Massachusetts Education Standards and Curriculum Link</li> <li>Council for Exceptional Children Link</li> </ul>	<ul style="list-style-type: none"> <li><b>Prior to 2019-2020:</b> Course-embedded exams, tests, quizzes; portfolios; fieldwork; DESE Candidate Assessment of Performance (CAP) for Educator Preparation</li> <li><b>2020-2021:</b> Course-embedded exams, tests, quizzes; licensure examinations; assignment/syllabus analysis</li> </ul>	<p><b>Prior to 2019-2020:</b> Department Chair and Full-Time Faculty share results at faculty meetings and retreats</p> <p><b>2020-2021:</b> Department chair, full-time faculty, department staff share at faculty meetings and via email</p>	<p><b>Prior to 2017-2018:</b> Removed one course from Moderate licensure program; restructured program by changing coursework to better reflect specific needs of Severe licensure demands; hired new faculty, including increasing the number of terminal degree part-time faculty</p> <p><b>2017-2018:</b> Updated practicum syllabus to include current DESE Candidate Assessment of Performance criteria; created a practicum handbook</p> <p><b>2018-2019:</b> All courses under revision in light of changes for each license in teacher education to be finished Fall 2019 along with revision of assessments; faculty retreat to discuss ways to incorporate more collaboration and reading instruction</p> <p><b>2020-2021:</b> Changes made to curriculum, instruction, outcomes and assessment plan</p>	2017-2018
<b>Special Education, MED (Moderate &amp; Severe Disabilities) including: • Moderate PK-8, 5-12 Initial licensure and partial fulfillment of professional licensure • Severe all levels initial licensure and partial fulfillment of professional licensure • Non-licensure</b>	<ul style="list-style-type: none"> <li>Course syllabi</li> <li>Massachusetts Education Standards and Curriculum Link</li> <li>Council for Exceptional Children Link</li> </ul>	<ul style="list-style-type: none"> <li><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; portfolios; group presentations/collaborative projects; research projects; comprehensive exams; internship/practicum evaluations; assignment/syllabus analysis</li> <li><b>2020-2021:</b> Course-embedded exams, tests, quizzes; term or capstone papers; portfolios; research projects; comprehensive exams; alumni, faculty, student survey/interviews/focus groups, internship/practicum evaluations; assignment/syllabus analysis</li> </ul>	<p><b>Prior to 2019-2020:</b> Full-Time Faculty and DGCE Graduate Chair</p> <p><b>2020-2021:</b> Department/DGCE Graduate Chair, full- and part-time faculty, graduate subcommittee share at faculty meetings and department retreat</p>	<p><b>Prior to 2017-2018:</b> Added courses; Moderate &amp; Severe Special Needs; bifurcated Moderate &amp; Severe; removed coursework irrelevant to Moderate licensure; restructured program to better meet needs of Severe licensure demands; hired new faculty; added 2 new graduate certificates</p> <p><b>2017-2018:</b> Updated practicum syllabus to include current DESE Candidate Assessment of Performance criteria; created a practicum handbook; changed the graduate licensure program requirements to include more specific pedagogical content knowledge in the areas of mathematics and reading in the content areas</p> <p><b>2018-2019:</b> Changes made to the curriculum and assessment plan, program outcomes revised</p> <p><b>2019-2021:</b> Changes made to curriculum, instruction, outcomes, assessment plan, course syllabi</p>	2017-2018

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
College of Education and Health Sciences (cont.) <b>Teachers of Speakers of Other Languages (TESOL), MAT (licensure and non-licensure)</b>	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• TESOL International Association Link</li> <li>• MA DESE</li> </ul>	<p><b>Prior to 2019-2020:</b> Term or capstone papers, research projects, licensure examinations, faculty and student surveys</p> <p><b>2020-2021:</b> Term or capstone papers, research projects, gateway assessments (observation of teaching, research paper), curriculum map analysis</p>	<p><b>Prior to 2019-2020:</b> Full-Time Faculty shares results at faculty meetings</p> <p><b>2020-2021:</b> Department/DGCE Graduate Chair, full-time faculty, assessment committee share at faculty meetings</p>	<p><b>Prior to 2016-2017:</b> Revised courses, hired new faculty, added High Impact Practices of Second Year Seminar and Service Learning, revised culminating research project</p> <p><b>2016-2017:</b> Added courses: Research in TESOL course, revised assessment for student teaching</p> <p><b>2017-2018:</b> Integrated WIDA across all courses to increase candidates understanding of WIDA principles and how to use in lesson planning and instruction to guide ELLs in content and language learning; focused on the pedagogical aspects of linguistics in Introduction to Linguistics course and engaged candidates in analysis of areas of English language system in other courses; integrated more assessment examples across all courses to guide students in analysis of cultural and linguistic biases</p> <p><b>2018-2019:</b> (licensure only): Changes made to and planned for curriculum, instruction, and assessment plan</p> <p><b>2020-2021:</b> Changes made to curriculum, instruction, outcomes, assessment plan</p>	2017-2018

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Humanities and Social Sciences</b>					
<b>Anthropology, BA and BS</b>	<ul style="list-style-type: none"> <li>Course assignment prompts, advising materials, course syllabi</li> <li>Department Extranet Link</li> </ul>	<p><b>2015-2016:</b> Completion of core curriculum, course assignments and referencing the degree audit. ANTH 400 final paper.</p> <p><b>2016-2017:</b> Added ANTH 101 papers to assess at introductory level for both beginning and end of course knowledge.</p> <p><b>2017-2018:</b> Student presentations at undergraduate research symposium (400-level)</p> <p><b>2018-2019:</b> Content analysis of papers from 200-level courses and student survey from same courses</p> <p><b>2020-2021:</b> Majors survey</p>	Full-time faculty	<p><b>2015-2016:</b> Hired two full-time faculty members, created third concentration, increased focus on student research and applied anthropology, dramatic increase in course offerings, including core curriculum, creating new Graduate Certificate Program in Applied Anthropology, using the curriculum map to develop scaffolded skills and concepts across courses.</p> <p><b>2016-2017:</b> Revised courses: some from 400 to 300, and 300 to 200 to address appropriate learning outcomes, removed some upper-level (400-level) courses to allow for more consistent rotation of remaining ones, revised assessment tools by adding ANTH 101 papers.</p> <p><b>2017-2018:</b> Incorporated learning outcomes in course syllabi, adjusted capstone ANTH 400 final paper, incorporated sub-field integration measures in capstone course, identified assessment procedures for lower and alternative upper-level evaluations</p> <p><b>2018-2019:</b> Changes planned for instruction and assessment plan</p> <p><b>2020-2021:</b> Changes made to the curriculum and assessment plan, created an advising guide, revised program learning outcomes, and made budgetary and support requests.</p>	2015-2016
<b>Art &amp; Art History: Art History, BA</b>	<ul style="list-style-type: none"> <li>Course assignment prompts, course syllabi</li> <li>National Association of Schools of Art and Design Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Capstone/Directed Study Project and review of student papers as part of the annual assessment procedure, student survey; comments on the Art History Program from NASAD licensure examination in Fall 2017</p> <p><b>2020-2021:</b> Portfolios; faculty and student survey, interviews; focus groups</p>	<p><b>Prior to 2019-2020:</b> Annually by the Art History Committee</p> <p><b>2020-2021:</b> Department Chair, full- and part-time faculty share at faculty meetings and via email</p>	<p><b>Prior to 2020-2021:</b> Changes made in instruction</p>	2017-2018
<b>Art &amp; Art History: Studio Art, BA</b>	<ul style="list-style-type: none"> <li>Course assignment prompts, course syllabi</li> <li>National Association of Schools of Art and Design Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Portfolios; alumni surveys, internship evaluations, direct evidence collected from 100-level foundations course</p> <p><b>2020-2021:</b> Portfolios; faculty and student survey, interviews; focus groups</p>	<p><b>Prior to 2019-2020:</b> Department Chair, full-time faculty, Foundations Committee, NASAD accreditation, Foundations committee and department members; review and critique student work for those who have finished the foundations program prior to entering 300 level course work</p> <p><b>2020-2021:</b> Department Chair, full- and part-time faculty share at faculty meetings and via email</p>	<p><b>2016-2017:</b> Portfolio review implemented</p> <p><b>2017-2018:</b> New review process agreed upon by full- and part-time faculty</p> <p><b>2018-2020:</b> none report</p> <p><b>2020-2021:</b> Changes made in instruction</p>	2017-2018

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Humanities and Social Sciences (cont.)</b>					
<b>Art &amp; Art History, Visual Arts, MAT</b>	Advising materials	The MAT in Creative Arts is comprised of two parts: 15 credits within the College of Education and 18 credits within the art department. Within the education coursework the capstone class is: The Professional Teacher. Within the Art Department (beginning in Fall 2016) the capstone course is AR TS 501 - Art Studio Graduate Seminar. In addition, each student must successfully complete a comprehensive exam, which includes: a thesis paper, an exhibition of a cohesive body of artwork, and an oral defense.  Alumni and faculty surveys, peer review	DGCE Graduate Chair, full-time faculty, department staff (Director of Gallery and Permanent collection,) graduate committee	<b>2015-2016:</b> The Art Department has raised the application requirements; made program changes regarding requirements; created a thesis paper guide; established mid-progress reviews of students  <b>2016-2017:</b> Addition of courses: trying to add professional development courses at the 500-level but being held up in governance, revision of courses: reduced pre-requisites for all 500-level courses to be matriculation into MAT program only to increase accessibility (no professional development only students permitted now), new course catalog description to increase understanding, added writing requirement to application process and had students meet with graduate writing fellow to improve skills  <b>2017-2019:</b> None reported <b>2020-2021:</b> Changes made in instruction and program outcomes were revised	2017-2018 NASAD
<b>Communication Studies, BA</b>	Only the BSU University Catalog	<b>Prior to 2020-2021:</b> Alumni surveys and senior seminars <b>2020-2021:</b> Graduating senior survey each semester and faculty assessment survey	Full-Time Faculty, including three-member Assessment Committee	<b>2015-2016:</b> Curriculum revision that will be outcome-based. Develop and implement an assessment plan. Restructuring of program.  <b>2016-2017:</b> Addition of courses to fill in gaps in curriculum. Revision of courses based on new curriculum plans. Restructuring of program to eliminate requirements to facilitate student mobility in major. Hire new faculty. Creation of new concentration in digital media and remove Communication & Culture concentration.  <b>2017-2019:</b> None reported <b>2020-2021:</b> Revised learning outcomes, made changes to determine future changes	2015-2016
<b>Criminal Justice, BS</b>	Only the BSU University Catalog	<b>2015-2016:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; research projects; comprehensive exams; alumni, faculty and major surveys <b>2016-2017:</b> Term or capstone papers <b>2017-2018:</b> Graduating senior survey <b>2018-2019:</b> Graduating student exit interviews <b>2020-2021:</b> Term or capstone papers, individual oral presentations, student survey/interview/focus groups	<b>Prior to 2019-2020:</b> Assessment Committee of 2 full-time faculty members <b>2020-2021:</b> Department chair, full-time faculty share on MS Teams page	<b>2015-2016:</b> Hired new faculty, concluding a program review to determine future changes  <b>2016-2017:</b> Renumbering of several required courses moving them from upper- to lower-level  <b>2017-2019:</b> None reported <b>2020-2021:</b> Changes made to outcomes and assessment plan	2015-2016
<b>Criminal Justice, MS</b>	• Student Handbook • <a href="#">Department Intranet Link</a> • <a href="#">Department Extranet Link</a>	<b>Prior to 2016:</b> Presentations, research project, comprehensive exam, thesis, student survey, internship evaluation <b>2020-2021:</b> Student survey/interviews/focus groups	Department/DGCE Chair, Assessment Committee share on department MS Teams site	<b>2015-2016:</b> Hired new faculty <b>2016-2019:</b> None reported <b>2019-2021:</b> Changes made to the curriculum	2015-2016



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<b>College of Humanities and Social Sciences (cont.)</b>					
<b>Dance, BA</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi</li> <li><a href="#">Department Intranet Link</a></li> </ul>	<p><b>2015-2016:</b> Presentations</p> <p><b>2016-2019:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; portfolios; group presentations, collaborative projects, research projects, juried review</p> <p><b>2016-2020:</b> Individual presentations, performances at the 400-level</p> <p><b>2020-2021:</b> Research projects, video</p>	Department Chair, Full-Time Faculty share at faculty meetings	<p><b>2015-2016:</b> Adjustment to the expansion of faculty from two to four and the establishment of a department of Dance. Assessment results of prior and current years will be used in examination of the curriculum and of assessment package next year to help shape the decisions that are made in the improvement of the program and the adjustment from a concentration managed by two faculty members to a major served by four faculty members.</p> <p><b>2016-2017:</b> Engaged in full review process to look for better ways to scaffold knowledge across multiple courses</p> <p><b>2017-2019:</b> None reported</p> <p><b>2019-2020:</b> Hired new faculty member, revised pedagogy classes and requirements with changes moving through governance from S19-S20, engaged in complete curriculum review.</p> <p><b>2020-2021:</b> Changes made to assessment plan and curriculum</p>	2010-2011
<b>Economics, BS</b>	<ul style="list-style-type: none"> <li><a href="#">Department Intranet Link</a></li> </ul>	<p>Prior to 2017: Course-embedded exams, tests, &amp; quizzes; term or capstone papers; alumni surveys; students in the major surveys; graduating student surveys</p>	Full-Time Faculty	None reported	2016-2017
<b>English, BA</b>	<ul style="list-style-type: none"> <li>Course syllabi</li> <li><a href="#">Department Intranet Link</a></li> </ul>	<p><b>Prior to 2016-2017:</b> Term or capstone papers</p> <p><b>2016-2017:</b> Transcripts of graduates</p> <p><b>2017-2018:</b> Newly-declared majors survey; 200-level papers</p> <p><b>2018-2019:</b> Term or capstone papers from 200, 300, and 400 level courses; English major cohort survey and focus groups</p> <p><b>2020-2021:</b> Term or capstone papers</p>	Full-Time Faculty and Assessment Committee share via report and email	<p><b>2015-2016:</b> Development of new student learning outcomes</p> <p><b>2016-2017:</b> Restructuring of program through more scaffolded instruction and use of theory and secondary sources, revision of assessment tools; recommendation to develop a long-term assessment project, construction of curriculum map</p> <p><b>2017-2018:</b> None reported</p> <p><b>2018-2019:</b> Changes to curriculum and assessment plan</p> <p><b>2020-2021:</b> None reported</p>	2013-2014
<b>English, MA</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi, Student Handbook</li> <li><a href="#">Department Intranet Link</a></li> <li><a href="#">Department Extranet Link</a></li> </ul>	Portfolios and surveys	<p><b>Prior to 2019-2020:</b> DGCE Program Chair and Graduate Committee share results at faculty meetings</p> <p><b>2020-2021:</b> DGCE Chair, full-time faculty, Graduate Committee share results at faculty meetings and with students</p>	<p><b>2016-2017:</b> Eliminated the GRE requirement, eliminated the comprehensive exam, and revised assessment tool in addition of e-portfolio</p> <p><b>2017-2018:</b> Developed new portfolio requirement for non-thesis MA students, added two new courses for MA students interested in non-teaching careers to respond to students' career needs, and required ENGL 500 students to present at SIARS spring symposium to further build oral presentation skills</p> <p><b>2018-2019:</b> Continued to develop opportunities for students to practice oral/visual presentation skills, including MA thesis presentation event and future MA English Regional Conference. Plan to revise outcomes and assessment plan</p> <p><b>2020-2021:</b> Revised program outcomes</p>	2014-2015

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Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Humanities and Social Sciences (cont.)</b>					
<b>English, MAT</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi, Student Handbook</li> <li><a href="#">Department Intranet Link</a></li> <li><a href="#">Department Extranet Link</a></li> </ul>	<p><b>Prior to 2018-2019:</b> Comprehensive exams (MAT) and surveys</p> <p><b>2020-2021:</b> Portfolios and surveys</p>	<p><b>Prior to 2019-2020:</b> DGCE Program Chair and Graduate Committee share results at faculty meetings</p> <p><b>2020-2021:</b> DGCE Chair, full-time faculty, Graduate Committee share results at faculty meetings and with students</p>	<p><b>2015-2017:</b> Eliminated the GRE requirement, restructured program to change exit requirement, and added a new requirement in English education (focused on English pedagogy) that replaced an elective course</p> <p><b>2017-2018:</b> Added two new courses for MAT students to respond to students' career needs, and required ENGL 500 students to present at SAKS spring symposium to further build oral presentation skills</p> <p><b>2018-2019:</b> Plan to revise outcomes and assessment plan</p> <p><b>2020-2021:</b> None reported</p>	2014-2015
<b>Global Languages &amp; Literatures: Spanish, BA</b>	<ul style="list-style-type: none"> <li>Advising and marketing materials</li> <li><a href="#">Department Intranet Link</a></li> <li><a href="#">Department Extranet Link</a></li> </ul>	<ul style="list-style-type: none"> <li>LASP 200 (Intermediate Spanish II) and retest in 400 level course using a test adapted from DELE</li> <li>A Simulated Oral Proficiency Interview (OPI) or all seniors</li> <li>Final project in LASP 391 and 392</li> <li>Final composition in LASP 300 to illustrate writing skills and ability to edit</li> <li>Transcript Analysis is conducted for all graduating seniors to determine students' performance in the defined learning outcomes</li> <li>Interview of a native Spanish speaker by seniors</li> <li>Paper portfolios with a student reflection on meeting the department learning outcomes</li> <li>The Spanish Program Current Student Survey (2011) to seek students' opinions on improving the quality of the program</li> <li>Survey for oral language abilities LASP 281 (new 2016-2017)</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Full-Time Faculty</li> </ul>	<p><b>2015-2016:</b> New faculty member hired, adjustments in the curriculum to improve student learning, created e-portfolio interview for all students, required simulated oral proficiency interview to reach the Intermediate-High or Advanced-Low level of proficiency (per ACTFL guidelines), adapted DELE to replace the WebCAPE test.</p> <p><b>2016-2017:</b> Hired new faculty, added indirect assessment for student oral proficiency</p> <p><b>2017-2018:</b> None reported</p> <p><b>2018-2019:</b> None reported, but plan to make changes in curriculum, outcomes, budgetary/support requests, and assessment plan</p> <p><b>2020-2021:</b> Changes to curriculum and program learning outcomes</p>	2017-2018
<b>History, BA</b>	<ul style="list-style-type: none"> <li>Advising and marketing materials</li> <li><a href="#">Department Intranet Link</a></li> <li><a href="#">Department Extranet Link</a></li> </ul>	<p><b>2015-2016:</b> Capstone course, student papers</p> <p><b>2016-2017:</b> Assignments and student work from broad spectrum of courses</p> <p><b>2017-2018:</b> Research essays and assignments from foundation-level/proseminar, upper-division courses, &amp; capstone seminars</p> <p><b>2018-2019:</b> None reported</p> <p><b>2020-2021:</b> Term or capstone papers, short papers, alumni and student survey/interviews/focus groups, assignment/syllabus analysis</p>	<p>Department Chair and Assessment committee (3 faculty members) share results via department meetings/retreat and email to faculty</p>	<p><b>2015-2016:</b> Proseminar requirement adopted by the department</p> <p><b>2016-2017:</b> Refined focus on research and writing across the curriculum, but especially in the proseminar</p> <p><b>2017-2018:</b> Faculty incorporated scaffolding in assignments and demonstrated in their courses more explicitly the approach being taken with historical analysis</p> <p><b>2018-2019:</b> Assignment/syllabus analysis, made changes to assessment plan, continued work in proseminar on visual source interpretation</p> <p><b>2020-2021:</b> None reported</p>	2013-2014

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Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>College of Humanities and Social Sciences (cont.)</b>					
<b>History, MAT</b>	Advising materials	<b>Prior to 2018-2019:</b> Comprehensive exams <b>2018-2019:</b> Term or capstone papers <b>2020-2021:</b> Term or capstone papers, individual oral presentations, research projects, assignment/syllabus analysis, curriculum map analysis	Department/Graduate Program Chair, Full-Time Faculty, and Assessment Committee (2 members of the graduate faculty) share at faculty meetings and via email	<b>2015-2016:</b> Clarified overall program objectives, conducted research to discern how best to grow program including comparisons to peer-institutions and holding a focus group of recent alumni, developed a strategic plan <b>2016-2018:</b> No changes reported <b>2018-2019:</b> Department beginning to use assessment result to make changes. Prior year results stimulated proposed changes for upcoming year and some assessment of student work in courses versus using the comprehensive exam this year <b>2020-2021:</b> Revised program outcomes	2013-2014
<b>Music, BA</b> • <b>Music Education, BA (new Fall 2018)</b>	Course syllabi, student handbook (planned for 2022)	<b>2017-2018:</b> Juried performances scored quantitatively with rubric and qualitatively with written comments, or solo recital <b>2018-2019:</b> Course-embedded exams, tests, and quizzes <b>2020-2021:</b> Course-embedded exams, tests, and quizzes; juried review; student surveys	<b>Prior to 2018-2019:</b> Department Chair, Full-Time Faculty, Assessment Committee <b>2018-2019:</b> Department Chair shares the results at faculty meetings <b>2020-2021:</b> Department chair, full- and part-time faculty	<b>2016-2017:</b> Developed learning outcomes and revising assessment plan <b>2017-2018:</b> Developing assessment tools <b>2018-2019:</b> Program outcomes revised, changes made to assessment plan, changes planned for instruction <b>2020-2021:</b> Changes made to curriculum and instruction	2011-2012 NASM
<b>Music, MAT</b>	<ul style="list-style-type: none"> <li>National Association of Schools of Music Link</li> <li>Department Extranet Link</li> </ul>	<b>Prior to 2019-2020:</b> Comprehensive exam <b>2020-2021:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; individual oral presentations; group presentations; comprehensive examinations; student survey/interviews/focus groups	Graduate Coordinator, Graduate Committee shares at Fall Graduate Committee meeting	<b>2015-2016:</b> Next step to create a matrix in which specific articles of evidence are documented and gathered to support each of the Learning Outcomes. Gathering of student work to be used as evidence will be a slow process due to the fact that for the most part our courses are offered on a two-year rotation. <b>2016-2017:</b> Evidence is gathered in individual classes but not shared. Need to develop a more format assessment tool for the comprehensive exam <b>2017-2019:</b> None reported <b>2020-2021:</b> Changes made to assessment plan	2011-2012
<b>Philosophy, BA</b>	<ul style="list-style-type: none"> <li>Department Intranet Link</li> </ul>	<b>Prior to 2018-2019:</b> PHIL 111, Foundations of Logical Reasoning, pre- and post-test; portfolio in PHIL 450, capstone for majors; PHIL 449, capstone for minors; exit survey <b>2018-2019:</b> Final exams in PHIL 310, Symbolic Logic; exit survey <b>2020-2021:</b> Per assessment plan, three part: Foundations of Logical Reasoning (CRIT111), program outcomes assessed in capstone and upper-level courses, and exit survey for majors	All full-time members serve on the Assessment Committee and share results at Department meetings	<b>2015-2016:</b> A specialist in the history of 20th century philosophy was hired to fill a lacuna in students' grasp of philosophy and its history; majors now required to take Ancient Philosophy (PHIL 301) and Modern Philosophy (PHIL 303); four philosophy concentrations created to provide students with more structure in negotiating which electives to choose <b>2016-2017:</b> Added a learning outcome to the 2nd program goal, Knowledge of Topics in Philosophy; added PHIL 451 to replace PHIL 450 as capstone for minors; developed new rubric for outcome #2 <b>2017-2018:</b> Created new capstone course for minors – PHIL 449; PHIL 111 part-time instructors encouraged to teach students how to grapple with paraphrasing conditionals and invited to share pedagogical strategies for doing so <b>2018-2019:</b> Changes planned for instruction <b>2020-2021:</b> Changes were made in instruction, to the curriculum, to the assessment plan, and budgetary and support requests were	2018-2019

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<b>College of Humanities and Social Sciences (cont.)</b>					
<b>Political Science, BA</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi, course assignment prompts</li> <li><b>Department Intranet Link</b></li> <li><b>Department Extranet Link</b></li> </ul>	<p><b>2012:</b> Senior Seminar (POLI 495), exit survey, alumni survey, capstone experience, graduating senior survey</p> <p><b>2015-2016:</b> Term or capstone papers, majors survey</p> <p><b>2016-2017:</b> Course-embedded exams, tests, and quizzes; graduating student surveys, internship/practica evaluations</p> <p><b>2017-2018:</b> Sample of student papers from POLI 368 &amp; 479</p> <p><b>2018-2019:</b> Sample of student papers from POLI 380 &amp; 393; student survey in POLI 475</p> <p><b>2020-2021:</b> Course-embedded exams, tests, quizzes; term or capstone papers; student survey/interviews/focus groups</p> <p><b>2015-2016:</b> Portfolios, comprehensive exams, annual alumni survey</p> <p><b>2016-2017:</b> Term or capstone papers, annual alumni survey, job placement statistics</p> <p><b>2017-2018:</b> Final exams (POLI 501, 514, 521), case study (POLI 501), policy analysis paper (POLI 516), comprehensive exam</p> <p><b>2018-2019:</b> Case study papers (POLI 541, 531), final memos (POLI 532), policy analysis paper (POLI 518), and final presentations (POLI 516)</p> <p><b>2020-2021:</b> Course-embedded exams, tests, quizzes; term or capstone papers; student survey/interviews/focus groups, capstone portfolio essays</p>	<p><b>Prior to 2019-2020:</b> Undergraduate Curriculum Committee (Department Chair, UCC Chair, Honors Chair, &amp; Undergraduate Internship Coordinator)</p> <p><b>2020-2021:</b> Department Chair, full-time faculty, undergraduate curriculum committee share at faculty meetings and via email</p>	<p><b>2012:</b> Created interdisciplinary minor in civic education and community leadership, expanded international relations curriculum and faculty specialization within subfield, expanded course offerings in the legal studies concentration, hired two faculty to augment course offerings in comparative politics, international affairs, and legal studies</p> <p><b>2015-2016:</b> Addition of courses, restructuring of program</p> <p><b>2016-2017:</b> Addition of POLI 280: Irish Politics and Government, hired new faculty</p> <p><b>2017-2018:</b> Plan to incorporate additional courses and assignments to improve student performance in application of qualitative and quantitative skills</p> <p><b>2018-2019:</b> Changes to curriculum, outcomes, and assessment plan</p> <p><b>2019-2021:</b> Changes made to assessment plan</p>	2016-2017
<b>Political Science, MPA</b>	<ul style="list-style-type: none"> <li>Course syllabi, course assignment prompts, Master of Public Administration (MPA) Program Student Resource Page, on Blackboard VC16850</li> <li><b>Department Intranet Link</b></li> <li><b>National Association of Schools of Public Affairs and Administration (NASPAA) Link</b></li> </ul>	<p><b>2015-2016:</b> Department Graduate Curriculum Committee (GCC)</p> <p><b>2016-2017:</b> Newly formed graduate Assessment Committee</p> <p><b>2017-2018:</b> Department chair, Assessment Committee</p> <p><b>2018-2019:</b> Assessment Committee (Assessment Coordinator and 2 other GCC members)</p> <p><b>2020-2021:</b> Department/DGCE Graduate Program Chair, full-time faculty, Assessment Subcommittee share via GCC</p>	<p><b>2015-2016:</b> Revision of assessment tools</p> <p><b>2017-2017:</b> Revised learning outcomes &amp; assessment plan; established a Graduate Assessment Coordinator; revised POLI 521 syllabus to add case studies &amp; guest speakers; revised comprehensive exam delivery method to improve pass rate; revised curriculum map to show student progression through levels of mastery</p> <p><b>2018-2019:</b> Planned changes to curriculum, assessment plan</p> <p><b>2019-2021:</b> Changes made in instruction</p>	2016-2017 NASPAA	
<b>Psychology, BS</b>	<ul style="list-style-type: none"> <li><b>Department Intranet Link</b></li> </ul>	<p><b>2015-2016:</b> Course-embedded exams, tests, and quizzes, surveys</p> <p><b>2016-2017:</b> Course-embedded exams, tests, and quizzes, research projects</p> <p><b>2018-2019:</b> On-site supervisor evaluation of student interns, data collection from PSYC 320</p> <p><b>2020-2021:</b> Plan to collect from Cultural Psychology and two-course Research Methods sequence</p>	<p><b>Prior to 2018-2019:</b> Assessment and Curriculum Committees</p> <p><b>2018-2019:</b> Department Chair and Full-Time Faculty send results via email to faculty and post in assessment report file</p> <p><b>2020-2021:</b> CUR members plan to share on their timeline</p>	<p><b>2015-2017:</b> Restructured program, hired faculty</p> <p><b>2017-2018:</b> Peer assisted learners given more responsibility</p> <p><b>2018-2021:</b> Changes made to assessment plan</p>	2014-2015

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Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
College of Humanities and Social Sciences (cont.)					
<b>Psychology: Clinical Psychology, MA</b>	<ul style="list-style-type: none"> <li>Masters in Psychology and Counseling Accreditation Council (MPCAC) Link</li> </ul>	<p><b>Prior to 2018-2019:</b> Internships/practica evaluations; presentations; course-embedded exams, tests, and quizzes; lab reports; term or capstone papers; GPA analysis; research projects; comprehensive exams; standardized tests; licensure examinations; alumni, faculty, majors, graduating students, and employer surveys</p> <p><b>2018-2019:</b> Comprehensive exams, fieldwork supervisor evaluations, licensure pass rates</p> <p><b>2020-2021:</b> Comprehensive exams, licensure examinations, internship/practicum evaluations</p>	<p><b>Prior to 2016-2017:</b> Graduate program committee and graduate program coordinator</p> <p><b>2017-2021:</b> Department/DGCE Program Chair, full-time faculty, and Graduate Program Committee share at faculty meetings, via email, and post on department intranet site</p>	<p><b>2015-2016:</b> Addition, revision, and removal of courses; hired new faculty; expanded internship opportunities.</p> <p><b>2016-2017:</b> Hired new faculty, added new elective</p> <p><b>2018-2018:</b> None reported</p> <p><b>2018-2019:</b> Budgetary and support requests made, changes made to curriculum and assessment plan</p> <p><b>2019-2020:</b> Changes made to assessment plan</p> <p><b>2020-2021:</b> Changes made in instruction and to assessment plan; budgetary and support requests made</p>	2015-2016 MPCAC Accreditation Report
<b>Social Work, BS</b>	<ul style="list-style-type: none"> <li>Course syllabi and course assignment prompts</li> <li>Council on Social Work Education (CSWE) Link</li> <li>Department Intranet Link</li> <li>Department Extranet Link</li> </ul>	<p><b>2015-2016:</b> CSWE accreditation outcomes, Junior &amp; Senior Year Field Practices, student self-assessment, evaluation from faculty/internship instructors using a rubric, senior capstone paper and oral presentation, alumni and employer surveys</p> <p><b>2016-2017:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; licensure examinations; internship evaluations</p> <p><b>2017-2021:</b> Course-embedded exams, tests, and quizzes; SCWK 498 observations; majors survey for the implicit curriculum; individual &amp; group presentations; written assignments &amp; role plays, internship/practicum evaluations</p>	<p>Department Chair, Full- and Part-Time Faculty, Department Staff, Assessment Task Force</p>	<p><b>2015-2016:</b> Significant changes in the program curriculum due to a shift in the standards by the Council of Social Work Education including focus on performance-based assessment, material inserted into relevant courses or removed, curriculum adjusted to address weakness in student learning identified in assessment, pre-requisites have been modified, Peer Assisted Learning (PALS) hired for SCWK320, new activities added such as field orientation and writing workshops</p> <p><b>2016-2017:</b> Realigned curriculum and learning outcomes to new accreditation standards; revised field assessment instruments to match learning outcomes; updated individual courses to better address knowledge, skills, and values as defined by accreditor and field partners; offered optional workshops in the soft skills (based on feedback from field supervisors) for 2017-2018; all syllabi will reflect the change in CSWE competencies in 2017-2018</p> <p><b>2017-2018:</b> Further strengthen professional and academic writing; conceptual thinking through more applied assignments and case studies, course proposed for professional readiness for required internships</p> <p><b>2018-2019:</b> Changes made to curriculum and planned for curriculum, instruction, and assessment plan</p> <p><b>2020-2021:</b> Ongoing and responsive changes made to curriculum, instruction, and assessment plan. Refer to pages 442 to 445 in April 2021 self-study for detailed information.</p>	2013 CSWE Accreditation

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
College of Humanities and Social Sciences (cont.) <b>Social Work, MSW</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi, course assignment prompts, student handbook</li> <li><a href="#">Council on Social Work Education (CSWE) Link</a></li> <li><a href="#">Department Intranet Link</a></li> <li><a href="#">Department Extranet Link</a></li> </ul>	<p>Course-embedded exams, tests, and quizzes; term or capstone papers; licensure rates; portfolios; individual and group presentations; research projects; field supervisor evaluations; student surveys; curriculum map analysis</p>	DGCE Program Chair, Assessment Committee, Graduate Curriculum Committee, full-and part-time faculty shared at faculty meetings, department retreats, on department intranet and extranet, and shared with part-time faculty and students	<p><b>2015-2016:</b> Expanded orientation to field education, all required courses were moved into fall and spring semesters, significant changes in program curriculum due to shift in standards by the Council of Social Work Education including focus on performance-based assessment, material inserted into relevant courses or removed, curriculum adjusted to address weakness in student learning identified in assessment, new activities added such as field orientation and writing workshops</p> <p><b>2016-2017:</b> Realigned curriculum and learning outcomes to new accreditation standards; revised field assessment instruments to match learning outcomes; updated individual courses to better address knowledge, skills, and values as defined by accreditor and field partners; optional workshops in the soft skills (based on feedback from field supervisors) for 2017-2018; all syllabi reflect the change in CSWE competencies in 2017-2018</p> <p><b>2017-2018:</b> none reported</p> <p><b>2018-2019:</b> Changes made to the curriculum and planned for the curriculum and assessment plan</p> <p><b>2019-2020:</b> Changes made in instruction and assessment plan</p> <p><b>2020-2021:</b> Changes made in curriculum, instruction, and assessment plan; budgetary and support requests were made</p>	2011 CSWE Accreditation
<b>Sociology, BA</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi, course assignment prompts, student handbook</li> </ul>	<p><b>2015-2016:</b> Survey of majors, alumni, &amp; faculty; review of capstone papers by assessment committee</p> <p><b>2016-2017:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; research projects; alumni, faculty, students in the major surveys</p> <p><b>2017-2018:</b> No assessment done</p> <p><b>2018-2019:</b> Capstone papers and majors survey</p> <p><b>2020-2021:</b> Term or capstone papers, research projects, student survey/interviews/focus groups; internship/practicum evaluations</p>	Full-Time faculty and Assessment Committee send via email with faculty and share in faculty meetings and retreats	<p><b>2015-2016:</b> Curriculum reviewed at retreat. Changes made concerning GPA, prerequisites for Social Theory, addition of Proseminar</p> <p><b>2016-2017:</b> Addition of courses SOCI 295 (literacy course) and 398 (internship elective); revision of courses SOCI 498; restructuring of program - renamed the City, Community, and Region concentration to Urban</p> <p><b>2017-2018:</b> Strengthened capstone option for internships in SOCI 498 by revising internship packet, including streamlining guidelines for writing daily journals, expectations for the internship paper, and assessment rubric; plans for introducing course for enhancing sociological literacy, SOCI 295, were delayed due to departure of faculty member who developed course</p> <p><b>2018-2019:</b> Changes planned for curriculum, instruction, outcome revision, budgetary/support requests, assessment plan</p> <p><b>2019-2021:</b> Changes made in instruction</p>	2015-2016

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
College of Humanities and Social Sciences (cont.)					
<b>Theatre:</b> <ul style="list-style-type: none"> <li>• <i>Theatre Arts, BA</i></li> <li>• <i>Theatre Education, BA</i></li> </ul>	<ul style="list-style-type: none"> <li>• National Association of Schools of Theatre (NAST) Link</li> <li>• Department Intranet Link</li> <li>• Department Extranet Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; student performances</p> <p><b>2020-2021:</b> Student survey/interviews/focus groups; peer review,</p>	<p>Full-Time Faculty and Department Chair share via faculty meetings and email</p>	<p><b>2015-2016:</b> Included techniques to scaffold assignments, increased peer feedback, developed clear processes for faculty feedback, devoted more time to develop students' ability to display a clear sense of tactics in the creation of a character through individual exercises and written work</p> <p><b>2016-2017:</b> None reported</p> <p><b>2017-2018:</b> More collaborative classroom projects, including an "acting pool," and changes to Laboratory Theatre Production; accountability for time management, including redesign of BAM student festival to give students more preparation time</p> <p>consequences for not meeting process goals; time management strategies, including two new courses, Stage Management and Production Management to introduce and reinforce aspects of theatrical management</p> <p><b>2018-2019:</b> None reported</p> <p><b>2019-2020:</b> Changes in program outcomes and assessment plan</p> <p><b>2020-2021:</b> Changes made in curriculum and instruction, budgetary and support requests made</p>	2016-2017

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>Bartlett College of Science and Mathematics</b>					
<b>Biological Sciences:</b> • <b>Biology, BA</b> • <b>Biology, BS</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi</li> </ul>	<p><b>Prior to 2020-2021:</b> Course exams and quizzes – question set used in finals for BIOL428 (2014) and BIOL395 (2015); question set for BIOL121 &amp; 321 (list &amp; last courses in core biology sequence – BIOL 321 for BS only) as part of exam but not counted toward grade; annual graduating senior survey since spring of 2016</p> <p><b>2020-2021:</b> Course-embedded exams, tests, quizzes; standardized tests; student survey/interviews/focus groups; job placement statistics</p>	Annually by a three-person assessment faculty committee shared at faculty meetings and via email	<p><b>Prior to 2017-2018:</b> Several seminar courses on writing and speaking intensive implemented to support critical thinking skills within Core Curriculum during First and Second Year Seminars; New staff member hired to prep and teach cell biology and genetics; other staff member promoted to Staff Associate to teach and prep Anatomy and Physiology</p> <p><b>2017-2018:</b> Developing (1) a list of lab skills needed for upper-level courses, graduate work, and job market and (2) new one-credit course as introduction to the major for all biology majors including transfer students</p> <p><b>2018-2019:</b> Budgetary and support requests, changes to assessment plan, designing a new introduction to the major course to replace BIOL 150 introduce all learning outcomes and provide skills</p> <p><b>2019-2020:</b> Budgetary and support requests were made</p> <p><b>2020-2021:</b> Changes made in instruction, budgetary and support requests were made</p>	2016-2017
<b>Biological Sciences: Biology, MAT</b>	<ul style="list-style-type: none"> <li>Department Extranet Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded comprehensive exams, faculty appraisal of student progress toward learning outcomes</p> <p><b>2020-2021:</b> Comprehensive exams, faculty survey/interviews/focus groups</p>	<p><b>Prior to 2018-2019:</b> Full- and part-time faculty</p> <p><b>2018-2019:</b> Graduate program chair</p> <p><b>2020-2021:</b> Department/DGCE Graduate Program Chair, full- and part-time faculty share via email</p>	<p><b>Prior to 2017-2018:</b> Revision of assessment tools; addition of High Impact Practices; course-embedded research project</p> <p><b>2017-2018:</b> No changes reported</p> <p><b>2018-2019:</b> Changes made to assessment plan</p> <p><b>2020-2021:</b> No changes reported</p>	2016-2017
<b>Chemical Sciences:</b> • <b>Chemistry, BA</b> • <b>Chemistry, BS</b>	<ul style="list-style-type: none"> <li>Course syllabi CHEM 351</li> <li>Department Intranet Link</li> <li>American Chemical Society (ACS) Link</li> </ul>	<p><b>Prior to 2018-2019:</b> Course-embedded exams, tests, and quizzes from CHEM 142, 351, 381, and 456; lab notebooks and practical exam; alumni and student surveys as part of the program review</p> <p><b>2018-2019:</b> Course-embedded final exams in CHEM 142 and 351; lab practical exams in CHEM 351L and 456; oral group presentations in CHEM 351L; level of participation in high-impact practices, percentage of graduates receiving academic honors (transcript analysis); group feedback from CHEM 450L students regarding CHEM 141L/142L lab instruction</p> <p><b>2019-2020:</b> Course-embedded laboratory practical exams in CHEM 351 and 456, and final exam in CHEM 351; exit student survey</p> <p><b>2020-2021:</b> Course-embedded exams, tests, quizzes; lab reports; group presentations; course assignment grade; electronic lab notebook; student survey/interviews/focus groups</p>	Assessment Committee share at faculty meetings and department meetings with full-time faculty, part-time faculty, and staff	<p><b>Prior to 2017-2018:</b> In order to maintain program approval from the American Chemical Society (ACS) and improve student learning, adjustments in the math prerequisites for CHEM 142 to require Pre-Calculus (MATH 140 or 150)</p> <p><b>2017-2018:</b> Curriculum revision, added two learning outcomes, refined curriculum map</p> <p><b>2018-2019:</b> Curriculum revision, creation of standard grading rubric for courses with multiple sections (CHEM 351L and 456), implementation of e-notebooks in CHEM 456 to improve students' recordkeeping skills</p> <p><b>2019-2020:</b> Revisions made to curriculum, learning outcomes, assessment plan</p> <p><b>2020-2021:</b> Changes made to curriculum and assessment plan</p>	2015-2016



E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>Bartlett College of Science and Mathematics (cont.)</b>					
<b>Computer Science, BS</b>	<ul style="list-style-type: none"> <li>Advising materials, course syllabi, course assignment prompts</li> <li>Accreditation Board for Engineering &amp; Technology (ABET) Link</li> <li>Department Intranet Link</li> <li>Department Extranet Link</li> </ul>	<p><b>Prior to 2019-2020:</b> Course-embedded exams, tests, and quizzes; individual presentations; group presentations/collaborative projects; capstone course and a significant assessment program</p> <p><b>2020-2021:</b> Course-embedded exams, tests, and quizzes; term or capstone papers; group presentations; collaborative projects</p>	Department Chair and full-time faculty share at faculty meetings, via email, and posted on extranet and intranet sites	<p><b>Prior to 2019-2020:</b> curricular changes, instructional changes, program outcomes revised</p> <p><b>2019-2021:</b> Changes to curriculum, instruction, and assessment plan</p>	2018 ABET
<b>Computer Science, MS</b>	<ul style="list-style-type: none"> <li>Advising materials</li> <li>Department Extranet Link</li> <li>Professional Science Master's (PSM) Link</li> </ul>	<p><b>Prior to 2019-2020:</b> In-class work done for COMP 502 (capstone); periodic alumni survey; periodic majors survey</p> <p><b>2020-2021:</b> Term or capstone papers, individual oral presentations</p>	<p><b>Prior to 2019-2020:</b> The graduate coordinator collects and analyzes results annually and discussed with full-time graduate faculty</p> <p><b>2020-2021:</b> Department Chair/DGCE Graduate Chair and full-time faculty share via email</p>	<p><b>2015-2016:</b> Department completed the first full assessment cycle. All of the outcomes and objectives were met. Hired new faculty. Informed students about the thesis option as an alternative to the capstone, and encouraging students to do research projects</p> <p><b>2017-2018:</b> None reported</p> <p><b>2019-2021:</b> Program curriculum revised</p> <p><b>2019-2021:</b> Changes made to the curriculum</p>	2015-2016
<b>Geography, BA and BS</b>	<ul style="list-style-type: none"> <li>Course syllabi</li> <li>Department Extranet Link</li> </ul>	<ul style="list-style-type: none"> <li>Alumni survey</li> <li>Student surveys at introductory and senior level</li> <li>New majors survey</li> </ul>	Full-time faculty	<p><b>2016-2017:</b> More emphasis on peer-reviewed literature in all upper-level courses and a more focused content search based on each student's interest, requirement for students to evaluate coursework from other courses to self-assess mastery of geographic skills, content, &amp; applications, collaboration with Career Services to cultivate students' identity as professional geographers, developed GEOG 490 online BookShelf for students to use to complete one common and one self-selected reading experience</p> <p><b>2017-2018:</b> Creating 4 concentrations</p> <p><b>2018-2019:</b> None reported</p> <p><b>2020-2021:</b> Changes made to curriculum, program outcomes, and assessment plan</p>	2014-2015
<b>Geological Sciences:</b> <ul style="list-style-type: none"> <li>Earth Sciences, BS</li> <li>Environmental Geosciences, BS</li> <li>Geological Sciences, BA</li> <li>Geological Sciences, BS</li> </ul>	<ul style="list-style-type: none"> <li>Course syllabi</li> </ul>	<p><b>Prior to 2019-2020:</b> Eleven-question mathematics/quantitative skills proficiency test for pre- (GEOG 225) and post-testing (GEOG 225 and 470); sixteen-question earth materials proficiency test for pre- (GEOG 260) and post-testing (GEOG 360); twenty-question earth structure proficiency test for pre- and post-testing (GEOG 350)</p> <p><b>2020-2021:</b> Course-embedded exams, tests, and quizzes</p>	<p>Full-time faculty share via email and at faculty meetings</p>	<p>As a result of the last departmental program review in the spring of 2014, the major changes involved the development of a new curriculum including additional quantitative content added to the program, both with the addition of the new entry course to the major programs and also within each of the other courses, both required and elective.</p> <p><b>2017-2018:</b> None reported</p> <p><b>2018-2019:</b> Changes made to assessment plan – added assessment tools</p> <p><b>2019-2020:</b> None reported</p>	2013-2014

E1 PART A – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS					
ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE					
Category (Degree Programs By Department)	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. Note: learning outcomes by degree program are posted on the BSU Catalog link: BSU University Catalog	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee?)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
<b>Bartlett College of Science and Mathematics (cont.)</b>					
<b>Mathematics, BS</b>	<ul style="list-style-type: none"> <li>• Advising materials</li> <li>• <a href="#">Department Intranet Link</a></li> </ul>	<p><b>Prior to 2020-2021:</b> The Mathematics Assessment Committee has created rubrics that are used to assess individual program goals and student learning outcomes. Student work assessed includes class tests and other assignments, course papers, and research posters; a survey is administered to graduating mathematics majors every spring.</p> <p><b>2020-2021:</b> Individual oral presentations, group presentations, faculty and student survey/interviews/focus groups</p>	The Mathematics Assessment Committee shares at department retreat and via email	<p><b>2015-2016:</b> Created drafts of rubrics to assess student learning outcomes, including problem solving/modeling, connections, dispositions, and written work (non-proof writing).</p> <p><b>2016-2018:</b> Used the first Mathematics Assessment Day in 2016-2017 to draft an oral presentation rubric used for the 2017-2018 assessment.</p> <p><b>2018-2019:</b> Made recommendations.</p> <p><b>2019-2020:</b> Program learning outcomes added to department intranet page and changes to the assessment plan. Changes planned include program learning outcomes to be added to the department welcome packet and other advising materials and further changes to be made to the assessment plan</p> <p><b>2020-2021:</b> Changes made to assessment plan</p>	2015-2016
<b>Mathematics, MAT</b>	<ul style="list-style-type: none"> <li>• Course syllabi, MS Teams department page, and emailed to faculty and students on a regular basis</li> <li>• <a href="#">Department Extranet Link</a></li> <li>• <a href="#">Department Intranet Link</a></li> </ul> <p>Discussed in advising</p>	<p>Course-embedded exams, tests, and quizzes; individual presentations; comprehensive examinations; student and faculty surveys/interviews/focus groups</p> <p>Student exit exams and capstone theses at the time of graduation</p>	<p>Department and graduate program chairs, and subcommittee of the Mathematics Graduate Committee share at faculty meetings, via email to faculty, department retreats, and MS Teams department page</p> <p>Graduate program chair and full-time faculty, and shared at faculty meetings and via email</p>	<p><b>2017-2018:</b> Revised course content and modified learning outcomes</p> <p><b>2018-2019:</b> Developed assessment plan, curriculum map, graduating student survey, and rubric</p> <p><b>2019-2020:</b> Revised learning outcomes and assessment plan</p> <p><b>2020-2021:</b> Changes made in instruction, program outcomes revised, and results informed aspects of the design of the proposed Math MS program and related assessment strategies</p>	As part of NCATE/CAEP Program Review in May 2014
<b>Physical Science, MAT</b>				<p><b>Prior to 2017-2018:</b> Graduate School administration visited courses and performed questionnaires to assess expectations and outcomes, long-term MAT course scheduling and advising notes for MAT faculty and MAT students</p> <p><b>2017-2018:</b> None reported</p> <p><b>2018-2019:</b> Program is being shut down due to low economic viability and low enrollment</p> <p><b>2020-2021:</b> None reported</p>	2015-2016
<b>Physics, Photonics and Optical Engineering; Photonics and Optical Engineering, BS (new 2020-2021)</b>	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• <a href="#">Accreditation Board for Engineering &amp; Technology (ABET) Link</a></li> </ul>	New program - no students enrolled	New program - no students enrolled	New program - no students enrolled	N/A: new program 2020-2021

BRIDGEWATER STATE UNIVERSITY

E1 PART B -- INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION				
(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(5) Date and nature of next scheduled review.
Aviation Accreditation Board International (AABI) <b>Flight Training program</b>	Accreditation renewed by AABI in February 2019	All accreditation criteria met.	The FAA Examination. For details regarding indicators, please visit AABI website: <a href="https://www.aabi.aero/about-aabi/">https://www.aabi.aero/about-aabi/</a>	Five year review/re-accreditation in 2024
Aviation Accreditation Board International (AABI) <b>Aviation Management</b>	Initial accreditation by AABI in February 2019	All accreditation criteria met.	For details regarding indicators, please visit AABI website: <a href="https://www.aabi.aero/about-aabi/">https://www.aabi.aero/about-aabi/</a>	Five year review/re-accreditation in 2024
American Chemical Society (ACS) <b>Undergraduate program in Chemistry</b>	Recertified in 2018	Please address the following recommendations in your next periodic report, due in June 2024: <input type="checkbox"/> Physical Chemistry: The use of instruments in the Physical Chemistry II Laboratory (CHEM 382) is rather limited. Please incorporate a broader range of instrumental methods into this course, discuss the changes you have made, and provide an experiment list for this course in your department's next periodic report. <input type="checkbox"/> MSN (macromolecular, supramolecular, mesoscale, and nanoscale systems) requirement. After reviewing your response on how the department meets the MSN requirement, reviewers determined that the described coverage is not acceptable and must be strengthened. General chemistry courses cannot be used to satisfy this requirement. In addition, Advanced Environmental Chemistry Lab (CHEM 486) is required for the Environmental track, but it is not required for the Biochemistry and Professional tracks. If you would like to use CHEM 486 for all degree tracks, then the course must be required in all tracks. In your next periodic report (June 2024), please provide a clear description of how this requirement is satisfied along with any course materials that support that description. The MSN supplement can provide guidance on best practices for coverage of these topics.	ACS Standardized Examination (if appropriate) and program level assessments associated with ACS standards. ACS website: <a href="https://www.acs.org/content/acs/en/education/policies/acs-approval-program/guidelines-supplements.html">https://www.acs.org/content/acs/en/education/policies/acs-approval-program/guidelines-supplements.html</a>	Periodic Report due June 2024
Accreditation Board for Engineering and Technology (ABET) <b>Undergraduate program in Computer Science</b>	Accredited in 2019	The following is a summary of this evaluation for Bridgewater State University during the 2018-19 cycle: Computer Science Program No deficiencies, weaknesses or concerns were found.	<ul style="list-style-type: none"> <li>• Student performance</li> <li>• Program educational objectives</li> <li>• Student outcomes</li> <li>• Continuous improvement</li> <li>• Curriculum</li> <li>• Faculty</li> <li>• Facilities</li> <li>• Institutional support</li> </ul>	Request for review of program due January 31, 2024.

**BRIDGEWATER STATE UNIVERSITY**

<b>E1 PART B -- INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION</b>				
<b>(1)</b> Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	<b>(2)</b> Date of most recent accreditation action by each listed agency.	<b>(3)</b> List key issues for continuing accreditation identified in accreditation action letter or report.	<b>(4)</b> Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	<b>(5)</b> Date and nature of next scheduled review.
National Science Teachers Association (NSTA) <i>Undergraduate programs in Biology, Earth Science/Geological Sciences, Physics and Chemistry</i>	2013-2014	All NSTA accreditation standards were met.	1. MTEL State Licensure Test (disciplinary) 2. Content course performance as measured by Grade Point Average (GPA). 3. Pedagogical and Professional Knowledge, Skills and Dispositions – Planning Instruction, Course Assignment. 4. Pedagogical and Professional Knowledge, Skills and Dispositions – Effective Practice, Document package. 5. Pre-service Performance Assessment: Experience and products descriptions related to State Standards. 6. Interactive Computer Module Section 1: Comprehensive Exam with case studies. A grade of 80% or better is required to pass this comprehensive examination. 7. Interactive Computer Module Section 2: Comprehensive Exam with case studies. A grade of 80% or better is required to pass this comprehensive examination. 8. Comprehensive Exam with case studies. A grade of 80% or better is required to pass this comprehensive examination. For detailed performance indicators please visit: <a href="https://www.nsta.org/science-standards/teachers-and-administrators">https://www.nsta.org/science-standards/teachers-and-administrators</a>	The relevant BCOSM have not continued to pursue this accreditation.
National Council of Teachers of Mathematics (NCTM) <i>Undergraduate program in Mathematics</i>	2013-2014	All NATM accreditation standards were met.	1. MTEL, Massachusetts Tests for Educator Licensure test: State Licensure Test. 2. Grade Point Average: Analysis of Grades in Required Math Content Courses. 3. Lesson Plans 4. PPA: Evaluation of Student Teaching 5. Practicum Evaluation of Student Learning 6. Team Paper For performance indicators please visit: <a href="https://www.nctm.org/standardspositions/">https://www.nctm.org/standardspositions/</a>	2021-22 for masters. The Department of Mathematics has not continued to pursue this accreditation for the undergraduate program.
National Association of Schools of Art and Design (NASAD) <i>Undergraduate program in Art</i>	November 2017	NA	NA	2022-2023
Council of Social Work Education (Bachelors Program)	October 2013 reaccredited for the maximum of 8 years Next self-study due April 1, 2021	<a href="https://www.cswe.org/accreditation/directory/?">https://www.cswe.org/accreditation/directory/?</a>	Restructuring course objectives.	February 2022 (postponed from October 2021)
Council of Social Work Education (Masters Program)	February 2020—reaccredited for 8 years	<a href="https://www.cswe.org/accreditation/directory/?">https://www.cswe.org/accreditation/directory/?</a>	Advisory board was disbanded and had to work on guidelines for the board. There will be a continual assessment of courses and focus on assessment of student learning outcomes	February 2027
National Association of Schools of Music	AY 2011-2012	Last review in 2005. Pre-accreditation conducted in the Fall 2011. TBD based on 2021/2022 reaccreditation process. Key issues from 2012-2021 have been addressed.	<a href="https://naism.arts-accredit.org/">https://naism.arts-accredit.org/</a>	Last review in 2012. Pre-accreditation meeting planned for Fall 2021. 2022-23 Undergrad; no listing for masters on schedule

BRIDGEWATER STATE UNIVERSITY

E1 PART B -- INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION				
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Council for the Accreditation of Counseling and Related Programs (CACREP)	Programs were re-accredited in 2018.	FTE Faculty Ratio; Dissemination of assessment data with internal and external stakeholders	Licensure Examination.	Fall 2022; 2021-22 MH, SA, School Counseling
Commission on Accreditation of Allied Health Education Programs (CAATE) <b>Undergraduate and Graduate programs in Athletic Training</b>	Most recent accreditation is 2012. Accreditation cycle is 7 years. Our most recent accreditation action was in 2012. Programs were granted the maximum 10 year continuing accreditation. Continuing accreditation length is determined by the CAATE.	1. Additional section of Anatomy and Physiology I and II to accommodate more students. 2. Work with faculty members in the Biology Department to have the syllabi for the Anatomy and Physiology I and II. 3. Develop a course for senior athletic training students. 4. Develop a research course specific to the needs of the athletic training student. 5. Expand the existing exposure to allied health professionals. 6. Develop a program website (for ATEP). 7. Develop a relationship with the local orthopedic group in order to better serve the needs of the ATEP and the Department of Athletics. 8. Develop a template for the academic program. 9. Develop Athletic Training major based on the new Standards and Guidelines.	There are several measures we must report to CAATE. These include, but are not limited to: 1. BOC Passing rates. 2. Evaluations (ie, SIR II; student evaluations of the clinical site; student evaluations of their Approved Clinical Instructor; evaluation of the clinical site by the Clinical Coordinator). 3. Surveys (Exit surveys by graduating seniors; Alumni surveys and employer surveys)	Annual reports due each year by October 1st. Any rejoinder to the annual report is due by the upcoming February. Next Self-Study due July 1, 2022. On campus site-visit fall or spring 2022-23.
International Literacy Association (ILA) <b>Graduate program in Reading</b>	2018-2019	All ILA accreditation standards were met.	1. MTEL Reading Specialist (08) when appropriate 2. Literacy Professional Portfolio: (i) Candidate Dispositions; (ii) Pre-service Performance Assessment (PPA). 3. Field Experience/Practicum (when appropriate): The Literacy Professional's Habits of Mind; (i) Renewal through Peer Coaching; (ii) Renewal through Weekly Reflections; (iii) Differentiated Teaching and Learning 4. Comprehensive Exam- either written or presentation defense For additional performance indicators please visit: <a href="https://www.literacyworldwide.org/">https://www.literacyworldwide.org/</a>	Next review is in 2024
Council for Exceptional Children (CEC) <b>Undergraduate and Graduate program in Special Education</b>	2013-2014	All CEC accreditation standards were met. National recognition by the Council for Exceptional Children	1. Massachusetts Test for Educator Licensure (MTEL) in Communication and Literacy, Foundations of Reading, and General Curriculum Test w/Math Subtest. 2. 40 hours of Observation in an Inclusion classroom, a separate classroom, and a private special education classroom or collaborative. 3. 7 different assessments conducted in the classroom with students under the supervision of a host teacher in the following areas: 1. Formal Assessment, 2. Curriculum Assessment, 3. Functional Behavior Assessment, 4. Writing an IEP, 5. WATI 5. Massachusetts Candidate Assessment of Performance	2021-22 DESE: CEC is part of the Council for the Accreditation of Educator Preparation (CAEP). We are no longer part of CAEP.
National Association for the Education of Young Children (NAEYC) <b>Undergraduate program in Early Childhood Education</b>	2018-2014	All NAEYC accreditation standards were met. National accreditation by the National Association for the Education of Young Children	1. Working With and Advocating For Families: a) Community Resource Pamphlet for Parents b) Ways of Working With Parents Written assignment, evaluated using rubric. 2. Reflections on Preschool or Kindergarten Program Quality: Written reflections using NAEYC checklist. Evaluated using rubric 3. Case Study - Modifying Instruction for a Child with Special Needs and/or an English Language Learner: Written assignment, evaluated using rubric For performance indicators please visit: <a href="https://www.naeyc.org/">https://www.naeyc.org/</a>	We are not moving forward with national recognition with NAEYC due to cost

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International Society for Technology Education (ISTE) <b>Graduate program in Instructional Technology</b>	2013-2014	All NAEYC accreditation standards were met. National Recognition by the Society for Technology Education.	<ol style="list-style-type: none"> <li>1. Assessment of Content Knowledge: Instructional Technology Comprehensive Exam.</li> <li>2. Research Project: INST 590-596 Research Project -- Action Research Project</li> <li>3. Professional Portfolio</li> <li>4. Exemplary lesson plan and videotape</li> <li>5. Clinical Experience Summary Report: Essay</li> <li>6. Acceptable Use Policy Analysis</li> <li>7. Teaching Unit Plan and Assessment</li> <li>8. Strategic Technology Plan</li> </ol> For performance indicators please visit: <a href="https://www.iste.org/">https://www.iste.org/</a>	Program sun setted
Council for the Advancement of Standards in Higher Education - CAS (Masters Program- <b>HEA Graduate program in Educational Leadership</b>	New Program (Implemented Fall 2020)	Pending findings in BSU 2021 report.	<ol style="list-style-type: none"> <li>1. Ideal Institution of the Future</li> <li>2. Social Justice Paper</li> <li>3. Fiscal Project</li> <li>4. Institutional Accreditation and Assessment</li> <li>5. Capstone and Practicum</li> <li>6. Comprehensive Exams</li> </ol>	
Department of Elementary and Secondary Education (DESE)	2014 reappraisal of 75 educator preparation programs	National Recognition by the Department of Elementary and Secondary Education	Massachusetts Guidelines for Program Approval  The Professional Standards for Teachers  The Professional Standards for Administrative Leaders	Currently under review 2021. Onsite visit November 1st - 4th
United States Tennis Federation (USTA)	Accredited Professional Tennis Management Program 2019.	<a href="https://www.usta.com/en/home/coach/professional-tennis-management.html">https://www.usta.com/en/home/coach/professional-tennis-management.html</a>	SLOs, student certification in USPTA and PTR organizations. Mandatory field placements.	Reaccreditation Review 2021-22
PCIPP Criminal Justice and Law Enforcement Academic Program (Bachelors Program)	Submitted application for re-certification on 6/20/11. Certification with PCIPP Criminal Justice and Law Enforcement Academic Programs granted in 2012.	Reaccreditation material submitted in 2009 but BOHE was short staffed and unable to review. Asked to resubmit application 6/2011. Have not addressed any recent areas of concern.	Certification with PCIPP Criminal Justice and Law Enforcement Academic Programs.  <a href="https://www.mass.edu/go/initialinitiative/pcipp_asp">https://www.mass.edu/go/initialinitiative/pcipp_asp</a>	2022-23 BSU
PCIPP Criminal Justice and Law Enforcement Academic Program (Masters Program)	Initial accreditation notification in August 2009. Re-accreditation self-study AY 2014-2015, site visit winter 2016, re-accreditation decision summer 2016.	<a href="http://www.naspa.org/">http://www.naspa.org/</a>	NASPA standards prescribe performance indicators; mission driven. Annual report includes changes as a result of data from assessment tools.	2021-23 (self study)

E1 PART B -- INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION				
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National Council for Social Studies (NCSS) <b>Undergraduate program in History</b>	2013-2014	All NCSS accreditation standards were met.	1. MTEL (when appropriate), assessments related to NCSS standards. 2. Assessment of candidate ability to plan instruction: Strategies course Pre-Practicum and Student Teaching Practicum Units (Rubric) 3. Additional assessment that addresses NCSS standards (required): NCSS standards —Lesson Plan Rubric 4. GPA 5. Preservice Performance Assessment, 6. Pre-test/Post-test Practicum Unit, 7. NCSS Thematic Lesson Plans (10), 8. Content Preparation Profile	2022-23 BSU for masters
National Council of Teachers of English (NCTE) <b>Undergraduate program in English</b>	2013-2014	All NCTE accreditation standards were met.	1. State licensure exam (MTEL) 2. Grade Analysis: Analysis of grades in content courses for program completers 3. Unit Plan: Curriculum unit developed in English Strategies course 4. Pre-service Performance Assessment: State approved form for comprehensive assessment of student teaching practicum 5. Student Learning Report: Candidate-generated assessment of effect on student learning 6. Student Teaching Portfolio: Materials and reflection derived from student teaching 7. Interviews with recent program graduates 8. EN 203 Writing about Literature pre/post test  For performance indicators please visit: <a href="https://note.org/college/">https://note.org/college/</a>	
National Association for Sport and Physical Education (NASPE) <b>Undergraduate program in Physical Ed. (Teaching Cert)</b>	2013-2014	All NASPE accreditation standards were met.	1. Reflection/Analysis of Student Learning: Rubric-based scoring 2. Teaching Impact: Rubric-based scoring 3. Lesson Plan: Rubric-based scoring 4. Portfolio: Rubric-based scoring For performance indicators please visit: <a href="https://www.naspe.org/national-association-sport-and-physical-education">https://www.naspe.org/national-association-sport-and-physical-education</a>	
Association for Childhood Educational International (ACEI) <b>Undergraduate program in Elementary Education</b>	2013-2014	All ACEI accreditation standards were met.	1. <b>Literacy Project:</b> Performance-based assessment in which student design, implement and reflect upon a variety of literacy lessons plans. 2. <b>Initial Field Work:</b> Observations and reflections of initial educational experiences. 3. <b>Dispositions:</b> Survey for candidates, cooperating practitioner and professors to utilize as a vehicle to support professional behaviors. For performance indicators please visit: <a href="https://ceininternational1892.org/">https://ceininternational1892.org/</a>	
Masters in Psychology and Counseling Accreditation Council (MPCAC) <b>Graduate program in Psychology</b>	2014-2015	<ul style="list-style-type: none"> <li>• More core faculty in clinical psychology</li> <li>• Administrative support for program</li> <li>• Ongoing release time for graduate program coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Program mission and objectives</li> <li>• Program orientation and core curriculum</li> <li>• Research and clinical instruction</li> <li>• The institution</li> <li>• Faculty and staff</li> <li>• Program organization and administration</li> <li>• Evaluations in the program</li> </ul>	2025-26 (did accreditation occur as scheduled in 2020-21?)
National Professional Science Masters Association (NPSMA)	May 1, 2019	None	Curriculum Review, internship courses.	April 30, 2024

# **BRIDGEWATER STATE UNIVERSITY**

(an Agency of the Commonwealth of Massachusetts)

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## **FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS**

**June 30, 2021**



**BRIDGEWATER STATE UNIVERSITY**  
**(an Agency of the Commonwealth of Massachusetts)**

**Financial Statements and  
Management's Discussion and Analysis**

**June 30, 2021 and 2020**

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## INDEPENDENT AUDITORS' REPORT

The Board of Trustees  
Bridgewater State University  
Bridgewater, Massachusetts

### Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented major component units of Bridgewater State University (a component of the Commonwealth of Massachusetts) (the "university"), as of and for the years ended June 30, 2021 and 2020, and the related notes to the financial statements, which collectively comprise the university's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective net position of Bridgewater State University and its discretely presented major component units as of June 30, 2021 and 2020, and the respective changes in net position and, where applicable, cash flows, combining statements of net position of major component units and combining statements of revenues, expenses and changes in net position of major component units for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### **Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-25, the schedule of the university's proportionate share of net pension liability on page 69, the schedule of the university's contributions - Net pension on page 70, the notes to the required supplementary information - Net pension on pages 71-72, the schedule of the university's proportionate share of net OPEB liability on page 73, the schedule of the university's contributions - Net OPEB on page 74, and the notes to the required supplementary information - Net OPEB on pages 75-76 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### **Supplemental Schedules**

Our audits were conducted for the purpose of forming opinions of the university's basic financial statements. The supplemental schedules listed in the accompanying table of contents, which are the responsibility of management, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audits of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2021, on our consideration of the university's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the university's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the university's internal control over financial reporting and compliance.

**Certified Public Accountants**  
**Braintree, Massachusetts**

October 20, 2021

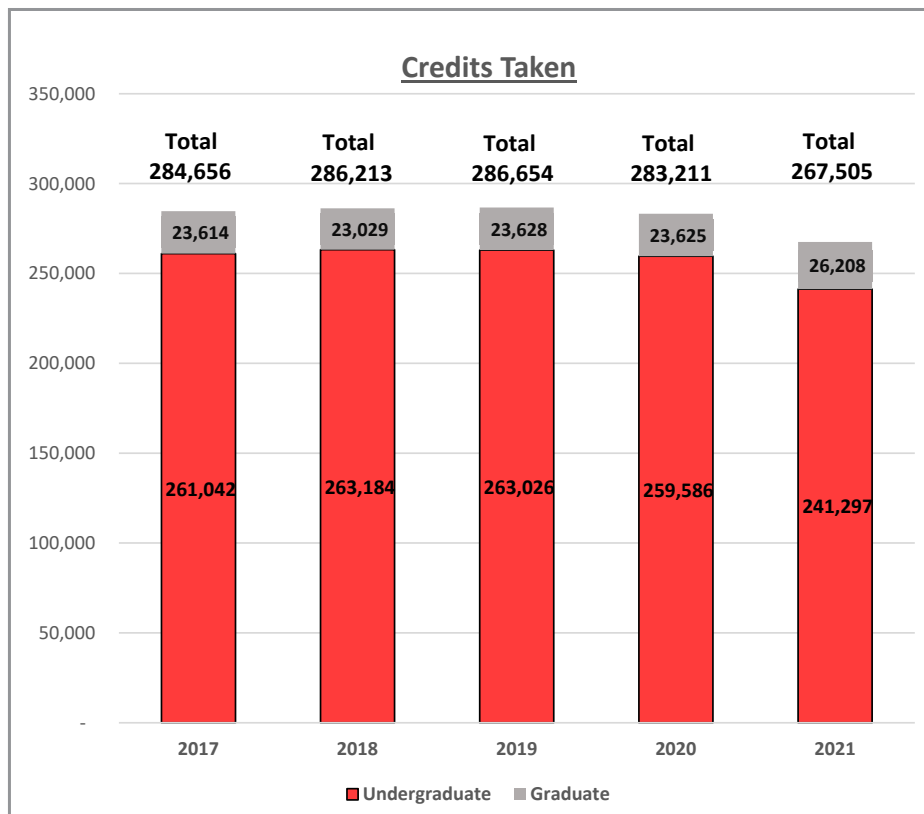
**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management’s Discussion and Analysis*

*June 30, 2021 and 2020*  
*(Unaudited)*

The following discussion and analysis offers readers of Bridgewater State University’s (the “university” or “BSU”) annual financial report a narrative overview of the financial position and activities of the university and its component units as of and during the fiscal year ended June 30, 2021. This discussion has been prepared by management along with the financial statements and related footnote disclosures and should be read in conjunction with the financial statements and footnotes. The financial statements, footnotes and this discussion are the responsibility of management.

The university is a comprehensive public four-year institution with approximately 10,650 undergraduate and graduate students. The university is the largest of the nine Massachusetts state universities and the fifth largest of the 29 public college and university campuses in the Commonwealth of Massachusetts (the “Commonwealth”). Founded in 1840 by Horace Mann, the university is home to the nation’s oldest permanently sited teacher-preparation program and is one of the most prolific generators of new teachers, training more science and math teachers than any institution in the Commonwealth. Today, the university offers a broad range of graduate and undergraduate degree programs through its six colleges (Louis M. Ricciardi College of Business, College of Education and Health Sciences, College of Humanities and Social Sciences, Bartlett College of Science and Mathematics, College of Continuing Studies and College of Graduate Studies). The university awarded 2,434 degrees last year, a 17% increase over the last ten years. The university has instructed over 267,000 credits, a 5.5% decrease over the previous year, due to pandemic impacts on enrollment and a large graduating cohort as demonstrated in the following chart.



**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2021 and 2020*  
*(Unaudited)*

***Financial Highlights***

The university's financial position, at June 30, 2021 includes assets of \$245.3 million, deferred outflows of resources of \$48.8 million, liabilities of \$222.5 million and deferred inflows of resources of \$52.7 million. Net position, which represents the residual interest in the university's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted and may serve over time as a useful indicator of the university's financial position, increased \$24.6 million to \$19.0 million at June 30, 2021.

The university's component units financial position remained positive at June 30, 2021 with assets of \$65.3 million and liabilities of \$155 thousand. The university's component units recognized a net asset increase of \$10.8 million to \$65.1 million, a 19.9% increase in total net assets. This increase is primarily due to investment growth and fundraising activities.

Accordingly, the combined financial position of the university and component units reflects assets of \$310.5 million, deferred outflows of resources of \$48.8 million, liabilities of \$222.6 million, deferred inflows of resources of \$52.7 million and combined net position of \$84.1 million at June 30, 2021.

The university's unrestricted net position is continuously impacted due to the accounting requirements of both GASB 68 and GASB 75. BSU has limited control over these net long-term obligations as the Commonwealth of Massachusetts controls these statewide plan offerings, funding requirements, investment decisions and actuarial determinations. The impact of the change in these obligations resulted in a decrease of BSU's net position of approximately \$7.9 million. Accordingly, the unrestricted net position of the university would have increased by \$19.8 million before the accounting for these net obligations instead of the \$11.9 million that it did increase this fiscal year.

The university's unrestricted net position is comprised of the following at June 30:

	2021	2020	2019 Restated
Beginning unrestricted net position	\$ (142,273,113)	\$ (132,996,141)	\$ (120,214,077)
Ending unrestricted net position	(130,396,939)	(142,273,113)	(132,996,141)
Change in unrestricted net position	<u>\$ 11,876,174</u>	<u>\$ (9,276,972)</u>	<u>\$ (12,782,064)</u>
Decrease in net position related to Pension - GASB 68	(7,140,325)	(6,127,656)	(5,812,634)
Decrease in net position related to net OPEB - GASB 75	(740,979)	(6,135,100)	(9,883,378)
	<u>(7,881,304)</u>	<u>(12,262,756)</u>	<u>(15,696,012)</u>
Increase in net position from all other sources	\$ 19,757,478	\$ 2,985,784	\$ 2,913,948
Change in unrestricted net position	<u>\$ 11,876,174</u>	<u>\$ (9,276,972)</u>	<u>\$ (12,782,064)</u>

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2021 and 2020*  
*(Unaudited)*

***Overview of the Financial Statements***

This discussion and analysis is intended to serve as an introduction to Bridgewater State University's basic financial statements. Bridgewater State University's basic financial statements comprise two components: 1) the financial statements and 2) the notes to the financial statements.

*The Financial Statements.* The financial statements are designed to provide readers with a broad overview of Bridgewater State University's finances in a manner similar to a private-sector institution. The university's financial report includes three financial statements: the Statement of Net Position, the Statement of Revenues, Expenses and Changes in Net Position and the Statement of Cash Flows.

These statements are prepared in accordance with Government Accounting Standards Board ("GASB") principles. These principles establish standards for external financial reporting for public colleges and universities and require that financial statements be presented on a consolidated basis to focus on the institution as a whole. A description of the financial statements follows.

The Bridgewater State University Foundation (the "Foundation") and the Bridgewater Alumni Association (the "Alumni Association"), component units of the university, were formed to render financial assistance and support to the educational programs and development of the university. Both organizations are legally separate from the university, and the university has no financial responsibility for either organization. The Foundation and the Alumni Association have been included within these financial statements because of the nature and significance of their relationship with the university. Complete financial statements for either organization can be obtained from their respective administrative offices in Bridgewater, Massachusetts. These discretely presented component units have been aggregated into a single combined column on the accompanying financial statements.

The *Statements of Net Position* presents information on all of Bridgewater State University's assets, deferred outflows of resources, liabilities, and deferred inflows of resources with the difference reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of Bridgewater State University is improving or deteriorating. The Statement of Net Position includes all assets and liabilities. It is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the service is provided and the expenses and liabilities are recognized when others provide the service, regardless of when cash is exchanged.

The *Statements of Revenues, Expenses and Changes in Net Position* presents information showing how the university's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. the accrual for compensated absences).

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2021 and 2020*  
*(Unaudited)*

***Overview of the Financial Statements (Continued)***

The *Statements of Cash Flows* is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services). GASB Statements 34 and 35 require this method to be used.

Bridgewater State University reports its activity as a business-type activity using the economic resources measurement focus and the accrual basis of accounting. The university is an Agency of the Commonwealth of Massachusetts. Therefore, the results of the university's operations, its net position and cash flows are also combined within the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements.

*Notes to the financial statements.* The notes provide additional information that is essential to a full understanding of the data provided in the financial statements.

***Financial Analysis of the University***

With the global outbreak of the novel corona virus (COVID-19) in March 2020, this fiscal year and last has been unlike any other years. On March 21, 2020, BSU transitioned to remote learning and significantly reduced the resident hall operations providing over \$9.3 million in student account balance adjustments for unused residence, dining and parking fees previously collected for the spring 2020 semester. The University continued remote learning as the primary delivery for both the Fall 2020 and Spring 2021 semesters. Our residence halls occupancy for Fall 2020 semester was 38% and the occupancy for Spring 21 semester was 33%. This compared to our Fall 2019 occupancy of 98% and our Spring 2020 occupancy of 89% prior to the outbreak of pandemic.

The university was awarded Higher Education Emergency Relief Funds ("HEERF") from the Coronavirus Aid, Relief and Economic Security Act ("CARES Act"), the Coronavirus Response Supplemental Appropriations Act ("CRRSAA") and the American Rescue Plan Act ("ARPA") which created a relief fund for institutes of higher education. In fiscal year 2020, the CARES Act award to BSU was approximately \$8.8 million. Of this amount 50% could benefit the institution and 50% was required to be provided as emergency grants directly to students. In fiscal year 2021, the CRRSAA funds provided grants to BSU of approximately \$14.4 million of which \$4.4 was allocated for Student Emergency Grants to students and \$10 million was granted for institutional relief. Bridgewater State University decided to allocate a total of \$5 million for student emergency grants using approximately \$600 thousand from the institutional portion. In fiscal year 2021, the ARPA funds provided grants to BSU of approximately \$25.2 million of which 50% or \$12.6 was allocated to student emergency grants and 50% or \$12.6 million was allocated for institutional relief. In fiscal year 2021, the university utilized approximately \$700 thousand of the ARPA institutional portion to support lost revenue by clearing outstanding student balances. With the HEERF grants and cost savings efforts, BSU was able to mitigate most of the pandemic related lost revenue.

Bridgewater State University realized an increase of \$24.6 million to net position in fiscal year 2021. This increase was attributable to capital appropriations of \$15.8 primarily for an on campus state funded energy project, an increase of \$11.6 million attributed to net institutional HEERF funds primarily to support trust fund deficits, an increase of \$12.6 attributed to the MSCBA residence halls assessment reduction due to 20A bond refinancing and an increase of \$3.2 in state appropriation and related fringe benefit increase. These increases were offset by a decrease of \$.7 million attributable to OPEB expense due to the continued application of GASB 75, *Postemployment Benefits Other Than Pensions*, a decrease of \$7.1 million due to the continued application of GASB 68, *Accounting and Financial Reporting for Pensions*, as well as a decrease of \$11.2 million due to depreciation expense.

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***Financial Analysis of the University (Continued)***

Bridgewater State University realized a decrease of \$12.8 million to net position in fiscal year 2020. This decrease was attributable to OPEB expense of \$6.1 million due to the continued application of GASB 75, *Postemployment Benefits Other Than Pensions*, \$6.1 million due to the continued application of GASB 68, *Accounting and Financial Reporting for Pensions*, as well as \$10.0 million of depreciation expense. These reductions were offset by capital asset additions, reduction of debt, capital appropriations, as well as effective budget management of operating costs.

The university realized a decrease of \$14.9 million to net position in fiscal year 2019. This decrease was attributable OPEB expense of \$9.9 million due to the continued application of GASB 75 and pension expense of \$5.8 million due to the continued application of GASB 68, as well as \$10.2 million of depreciation expense.

Over time, increases or decreases in net position is one indicator of the improvement or erosion of the university's financial health when considered with non-financial facts such as enrollment levels and the condition of the facilities. We have displayed several comparisons in our financial statements with and without the GASB 68 and GASB 75 impacts to demonstrate a clearer financial picture. A portion of Bridgewater State University's net position represents scholarships and grants that are subject to external restrictions on how they must be used.

Ratio analysis measures certain elements of an institution's overall financial health. The Massachusetts Department of Higher Education has instituted the use of certain core financial ratios as part of their performance measures for public universities and colleges in the Commonwealth. Analysis using some of these ratios, as well as other commonly accepted ratios, are incorporated throughout this document.

***Primary Reserve Ratio***

The primary reserve ratio measures the financial strength of the institution by comparing expendable net assets to total expenses. This ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations. The ratio recommended by the industry standard ranges between 15-40%. The table below illustrates the ratio computed for the primary government and our component units as well as the ratio calculated without the impact of the application of the GASB 68 pension and GASB 75 net OPEB standards.

<b><u>University and Component Units - Combined</u></b>			<b><u>University and Component Units – Combined (Without the Impact of Pension and Net OPEB)</u></b>		
<b>2021</b>	<b>2020</b>	<b>2019 Restated</b>	<b>2021</b>	<b>2020</b>	<b>2019 Restated</b>
(39.72%)	(49.37%)	(44.08%)	45.14%	27.28%	26.20%



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*Financial Analysis of the University (Continued)*

A summary of the Statement of Net Position is presented below at June 30:

	<i>2021</i>	<i>2020</i>	<i>2019</i> <i>Restated</i>
Current assets	\$ 85,554,757	\$ 64,853,645	\$ 59,515,214
Capital assets	159,599,621	157,846,728	156,043,332
Non-current assets	<u>118,131</u>	<u>348,226</u>	<u>382,406</u>
 Total assets	 <u>245,272,509</u>	 <u>223,048,599</u>	 <u>215,940,952</u>
 Deferred outflows of resources	 <u>48,814,483</u>	 <u>43,997,042</u>	 <u>51,851,099</u>
 Current liabilities	 30,443,264	 40,507,645	 30,914,309
Non-current liabilities	<u>192,013,591</u>	<u>194,619,325</u>	<u>211,990,741</u>
 Total liabilities	 <u>222,456,855</u>	 <u>235,126,970</u>	 <u>242,905,050</u>
 Deferred inflows of resources	 <u>52,655,478</u>	 <u>37,547,175</u>	 <u>17,730,665</u>
 Net position:			
Net investment in capital assets	144,414,985	135,056,626	138,909,840
Restricted	4,956,613	1,587,983	1,242,637
Unrestricted	<u>(130,396,939)</u>	<u>(142,273,113)</u>	<u>(132,996,141)</u>
 Total net position	 <u>\$ 18,974,659</u>	 <u>\$ (5,628,504)</u>	 <u>\$ 7,156,336</u>

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The change in the current asset category when comparing 2021 to 2020 is mainly due to an increase in cash and cash equivalents of \$17.3 million. This is primarily from funds received from Higher Education Emergency Relief Funds. Overall net accounts receivable decreased due to excellent collection practices on our student receivables and relief of \$702 thousand from ARPA grant to support clearing of student balances.

The increase in the current asset category when comparing 2020 to 2019 is mainly due to an increase in cash and cash equivalents of \$5.3 million. This is primarily from funds received from the CARES Act. Overall net accounts receivable increased slightly due to an increase in student account receivables from increased summer enrollment and an increase in grant receivables.

The increase in the current asset category when comparing 2019 to 2018 is mainly due to an increase in cash and cash equivalents from enhanced billing collection practices and increase in deposits held by state treasurer to fund accrued payroll including retroactive salary increases due to contract negotiations. Overall net accounts receivable increased primarily due to other receivables which included a receivable from the Commonwealth of Massachusetts of \$1.1 million for the state funded portion of retroactive salary increases and timing of grant receivables. Student accounts receivable decreased by \$111 thousand even though overall net tuition and fee revenue increased by \$2.4 million.

*Current Ratio*

An excess of current assets over current liabilities (the "current ratio") is a measure of liquidity and provides a buffer against future uncertainties. The current ratio is presented for the primary government and our component units. A ratio greater than 1 shows that the university could cover its current obligations with its most liquid assets. For 2021, combined current assets of \$87.5 million are sufficient to cover combined current liabilities of \$30.6 million, yielding a current ratio of 2.86. For 2020, combined current assets of \$66.3 million are sufficient to cover combined current liabilities of \$42.3 million, yielding a current ratio of 1.57. For 2019, the combined current assets of \$60.0 million were sufficient to cover combined current liabilities of \$31.2 million, which yielded a current ratio of 1.92.

*Capital Assets*

By far the largest portion of Bridgewater State University's net position reflects its investment in capital assets (e.g. land, buildings, machinery and equipment), less any related debt, including capital lease obligations, used to acquire those assets that are still outstanding. Bridgewater State University uses these capital assets to provide services to students, and support to faculty and administration; consequently, these assets are not available for future spending. Although Bridgewater State University's investment in its capital assets is reported net of related debt and accumulated depreciation, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities without legislative action. For more information relating to capital asset activity refer to Note 9 accompanying the basic financial statements.

Capital assets are comprised of land, buildings and building improvements, furnishings and equipment, library materials, artwork and construction in progress.

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***Capital Assets (Continued)***

As of June 30, 2021, 2020 and 2019, net capital assets were \$159.6 million, \$157.8 million and \$156.0 million, respectively. For the years ended June 30, 2021, 2020 and 2019, depreciation expense was \$11.2 million, \$10.0 million and \$10.2 million, respectively. Capital asset additions for the current fiscal year totaled \$12.9 million.

\$0.7 million of the \$12.9 million total capital asset additions during the year ended June 30, 2021, related to Construction in Progress for the following projects:

- Swenson Field Upgrades of \$252,503
- Rondileau Student Union Study, Design and Renovations of \$193,609
- Wyatt Garden of \$143,204
- Other Improvements and Renovations totaling \$107,358

The remaining \$12.2 million of the \$12.9 million total capital asset additions related to major purchases, renovations and projects that were considered completed.

The major items were comprised of the following:

- DCAMM Campus-wide Electrical Infrastructure Upgrade of \$4,020,398
- Rondileau Student Union Auditorium of \$2,954,796
- Swenson Athletic Complex – Bear Paw Pavilion of \$2,011,840
- Photonics Lab Renovations and Equipment Purchases of \$924,901
- Art Center Windows of \$376,361
- Artwork from Foundation of \$351,000
- Rondileau Student Union Windows of \$294,665
- Tridium Building Control Updates of \$226,385
- Other Improvements and Acquisitions totaling \$1,085,117

\$10.1 million represents projects that began in prior fiscal years that were completed in fiscal year 2021; this dollar amount was reclassified from Construction in Progress to capital assets subject to depreciation. The major items were comprised of the following:

- DCAMM Campus-wide Electrical Infrastructure Upgrade of \$7,175,786
- Swenson Athletic Complex – Bear Paw Pavilion of \$1,062,598
- Rondileau Student Union Windows of \$670,934
- Photonics Lab Renovations and Equipment Purchases of \$455,438
- Rondileau Student Union Auditorium of \$289,691
- Art Center Accessibility of \$285,966
- Other Improvements totaling \$142,626

In fiscal year 2020, capital asset additions totaled \$11.9 million. Major renovations and project fixed asset additions during fiscal year 2020, included DCAMM campus-wide electrical infrastructure upgrade of \$6,564,898, completion of the Swenson Athletic Complex, Bear Paw Pavilion of \$883,657, photonics equipment purchases of \$746,808 and Rondileau Student Union improvements of \$706,608.

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***Capital Assets (Continued)***

In fiscal year 2019, capital asset additions totaled \$6.2 million. Major renovations and projects completed during fiscal year 2019, included Rondileau Student Union improvements of \$1,286,328, Art building improvements of \$846,686, IT server upgrades of \$612,316, DCAMM campus-wide electrical infrastructure upgrade of \$610,888, Rondileau Student Union window replacement of \$484,786 and Boyden Hall renovations of \$314,677.

The university has an active program to address deferred maintenance needs on campus. Addressing deferred maintenance remains a priority within the university's plans.

For more information relating to capital asset activity refer to Note 9 accompanying the basic financial statements.

***Long-Term Debt***

The university has long-term debt obligations issued for various capital projects. The debt was issued through financing agreements with the Massachusetts Health and Educational Facilities Authority ("MHEFA"), now Mass Development, and the Massachusetts State College Building Authority ("MSCBA").

The university had \$7,850,000 of the Capital Asset Program issue, Series J-4 revenue bond issued by MHEFA/Mass Development to construct the Tinsley Center, with a maturity date of January 15, 2023. The bond has a variable interest rate, which was 0.3% and 6.5% at June 30, 2021 and 2020, respectively. MHEFA/Mass Development requires that the university maintain a debt service reserve fund held by a Trustee. The debt service reserve was \$69,069 and \$118,586 at June 30, 2021 and 2020, respectively. At June 30, 2021 and 2020, the balance on the bond was \$1,111,405 and \$1,722,920, respectively.

During fiscal year 2006, the university entered into a financing agreement with the MSCBA to construct a new parking lot. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012B and 2019C (previously 2006A)). In July 2020 the Series 2012B and 2019C bonds were partially refunded with Series 2020A bonds. Through its agreements with MSCBA, the university will repay this debt in semi-annual installments, starting May 1, 2007 and ending May 1, 2034, at an annual variable coupon averaging 2.32%. MSCBA requires that the university maintain a debt service reserve fund. At June 30, 2021 and 2020, the debt service reserve was \$18,552 and \$86,836. At June 30, 2021 and 2020, the balance on the bond was \$462,409 and \$528,207, respectively.

During fiscal year 2010, the university entered into a financing agreement with the MSCBA to renovate an athletic field. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2009B & 2009C). In July 2020 the Series 2009C bond was partially refunded with series 2020A bonds. Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting May 1, 2011 and ending May 1, 2034, at an annual variable coupon averaging 5.25%. At June 30, 2021 and 2020, the balance on the bond was \$2,831,026 and \$2,896,018, respectively.

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***Long-Term Debt (Continued)***

During fiscal year 2012, the university entered into a financing agreement with the MSCBA to redevelop an existing parking lot to construct green space to include pedestrian walkways. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012A). In July 2020 the Series 2012A bond was partially refunded with series 2020A bonds. Through its agreement with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting October 1, 2012 and ending February 21, 2032, at an annual variable coupon averaging 3.65%. At June 30, 2021 and 2020, the balance on the bond was \$790,620 and \$685,559, respectively.

During fiscal year 2013, the university entered into a financing agreement with the MSCBA to renovate the main entrances to the Rondileau Student Union. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012C, as modified). In July 2020 the series 2012C Bond was refinanced by bond series 20A. Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting November 1, 2013 and ending May 1, 2041, at an annual variable coupon averaging 2.84%. At June 30, 2021 and 2020, the debt service reserve was \$16,950 and \$79,335. At June 30, 2021 and 2020, the balance on the bond was \$3,781,509 and \$3,637,694, respectively.

During fiscal year 2015, the MSCBA authorized and issued a debt modification resulting in the transfer of \$3,680,000 of principal from the Rondileau Student Union project. The transfer of principal was to fund the construction of the Welcome Center building. The source of financing the project was based upon the issuance of debt modification by the MSCBA on behalf of the university (Series 2012C modification). In July 2020, the series 2012C was partially refunded with series 20A bonds. Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting May 1, 2015 and ending May 1, 2041, at annual variable coupon averaging 2.83%. At June 30, 2021 and 2020, the debt service reserve was \$13,560 and \$63,469. At June 30, 2021 and 2020, the balance on the bond was \$3,087,414 and \$2,910,044, respectively, including reserves and premiums.

***Viability Ratio***

The viability ratio measures one of the most basic determinants of clear financial health: the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. Expendable net position are those assets not required to be retained in perpetuity and are those assets available for operations. A ratio greater than 1.25 is recommended and would indicate, as of the balance sheet date, an institution has sufficient expendable net position to satisfy debt obligations.

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***Long-Term Debt (Continued)***

The table below shows the ratio computed for the primary government and our component units as well as the ratio calculated without the impact of the application of the GASB 68 pension and GASB 75 net OPEB standards.

<u>University and Component Units - Combined</u>			<u>University and Component Units - Combined (Without the Impact of Pension and Net OPEB)</u>		
<u>2021</u>	<u>2020</u>	<u>2019 Restated</u>	<u>2021</u>	<u>2020</u>	<u>2019 Restated</u>
(6.21)	(7.59)	(6.11)	6.80	3.96	3.38

***Debt Burden Ratio***

The debt burden ratio measures an institution's dependence on borrowed funds by comparing the level of debt service to total expenditures. In order to effectively manage resources, including debt, industry standards set the upper threshold for institutional debt burden at 7%. The debt burden ratio is presented for the primary government and our component units. As of June 30, 2021, 2020 and 2019, the debt burden is 1.0%, 1.1%, and 1.1%, respectively.

For more information relating to long-term debt activity refer to Note 12 accompanying the basic financial statements.

***Operating and Capital Lease Obligations***

During fiscal year 2009, the university partnered with Bristol Community College in Attleboro to provide students with a pathway from a two-year associate's degree to a four-year bachelor's degree. The site acts as a degree completion center, where students who have earned college credits can continue to further their education. The university entered into a 20-year operating lease for exclusive right to use and occupy a portion of the property at 11 Field Road, Attleboro, Massachusetts. The payments cost the university approximately \$138,000 and \$158,000 for the fiscal years ended June 30, 2021, and 2020, respectively.

Also, in fiscal year 2009, the university established an FAA-certified Part 141 flight training program located at the New Bedford Regional Airport. The university's Part 141 Certificate provided the university full control of all flight and ground training operations. The result is a high-quality training program that provides our students with a comprehensive education in Aviation Science. The benefit of more tightly monitored, fast-tracked training is for piloting certificates and ratings that students will put to immediate use as professionals in aviation careers.

In conjunction with the establishment of the flight training program, in fiscal year 2009, the university entered into a lease agreement with the City of New Bedford for a 10,480 square foot building located in the New Bedford Airport

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*Operating and Capital Lease Obligations (Continued)*

to house to the university's flight school. The University has leased this facility since 2009. In fiscal year 2021, a new 3-year lease was drafted and is expected to be executed in October 2021. The payments cost the university approximately \$60,000 for the years ended June 30, 2021 and 2020.

During fiscal year 2018, the university entered into a 10-year operating lease agreement with Bridgewater State University Foundation for 5,389 usable square feet of space at 26 Summer Street, Bridgewater, Massachusetts. The premises are used for the university's Institutional Advancement administrative offices. The payments cost the university \$60,000 for the fiscal years ended June 30, 2021, and 2020. The Bridgewater State University Foundation paid off the mortgage on the property at 26 Summer Street and is no longer charging the University to lease the space.

The university leases various energy improvements that were implemented throughout the campus in 2006. The improvements were considered to be a capital lease because the energy improvements were a tax-exempt lease purchase. The payments cost the university \$629,878 in principal and interest for the fiscal years ended June 30, 2021 and 2020. Capital lease assets, net of accumulated depreciation totaled \$3,132,706 and \$3,654,824 for the years ended June 30, 2021 and 2020, respectively. Capital lease obligations totaled \$3,120,252 and \$3,582,100 for the years ended June 30, 2021 and 2020, respectively.

During 2018, the university leased machinery and equipment which were considered to have met capital lease criteria. The payments cost the university \$17,734 for principal and interest for fiscal years 2021 and 2020. The capital lease ends in 2028. Capital lease assets, net of accumulated depreciation, totaled \$28,840 and \$57,680 for the years ended June 30, 2021 and June 30, 2020, respectively.

For more detailed information relating to operating and capital lease activity refer to Note 12 accompanying the basic financial statements.

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*Financial Analysis of the University*

Bridgewater State University's changes in net position related to operations for the years ended June 30 are as follows:

	<i>2021</i>	<i>2020</i>	<i>2019</i> <i>Restated</i>
Operating revenues:			
Tuition and fees	\$ 110,514,093	\$ 116,055,084	\$ 114,269,850
Student financial aid (contra revenue)	(27,135,063)	(26,239,591)	(23,558,194)
Operating grants	25,010,749	24,848,570	23,029,402
Auxiliary enterprises	15,422,689	32,309,029	40,060,480
Other operating revenue	<u>60,517</u>	<u>320,740</u>	<u>665,907</u>
<b>Total operating revenues</b>	<u>123,872,985</u>	<u>147,293,832</u>	<u>154,467,445</u>
Operating expenses:			
Instruction	75,420,095	82,919,590	80,252,755
Public service	1,414,288	2,420,144	2,623,570
Academic support	24,622,970	26,115,706	27,901,251
Student services	22,198,270	23,978,138	25,408,170
Institutional support	23,576,576	25,253,381	24,026,458
Operation and maintenance of plant	14,678,632	16,514,963	19,597,190
Scholarships and fellowships	15,285,158	10,243,910	9,197,097
Depreciation and amortization	11,170,409	9,990,722	10,235,666
Auxiliary enterprises	<u>19,189,841</u>	<u>35,877,371</u>	<u>38,379,371</u>
<b>Total operating expenses</b>	<u>207,556,239</u>	<u>233,313,925</u>	<u>237,621,528</u>
<b>Net operating loss</b>	<u><b>\$ (83,683,254)</b></u>	<u><b>\$ (86,020,093)</b></u>	<u><b>\$ (83,154,083)</b></u>



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*Financial Analysis of the University (Continued)*

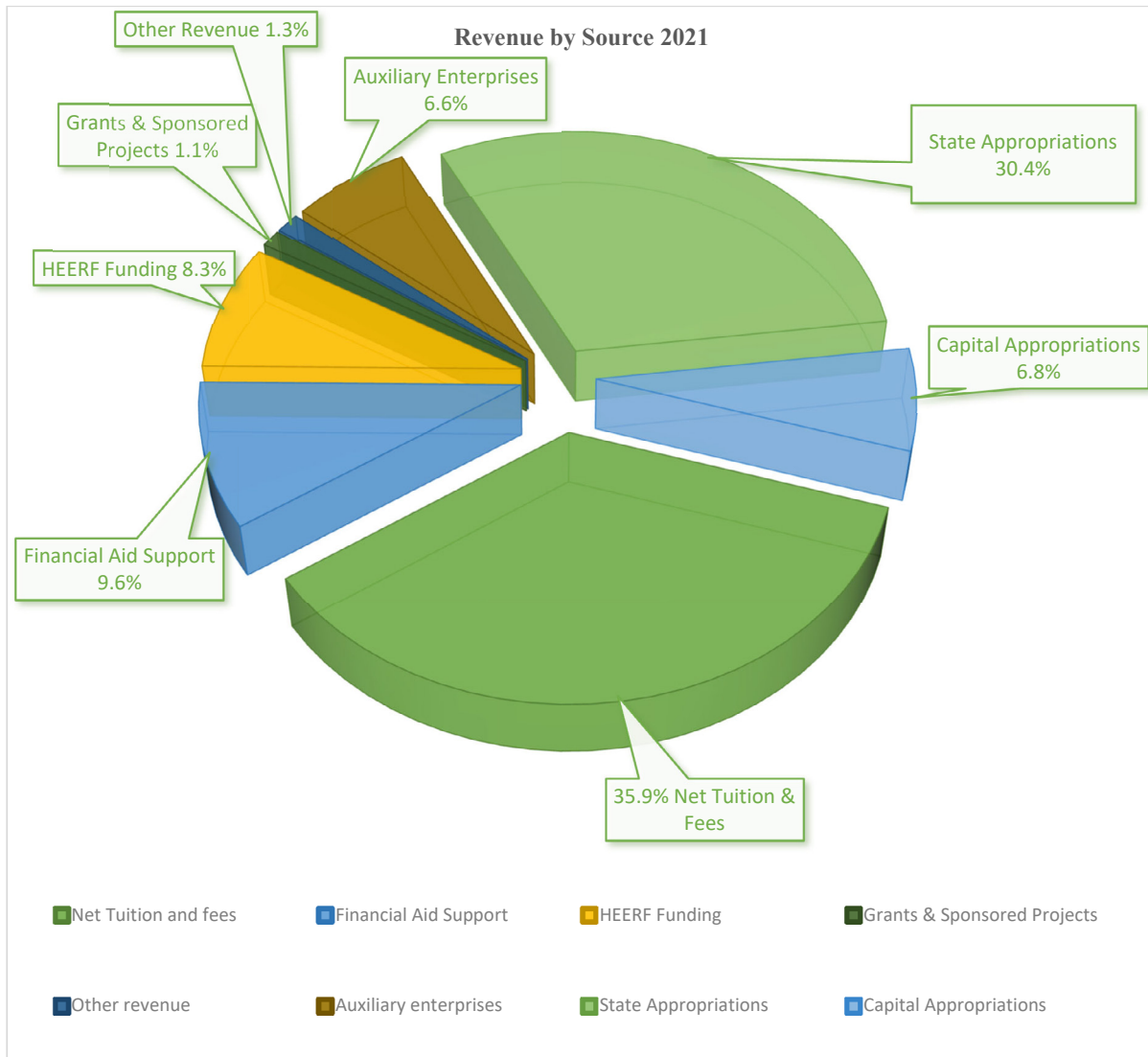
	<i>2021</i>	<i>2020</i>	<i>2019</i> <i>Restated</i>
Non-operating revenues (expenses):			
State appropriations, net	\$ 70,562,036	\$ 67,350,219	\$ 65,098,681
Gifts	2,116,858	1,902,763	1,279,525
HEERF funds	19,421,645	1,668,952	-
Investment income	17,923	236,611	216,454
Interest expense	(507,181)	(561,181)	(620,695)
Other non-operating revenues (expenses)	<u>903,728</u>	<u>1,419,741</u>	<u>1,596,671</u>
<b>Net non-operating revenues (expenses)</b>	<b><u>92,515,009</u></b>	<b><u>72,017,105</u></b>	<b><u>67,570,636</u></b>
<b>Net income (loss) before capital appropriations</b>	<b>8,831,755</b>	<b>(14,002,988)</b>	<b>(15,583,447)</b>
Capital appropriations	<u>15,771,408</u>	<u>1,218,148</u>	<u>644,614</u>
<b>Total increase (decrease) in net position</b>	<b>24,603,163</b>	<b>(12,784,840)</b>	<b>(14,938,833)</b>
<b>Net position, beginning of year</b>	<b><u>(5,628,504)</u></b>	<b><u>7,156,336</u></b>	<b><u>22,095,169</u></b>
<b>Net position, end of year</b>	<b>\$ <u><u>18,974,659</u></u></b>	<b>\$ <u><u>(5,628,504)</u></u></b>	<b>\$ <u><u>7,156,336</u></u></b>

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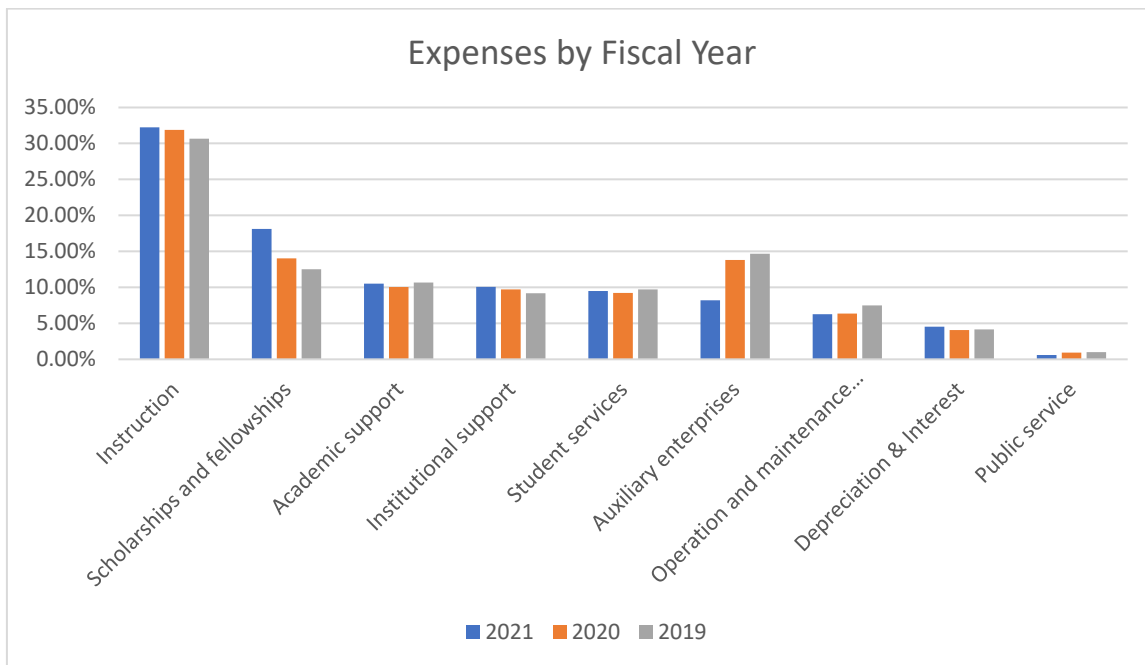
Approximately 35.9% of the revenues are derived from tuition and fees, 30.4% are from state appropriations, 9.6% of revenues are derived from financial aid student support, 8.3% of non-operating federal HEERF funding recognized, 6.8% are from capital appropriations, 6.6% are fees and other auxiliary revenues, 1.3% is other revenue which is comprised of gifts, investment income and other non-operating revenue and 1.1% is grants and sponsored projects. See Note 19 for further detail on state and capital appropriations.

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*Financial Analysis of the University (Continued)*



Expenses for student support continue to remain a focus of the university. The percentage of expenses supporting scholarships/fellowships have increased by 29.5% for student support when comparing 2019 to 2021. The graph demonstrates auxiliary expenses decreasing by 46.5% due to the savings of MSCBA assessment that the University was not charged for this fiscal year coupled with lower costs due residence hall enrollment decreases. Institutional support has remained relatively stable, excluding the impact of GASB 68 and 75 (which this chart shows the growing impact of those standards). The university’s expense mix illustrates a focus on programs supporting student success.

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**State Appropriations**

Unless otherwise permitted by the Massachusetts Legislature, the university is required to remit tuition to the Commonwealth for courses taught by state supported faculty. Therefore, the university collects this student tuition on behalf of the Commonwealth and remits it to the Commonwealth's General Fund. There is no direct connection between the amount of tuition revenues collected by the university and the amount of state funds appropriated in any given year. The following details the Commonwealth appropriations received by the university for fiscal years ending June 30:

	<i>2021</i>	<i>2020</i>	<i>2019</i>
Gross Commonwealth appropriations	\$ 52,106,936	\$ 50,175,136	\$ 48,624,086
Plus: Fringe benefits***	<u>18,464,155</u>	<u>17,232,591</u>	<u>16,536,120</u>
	70,571,091	67,407,727	65,160,206
Less: Tuition remitted	<u>(9,055)</u>	<u>(57,508)</u>	<u>(61,525)</u>
<b>Net Commonwealth support</b>	<b><u>\$ 70,562,036</u></b>	<b><u>\$ 67,350,219</u></b>	<b><u>\$ 65,098,681</u></b>

\*\*\* The Commonwealth pays the fringe benefit cost for university employees paid from Commonwealth appropriations. Therefore, such fringe benefit support is added to the "State Appropriations" financial statement line item as presented in the above table. The university pays the Commonwealth for the fringe benefit cost of the employees paid from funding sources other than Commonwealth appropriations.

**Grant and Contract Revenue**

The university received \$44,432,394, \$26,517,522 and \$23,029,402 in grant and contract revenues for the fiscal years ended June 30, 2021, 2020 and 2019, respectively. Below presents the primary grants and contracts received for the following fiscal years ended June 30:

	<i>2021</i>	<i>2020</i>	<i>2019</i>
Operating Grants:			
Federal			
Pell grant	\$ 14,322,014	\$ 15,379,861	\$ 15,619,878
Federal work study	234,172	316,985	441,938
Federal SEOG	389,374	360,084	327,590
Teach grant	48,229	69,284	58,830
State			
Mass grants	3,981,972	3,059,753	2,444,991
Tuition grants	1,996,042	1,937,558	1,903,880
Other	<u>4,038,946</u>	<u>3,725,045</u>	<u>2,232,295</u>
Total Operating Grants	25,010,749	24,848,570	23,029,402
Non-operating Federal Grants:			
HEERF Institutional Support	11,344,623	834,476	-
HEERF Student Emergency Funds	7,025,410	834,476	-
HEERF Strengthening Institutions Program	<u>1,051,612</u>	<u>-</u>	<u>-</u>
Total Non-operating Federal Grants	<u>19,421,645</u>	<u>1,668,952</u>	<u>-</u>
Total Grants	<b><u>\$ 44,432,394</u></b>	<b><u>\$ 26,517,522</u></b>	<b><u>\$ 23,029,402</u></b>

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***Enrollment***

Enrollment at the university has decreased this past academic year. The university's enrollment head-count for Fall 2020 was 10,651, which is a 3.1% decrease from Fall 2018 enrollment head-count of 10,990.

***Tuition and Fees***

The university strives to provide students with the opportunity to obtain a quality education. Tuition and fees have remained constant in fiscal year 2021 and 2020, respectively. Tuition and fee rates for three fiscal years ended June 30 are reflected in the schedule below:

	<i>Tuition Resident</i>	<i>Tuition Non- Resident</i>	<i>Fees</i>	<i>Total Resident Tuition &amp; Fees</i>	<i>Average Room &amp; Board</i>	<i>Total Resident Average Cost</i>
<b><u>2021</u></b>						
Undergraduate	\$ 910	\$ 7,050	\$ 9,822	\$ 10,732	\$ 13,464	\$ 24,196
Graduate	1,676	1,676	9,722	11,398	13,464	24,862
<b><u>2020</u></b>						
Undergraduate	\$ 910	\$ 7,050	\$ 9,822	\$ 10,732	\$ 13,363	\$ 24,095
Graduate	1,676	1,676	9,722	11,398	13,363	24,761
<b><u>2019</u></b>						
Undergraduate	\$ 910	\$ 7,050	\$ 9,458	\$ 10,368	\$ 13,003	\$ 23,371
Graduate	1,676	1,676	9,358	11,034	13,003	24,037

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***Factors Impacting Future Periods***

The university continues to assess the future impact of the COVID-19 pandemic. The university continues the interdivisional weekly COVID-19 safety meetings for reporting on and implementing safe protocols. The former Safe Return Task Force has been renamed to the Together Again Task Force to guide decision making for repopulating the campus in Fall 2021.

Bridgewater State University, in partnership with the other eight institutions in the Massachusetts State University system, is joining a growing number of colleges and universities across the country and state by requiring students to become fully inoculated with an approved COVID-19 vaccine before they attend in-person classes in the fall 2021 semester.

The presidents of the nine state institutions unanimously decided to require undergraduate and graduate students who are attending in-person classes, living in residence halls, conducting research on campus and/or participating in any on-campus activities to be fully vaccinated. This vaccination mandate is effective on or before the student's arrival on campus or the start of the fall 2021 academic semester.

Student safety and the safety of our community remains at the forefront of our planning as we prepare to return to in-person learning and a full campus life in the fall. Receiving a COVID-19 vaccine is the most important measure we can take to protect our students, faculty, librarians and staff as we gradually return to a pre-COVID-19 environment in which the majority of our teaching, learning, and student life experiences will occur in-person and on campus in the fall 2021.

All students are required to demonstrate their vaccination by completing an electronic attestation. Students who qualify for an exemption to the vaccination will be required to take a weekly COVID-19 test through the Wellness Center. We have again partnered with the world-renowned Broad Institute of Harvard University and the Massachusetts Institute of Technology to implement our testing system on campus. Voluntary testing is also made available to all students, faculty, librarians and staff. Test results are returned to BSU within 24 hours, which allows staff to immediately begin contact tracing and other safety protocols as necessary.

As part of our commitment to putting safety first, all employees are required to be fully vaccinated unless they have received a vaccine exemption. Faculty/Staff who qualify for an exemption to the vaccination will be required to take a weekly COVID-19 test through the Wellness Center.

The university has an indoor mask requirement for all students, faculty, staff and visitors of the campus with limited exceptions. We have reached agreements with all three unions on campus for both vaccine and mask mandates.

In preparing for the Fall 2021 semester, operations plans to distribute 20,000 masks across campus and 375 containers of disinfectant wipes to all general-purpose classrooms and labs, event spaces, residence halls and university departments, clean and disinfect more than 106,000 square feet of classrooms, more than 160,000 square feet of labs, and more than 220,000 square feet of study and office space. We have certified 50 fume hoods and 10 Bio-Safety cabinets ensuring that appropriate ventilation standards are met.

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***Factors Impacting Future Periods (continued)***

With the continuing global novel corona virus (COVID-19), multiple factors continue to impact future periods. The University will continuously assess and monitor the health issues resulting from COVID-19 and potential financial impacts.

Enrollment continues to be a challenge for institutions of higher education. BSU's registered credits declined by 8.4% in the Fall 2021 semester compared to 3.7% decline in the Fall 2020 semester. BSU's enrollment (head-count) declined by 6.0% in Fall 2021 compared to 2% enrollment (head-count) decline in the Fall 2020 semester. These declines mainly result from lower first-time freshman and lower transfer students, lower second year cohort and a large graduating class.

BSU achieved strong student retention in Fall 2021 and Fall 2020, which helped mitigate the decline in new students. Regional community colleges continue to experience enrollment challenges. The economic challenges resulting from the pandemic also appear to be impacting potential students' decision making to attend BSU. BSU will continue to focus efforts on both recruiting and retention to maintain a predictable student revenue stream. This focus includes development of a strategic enrollment plan, online degree programs including targeting adult learners (an underserved population in the Commonwealth of Massachusetts) and online Graduate Programs.

The Strategic Enrollment plan is nearing completion with some strategies already being implemented to impact Fall 2022. Resourcing these initiatives is critical. Strategies that are currently in process include improved/updated undergraduate recruiting materials, search engine optimization, data access and reporting, targeting recruiting of underrepresented student populations and targeted recruiting with funding for merit scholarships.

The university still continued to experience residence hall occupancy challenges and occupancy hasn't recovered to pre-pandemic levels, due to the continuing impacts of COVID-19. We are making efforts to restore occupancy to pre-pandemic levels. In the Fall 2021 semester, residence hall occupancy was 83% versus the 98% results from the pre-pandemic Fall 2019 semester. Accordingly, improving occupancy in the residence halls is an important factor impacting future periods.

To offset the financial impact of the decline in enrollment and the decline in residence hall occupancy:

- the university is advancing the release of debt service reserves on the residence hall building bonds through coordination with MSCBA
- strategic enrollment planning and investing in those strategies
- cost mitigation controls

BSU benefited from better-than-expected state appropriation based on higher-than-expected state revenues which translated into a higher appropriation for the university. Future state revenues will continue to have a significant impact on our appropriation. BSU will continue to advocate for an appropriation commensurate with our enrollment, unique program offerings and community educational impact.

The financial need of BSU students, as demonstrated through the Department of Education Free Application for Federal Student Aid (FAFSA), is also growing. BSU has grown our internally funded commitment in the form of financial aid and scholarships by over 41% in the last 5 years. The strategic plan goals include both advocacy at the

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*Factors Impacting Future Periods (continued)*

state level to fund more financial aid and a fundraising campaign to increase our endowment to \$100 million to continue to address this urgent need for financial access to BSU's quality education program. The organizational stage of the fundraising campaign will shortly be completed in collaboration with the Bridgewater State University Foundation, the Alumni Association and the University.

In June 2020, following the death of George Floyd who was murdered on May 25, 2020, President Fred Clark formed a Special Presidential Task Force on Racial Justice. With a mission of translating longstanding institutional values into an action agenda for positive and necessary change, this task force was charged with conducting a comprehensive review aimed at identifying elements of policy, practice, and culture that may serve to impede our efforts at fully realizing racial justice and equity at BSU. In the 16 months since, more than 70 volunteer members of the extended BSU family - representing students, faculty, employees, alumni, and community partners - worked tirelessly to heed the challenge. Dozens more contributed everything from illuminating personal insights to rich expertise in research and scholarship.

The task force published their report in May 2021, the University Board of Trustees endorsed this report and created a board of trustee committee entitled the Racial Justice and Equity Committee to oversee this important initiative.

Also, the Bridgewater State University Police are leading the way in adopting a ground-breaking racially just policing model. The initiative is a product of the department's partnership with the Massachusetts chapter of the American Civil Liberties Union. The initiative is geared to public higher education but broadly applicable to law enforcement in general. Recommendations include establishing a police-community advisory group and training officers to self-correct perceived or actual biases. Departments are called upon to increase transparency by reporting on their actions (including demographic data) and facilitating community reviews of policies. The model also recommends establishing a mental health and support services team to handle, whenever appropriate, mental and behavioral health or substance-use issues. If someone reports suspicious activity, officers and dispatchers will be expected to first gather more information in order to dispatch the appropriate kind of assistance. The model was developed on the heels of incidents across the country where people were falsely identified as suspicious largely because of their race. BSU stood out as a willing partner as the ACLU sought to help police eliminate biases and rethink their responses.

A grant-funded cybersecurity tool will provide hands-on training for BSU. Called a cyber range, it will allow students and professionals to experience simulations, including sophisticated ransomware and malware attacks. These mock cybercrime investigations will be based on real cases. The range, recently supported by a \$250,000 state Skills Capital Grant, can be accessed from the cloud. BSU plans to modify a room in the Dana Mohler-Faria Science and Mathematics Center into a state-of-the-art lab with computers and a wall of monitors. This will offer a realistic setting to experience the pressure and complexity of cyber-attacks. The range complements Bridgewater's growing offerings in the cyber-security field with an estimated 7,400 open job positions region wide. Across the country, the Bureau of Labor Statistics projects 31-percent growth in the number of information security analyst jobs between 2019 and 2029. The range will also serve regional organizations, as BSU will provide cybersecurity training to municipalities, schools, state agencies, law enforcement, the military and private businesses.



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*Factors Impacting Future Periods (continued)*

Additionally in late June, Massachusetts Governor Charlie Baker's administration chose BSU to be the location for the announcement of his FY22 capital budget plan. Joined by Lieutenant Governor Karyn Polito, Secretary of Education James Peyser, Secretary of Administration and Finance Michael Heffernan and State Senator Marc Pacheco, the Governor announced that the state is investing \$25 million in BSU for the renovation of Burnell Hall and in support of the College of Education and Health Sciences (CEHS). BSU has been actively pursuing state funding for the Burnell project for many years. The total project cost is \$39 million and will impact nearly 95,000 square feet of building space on campus, includes 80 new offices for faculty, and will benefit 4,000 students in 35 majors on campus. The project represents a truly transformative and impactful investment that will promote student success, support innovative program delivery, expand the advanced use of technology, and serve critical workforce needs in the Commonwealth.

BSU was one of three state agencies that were awarded state grants totaling \$800,000 for solar canopies. We received \$261,000 for a 367 KWh solar canopy in the Swenson Lot that is estimated to generate 400,000 KWh of clean electricity. The result will be \$850,000 in savings over 20 years through reduced electricity costs as part of a power purchase agreement with a third-party solar developer. BSU is also installing several rooftop solar arrays across campus along with a new dual-port EV charging station.

The university has pending three-year collective bargaining agreements which call for salary increases and retroactive payment adjustments. These financial parameters were recently offered by the Commonwealth of Massachusetts. Pending finalization, and then ratification of the MSCA day contract, APA contract and AFSCME contract, most unit employees on campus will receive a retroactive 2.5% pay increase for the last fiscal year (FY21) and a 3.5% increase (2% salary increase plus a one-time 1.5% COVID-19 bonus) for this fiscal year (FY22). The contracts also include a 2% increase for FY23. The Commissioner of the Massachusetts Department of Higher Education has approved these salary parameters for Non-Unit employees, as well.

As the COVID-19 pandemic has created a serious financial strain on students, the university did not increase student fees for the second year in a row. Accordingly, student fees remain the same as they were in the pre-pandemic academic year 2019-2020. This has greatly assisted students in continuing or starting their college careers. BSU also reduced the online course fee by 25%.

In February 2021, a minor increase in residence hall rates for the 2021-2022 academic year was approved by the Massachusetts Board of Higher Education as proposed by BSU and endorsed by the MSCBA. The average increase was .5% and targeted the newer, in demand residence halls.

In response to changing student expectations, the university continues to modify its meal plan options. Some of the meal plan improvements include increased flexibility, longer hours of operation, and more variety. The university did not increase meal plan rates in FY22.

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*Factors Impacting Future Periods (continued)*

The table below illustrates the FY22 meal plan options, and rates per semester:

	<i>Per Semester Rates</i>		
	<i>Base Meals</i>	<i>Dining Dollars</i>	<i>Proposed Cost</i>
Platinum	\$ 1,646	\$ 780	\$ 2,426
Gold	1,754	370	2,124
Silver	1,517	550	2,067
Bronze	29	200	229

Costs at residence halls for 2021-2022, which reflect the MSCBA value-pricing, increased an average of 0.5%, as follows:

Great Hill Apartments, \$9,800 from \$9,604; Miles-DiNardo Hall, \$8,920 from \$8,831; Pope and Scott Halls, \$8,554 from \$8,554; Shea-Durgin Hall, \$8,554 from \$8,554; Woodward Hall, \$8,100 from \$8,100; Stonehouse Hall, \$9,750 from \$9,560 for singles; \$8,780 from \$8,610 for doubles; Crimson, \$9,970 from \$9,770 for singles; \$8,860 from \$8,690 for doubles; Weygand, \$10,220 from \$10,024 for singles; \$9,130 from \$8,950 for doubles.

***Requests for Information***

This financial report is designed to provide a general overview of Bridgewater State University's finances for all those with an interest in the university's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to: Associate Vice President, Finance, Fiscal Affairs, 131 Summer Street, Bridgewater, Massachusetts 02325.

*Financial Statements*

**BRIDGEWATER STATE UNIVERSITY**

**BRIDGEWATER STATE UNIVERSITY**  
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*Statements of Net Position*

*June 30, 2021 and 2020*

Assets and Deferred Outflows of Resources

	Primary Government		Component Units	
	2021 University	2020 University	2021 Combined	2020 Combined
<b>Assets</b>				
Current assets:				
Cash and equivalents	\$ 65,019,460	\$ 47,681,297	\$ 1,535,296	\$ 922,111
Deposits held by State Treasurer	7,558,659	7,024,949	-	-
Cash held by State Treasurer	1,558,824	497,921	-	-
Restricted cash and equivalents	1,591,360	1,058,467	-	-
Contributions receivable, net	-	-	415,836	447,086
Accounts receivable, net	8,830,491	7,752,703	16,712	30,100
Prepaid expenses and other assets	<u>995,963</u>	<u>838,308</u>	<u>25,085</u>	<u>12,789</u>
Total current assets	<u>85,554,757</u>	<u>64,853,645</u>	<u>1,992,929</u>	<u>1,412,086</u>
Non-current assets:				
Investments	-	-	60,167,438	45,369,743
Contributions receivable, net	-	-	323,724	61,140
Debt service reserve fund	118,131	348,226	-	-
Properties held for resale	-	-	1,100,000	5,390,000
Capital assets, net	<u>159,599,621</u>	<u>157,846,728</u>	<u>1,688,616</u>	<u>4,366,829</u>
Total non-current assets	<u>159,717,752</u>	<u>158,194,954</u>	<u>63,279,778</u>	<u>55,187,712</u>
Total assets	<u>245,272,509</u>	<u>223,048,599</u>	<u>65,272,707</u>	<u>56,599,798</u>
<b>Deferred outflows of resources</b>				
Deferred outflows of resources related to pension	20,287,945	15,641,930	-	-
Deferred outflows of resources related to OPEB	28,047,550	28,355,112	-	-
Deferred outflows of resources related to MSCBA bond refunding	<u>478,988</u>	-	-	-
Total deferred outflows of resources	<u>48,814,483</u>	<u>43,997,042</u>	<u>-</u>	<u>-</u>

**BRIDGEWATER STATE UNIVERSITY**

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*Statements of Net Position (Continued)*

*June 30, 2021 and 2020*

**Liabilities, Deferred Inflows of Resources and Net Position**

	<b>Primary Government</b>		<b>Component Units</b>	
	<b>2021</b>	<b>2020</b>	<b>2021</b>	<b>2020</b>
	<b>University</b>	<b>University</b>	<b>Combined</b>	<b>Combined</b>
<b>Liabilities</b>				
Current liabilities:				
Accounts payable and accrued expenses	4,333,914	3,237,698	155,264	1,693,332
Accrued payroll	9,048,832	9,971,506	-	-
Accrued worker's compensation	184,402	229,227	-	-
Accrued compensated absences	8,144,854	7,638,317	-	-
State funds payable	569,972	26,171	-	-
Unearned revenues	6,589,055	17,550,865	-	8,700
Other current liabilities	-	-	-	22,733
Current portion of capital lease obligations	487,946	461,849	-	-
Current portion of bonds and notes payable	<u>1,084,289</u>	<u>1,392,012</u>	<u>-</u>	<u>24,488</u>
Total current liabilities	<u>30,443,264</u>	<u>40,507,645</u>	<u>155,264</u>	<u>1,749,253</u>
Non-current liabilities:				
Accrued worker's compensation	1,330,197	1,009,836	-	-
Accrued compensated absences	4,011,644	3,762,156	-	-
Capital lease obligation	2,632,305	3,120,251	-	-
Bonds and notes payable	10,980,096	10,988,430	-	550,228
Net pension liability	75,678,655	60,911,032	-	-
Net OPEB liability	<u>97,380,694</u>	<u>114,827,620</u>	<u>-</u>	<u>-</u>
Total non-current liabilities	<u>192,013,591</u>	<u>194,619,325</u>	<u>-</u>	<u>550,228</u>
Total liabilities	<u>222,456,855</u>	<u>235,126,970</u>	<u>155,264</u>	<u>2,299,481</u>
<b>Deferred inflows of resources</b>				
Deferred inflows of resources related to MSCBA refunding	111,258	-	-	-
Service concession arrangement	97,984	-	-	-
Deferred inflows of resources related to pension	3,924,076	6,905,359	-	-
Deferred inflows of resources related to OPEB	<u>48,522,160</u>	<u>30,641,816</u>	<u>-</u>	<u>-</u>
Total deferred inflows of resources	<u>52,655,478</u>	<u>37,547,175</u>	<u>-</u>	<u>-</u>
<b>Net position</b>				
Net investment in capital assets	144,414,985	135,056,626	1,688,616	3,792,113
Restricted:				
Nonexpendable, scholarships and fellowships	23,000	23,000	22,558,740	20,994,125
Expendable, scholarships and grants	4,933,613	1,564,983	15,541,016	7,039,026
Unrestricted	<u>(130,396,939)</u>	<u>(142,273,113)</u>	<u>25,329,071</u>	<u>22,475,053</u>
Total net position	<u>\$ 18,974,659</u>	<u>\$ (5,628,504)</u>	<u>\$ 65,117,443</u>	<u>\$ 54,300,317</u>

**BRIDGEWATER STATE UNIVERSITY**

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*Statements of Revenues, Expenses and Changes in Net Position*

*For the Years Ended June 30, 2021 and 2020*

	<i>Primary Government</i>		<i>Component Units</i>	
	<i>2021 University</i>	<i>2020 University</i>	<i>2021 Combined</i>	<i>2020 Combined</i>
Operating revenues:				
Tuition and fees	\$ 110,514,093	\$ 116,055,084	\$ -	\$ -
Less: scholarships and fellowships	<u>(27,135,063)</u>	<u>(26,239,591)</u>	<u>-</u>	<u>-</u>
<b>Net tuition and fees</b>	<b>83,379,030</b>	89,815,493	-	-
Gifts and contributions	-	-	<b>2,568,866</b>	2,279,244
Federal, state and private grants and contracts	<b>25,010,749</b>	24,848,570	-	-
Auxiliary enterprises	<b>15,422,689</b>	32,309,029	-	-
Other operating revenues	<u>60,517</u>	<u>320,740</u>	<u>2,472,704</u>	<u>2,377,841</u>
<b>Total operating revenues</b>	<b><u>123,872,985</u></b>	<u>147,293,832</u>	<b><u>5,041,570</u></b>	<u>4,657,085</u>
Operating expenses:				
Educational and general:				
Instruction	75,420,095	82,919,590	-	-
Gifts and contributions	-	-	<b>2,428,254</b>	2,533,192
Public service	1,414,288	2,420,144	-	-
Academic support	24,622,970	26,115,706	-	-
Student services	22,198,270	23,978,138	-	-
Institutional support	23,576,576	25,253,381	<b>2,430,115</b>	2,736,961
Operation and maintenance of plant	14,678,632	16,514,963	-	-
Scholarships and fellowships	15,285,158	10,243,910	-	-
Depreciation and amortization	11,170,409	9,990,722	<b>59,894</b>	93,397
Auxiliary enterprises	<u>19,189,841</u>	<u>35,877,371</u>	<u>-</u>	<u>-</u>
<b>Total operating expenses</b>	<b><u>207,556,239</u></b>	<u>233,313,925</u>	<b><u>4,918,263</u></b>	<u>5,363,550</u>
<b>Net operating income (loss)</b>	<b><u>(83,683,254)</u></b>	<u>(86,020,093)</u>	<b><u>123,307</u></b>	<u>(706,465)</u>
Non-operating revenues (expenses):				
State appropriations, net	70,562,036	67,350,219	-	-
Gifts	2,116,858	1,902,763	-	-
HEERF Act funds	19,421,645	1,668,952	-	-
Investment income	17,923	236,611	<b>14,277,358</b>	265,873
Interest expense	(507,181)	(561,181)	-	-
Rental income	-	-	<b>46,404</b>	134,215
Impairment Loss	-	-	<b>(2,260,000)</b>	-
Other non-operating revenues (expenses)	<u>903,728</u>	<u>1,419,741</u>	<u>(1,369,943)</u>	<u>-</u>
<b>Net non-operating revenues (expenses)</b>	<b><u>92,515,009</u></b>	<u>72,017,105</u>	<b><u>10,693,819</u></b>	<u>400,088</u>
<b>Increase (decrease) in net position     before capital appropriations</b>	<b>8,831,755</b>	(14,002,988)	<b>10,817,126</b>	(306,377)
Capital appropriations	<u>15,771,408</u>	1,218,148	<u>-</u>	<u>-</u>
<b>Total increase (decrease) in net position</b>	<b><u>\$ 24,603,163</u></b>	<u>\$ (12,784,840)</u>	<b><u>\$ 10,817,126</u></b>	<u>\$ (306,377)</u>
<b>Net position, at beginning of year</b>	<b><u>(5,628,504)</u></b>	<u>7,156,336</u>	<b><u>54,300,317</u></b>	<u>54,606,694</u>
<b>Net position, at end of year</b>	<b><u>\$ 18,974,659</u></b>	<u>\$ (5,628,504)</u>	<b><u>\$ 65,117,443</u></b>	<u>\$ 54,300,317</u>

See Independent Auditors' Report and accompanying notes to the financial statements.

BRIDGEWATER STATE UNIVERSITY

**BRIDGEWATER STATE UNIVERSITY**  
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*Statements of Cash Flows*

*For the Years Ended June 30, 2021 and 2020*

	<i>Primary Government</i>	
	<i>2021</i> <i>University</i>	<i>2020</i> <i>University</i>
<b>Cash flows from operating activities:</b>		
Tuition and fees	\$ 85,268,990	\$ 89,944,816
Grants and contracts	17,354,770	27,962,301
Payments to employees	(97,201,276)	(121,289,861)
Payments to suppliers and vendors	(37,317,347)	(27,389,415)
Payments to students	(15,285,158)	(10,243,910)
Auxiliary enterprises charges	(19,189,841)	(35,877,371)
Auxiliary enterprises	15,422,689	32,309,029
Other operating revenues	2,070,381	829,577
Other non-operating revenues	<u>903,728</u>	<u>1,419,741</u>
<b>Net cash used in operating activities</b>	<u>(47,973,064)</u>	<u>(42,335,093)</u>
<b>Cash flows from non-capital financing activities:</b>		
State appropriations	52,097,881	50,117,628
HEERF Act funds	19,421,645	1,668,952
Gifts	<u>1,634,193</u>	<u>1,551,088</u>
<b>Net cash provided by non-capital financing activities</b>	<u>73,153,719</u>	<u>53,337,668</u>
<b>Cash flows from capital financing activities:</b>		
Capital appropriation	10,083,039	7,945,455
Purchase of capital assets	(14,393,226)	(11,711,743)
Principal paid on capital leases	(461,849)	(437,151)
Payments of capital debt	(316,057)	(1,336,222)
Change in debt service reserve and bond refunding	(137,635)	34,180
Interest paid on capital debt and leases	<u>(507,181)</u>	<u>(561,181)</u>
<b>Net cash used in capital financing activities</b>	<u>(5,732,909)</u>	<u>(6,066,662)</u>
<b>Cash flows from investing activity:</b>		
Interest on investments	<u>17,923</u>	<u>236,611</u>
<b>Net cash provided by investing activity</b>	<u>17,923</u>	<u>236,611</u>
<b>Net increase in cash and equivalents</b>	<b>19,465,669</b>	<b>5,172,524</b>
Cash and equivalents, beginning of year	<u>56,262,634</u>	<u>51,090,110</u>
<b>Cash and equivalents, end of year</b>	<u>\$ 75,728,303</u>	<u>\$ 56,262,634</u>

See Independent Auditors' Report and accompanying notes to the financial statements.

**BRIDGEWATER STATE UNIVERSITY**

**BRIDGEWATER STATE UNIVERSITY**  
(an Agency of the Commonwealth of Massachusetts)

*Statements of Cash Flows (Continued)*

*For the Years Ended June 30, 2021 and 2020*

	<i>Primary Government</i>	
	<i>2021</i>	<i>2020</i>
	<i>University</i>	<i>University</i>
<b>Reconciliation of net operating loss to net cash used in operating activities:</b>		
Net operating loss	\$ (83,683,254)	\$ (86,020,093)
Adjustments to reconcile net operating loss to net cash used in operating activities:		
Depreciation and amortization	11,170,409	9,990,722
Bad debts (recovery)	(1,032,379)	50,224
Fringe benefits provided by Commonwealth	18,464,155	17,232,591
Other non-operating revenues	903,728	1,419,741
Deferred outflows for pension	(4,646,015)	4,239,696
Deferred inflows from pension	(2,981,283)	1,016,148
Deferred outflows for net other-post employment benefit obligation	307,562	3,614,361
Deferred inflows for net other-post employment benefit obligation	17,880,344	19,070,362
Changes in assets and liabilities:		
Accounts and loan receivable, net	(45,409)	(434,011)
Prepaid expenses and other assets	(158,355)	217,180
Accounts payable and accrued expenses	1,640,017	(1,614,671)
Accrued payroll and benefits	108,887	271,450
Unearned revenues	(3,222,168)	4,289,017
Net pension liability	14,767,623	871,812
Net OPEB liability	<u>(17,446,926)</u>	<u>(16,549,622)</u>
<b>Net cash used in operating activities</b>	<u>\$ (47,973,064)</u>	<u>\$ (42,335,093)</u>

**Cash Flow Information**

For purposes of the statement of cash flows, cash and equivalents are comprised of the following at June 30:

Cash and equivalents	\$ 65,019,460	\$ 47,681,297
Deposits held by State Treasurer	7,558,659	7,024,949
Cash held by State Treasurer	1,558,824	497,921
Restricted cash and equivalents	<u>1,591,360</u>	<u>1,058,467</u>
	<u>\$ 75,728,303</u>	<u>\$ 56,262,634</u>

The following summarizes the non-cash transactions for the years ended June 30:

Fringe benefits provided by the state	\$ 18,464,155	\$ 17,232,591
Acquisition of capital assets through capital appropriations	10,083,039	1,186,688
Acquisition of donated artwork	351,000	81,675
Capital grants - amortization of deferred inflows of resources - service concession arrangements	97,984	270,000
MSCBA refunding	(367,730)	-

See Independent Auditors' Report and accompanying notes to the financial statements.



**BRIDGEWATER STATE UNIVERSITY**

**BRIDGEWATER STATE UNIVERSITY**  
(an Agency of the Commonwealth of Massachusetts)

*Combining Statements of Net Position of Major Component Units*

*June 30, 2021 and 2020*

Assets and Deferred Outflows of Resources

	2021			2020		
	<i>Foundation</i>	<i>Alumni Association</i>	<i>Combined</i>	<i>Foundation</i>	<i>Alumni Association</i>	<i>Combined</i>
<b>Assets</b>						
Current assets:						
Cash and equivalents	\$ 1,431,896	\$ 103,400	\$ 1,535,296	\$ 818,256	\$ 103,855	\$ 922,111
Deposits held by State Treasurer	-	-	-	-	-	-
Cash held by State Treasurer	-	-	-	-	-	-
Deposits held by MSCBA	-	-	-	-	-	-
Restricted cash and equivalents	-	-	-	-	-	-
Contributions receivable, net	415,836	-	415,836	447,086	-	447,086
Accounts receivable, net	10,681	6,031	16,712	23,962	6,138	30,100
Prepaid expenses and other assets	<u>25,085</u>	<u>-</u>	<u>25,085</u>	<u>119</u>	<u>12,670</u>	<u>12,789</u>
Total current assets	<u>1,883,498</u>	<u>109,431</u>	<u>1,992,929</u>	<u>1,289,423</u>	<u>122,663</u>	<u>1,412,086</u>
Non-current assets:						
Investments	53,374,043	6,793,395	60,167,438	40,115,844	5,253,899	45,369,743
Contributions receivable, net	323,724	-	323,724	61,140	-	61,140
Debt service reserve fund	-	-	-	-	-	-
Cash surrender value of life insurance	-	-	-	-	-	-
Properties held for resale	1,100,000	-	1,100,000	5,390,000	-	5,390,000
Capital assets, net	<u>1,688,616</u>	<u>-</u>	<u>1,688,616</u>	<u>4,366,829</u>	<u>-</u>	<u>4,366,829</u>
Total non-current assets	<u>56,486,383</u>	<u>6,793,395</u>	<u>63,279,778</u>	<u>49,933,813</u>	<u>5,253,899</u>	<u>55,187,712</u>
Total assets	<u>58,369,881</u>	<u>6,902,826</u>	<u>65,272,707</u>	<u>51,223,236</u>	<u>5,376,562</u>	<u>56,599,798</u>
<b>Deferred outflows of resources</b>						
Deferred outflows of resources related to pension	-	-	-	-	-	-
Deferred outflows of resources related to OPEB	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total deferred outflows of resources	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

**BRIDGEWATER STATE UNIVERSITY**

**BRIDGEWATER STATE UNIVERSITY**  
(an Agency of the Commonwealth of Massachusetts)

*Combining Statements of Net Position of Major Component Units (Continued)*

*June 30, 2021 and 2020*

**Liabilities, Deferred Inflows of Resources and Net Position**

	2021			2020		
	<i>Foundation</i>	<i>Alumni Association</i>	<i>Combined</i>	<i>Foundation</i>	<i>Alumni Association</i>	<i>Combined</i>
<b>Liabilities</b>						
Current liabilities:						
Accounts payable and accrued expenses	135,553	19,711	155,264	1,535,782	157,550	1,693,332
Accrued compensated absences	-	-	-	-	-	-
State funds payable	-	-	-	-	-	-
Unearned revenues	-	-	-	8,525	175	8,700
Other current liabilities	-	-	-	22,733	-	22,733
Current portion of capital lease obligations	-	-	-	-	-	-
Current portion of bonds and notes payable	-	-	-	24,488	-	24,488
Total current liabilities	<u>135,553</u>	<u>19,711</u>	<u>155,264</u>	<u>1,591,528</u>	<u>157,725</u>	<u>1,749,253</u>
Non-current liabilities:						
Accrued workers' compensation	-	-	-	-	-	-
Accrued compensated absences	-	-	-	-	-	-
Capital lease obligations	-	-	-	-	-	-
Unearned revenues	-	-	-	-	-	-
Bonds and notes payable	-	-	-	550,228	-	550,228
Total non-current liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>550,228</u>	<u>-</u>	<u>550,228</u>
Total liabilities	<u>135,553</u>	<u>19,711</u>	<u>155,264</u>	<u>2,141,756</u>	<u>157,725</u>	<u>2,299,481</u>
<b>Deferred inflows of resources</b>						
Service concession arrangement	-	-	-	-	-	-
Deferred outflows of resources related to pension	-	-	-	-	-	-
Deferred inflows of resources related to OPEB	-	-	-	-	-	-
Total deferred inflows of resources	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Net position</b>						
Net investment in capital assets	1,688,616	-	1,688,616	3,792,113	-	3,792,113
Restricted:						
Nonexpendable: scholarships and fellowships	21,284,145	1,274,595	22,558,740	19,734,988	1,259,137	20,994,125
Expendable: scholarships and grants	13,238,924	2,302,092	15,541,016	5,585,938	1,453,088	7,039,026
Unrestricted	<u>22,022,643</u>	<u>3,306,428</u>	<u>25,329,071</u>	<u>19,968,441</u>	<u>2,506,612</u>	<u>22,475,053</u>
Total net position	<u>\$ 58,234,328</u>	<u>\$ 6,883,115</u>	<u>\$ 65,117,443</u>	<u>\$ 49,081,480</u>	<u>\$ 5,218,837</u>	<u>\$ 54,300,317</u>

*See Independent Auditors' Report and accompanying notes to the financial statements.*

# BRIDGEWATER STATE UNIVERSITY

## BRIDGEWATER STATE UNIVERSITY (an Agency of the Commonwealth of Massachusetts)

### Combining Statements of Revenues, Expenses and Changes in Net Position of Major Component Units

For the Years Ended June 30, 2021 and 2020

	2021			2020		
	Foundation	Alumni Association	Combined	Foundation	Alumni Association	Combined
Operating revenues:						
Tuition and fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: scholarships and fellowships	-	-	-	-	-	-
<b>Net tuition and fees</b>						
Gifts and contributions	2,465,471	103,395	2,568,866	2,159,480	119,764	2,279,244
Federal, state and private grants and contracts	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-
Other operating revenues	<u>1,607,740</u>	<u>864,964</u>	<u>2,472,704</u>	<u>1,508,757</u>	<u>869,084</u>	<u>2,377,841</u>
<b>Total operating revenues</b>	<u>4,073,211</u>	<u>968,359</u>	<u>5,041,570</u>	<u>3,668,237</u>	<u>988,848</u>	<u>4,657,085</u>
Operating expenses:						
Educational and general:						
Instruction	-	-	-	-	-	-
Gifts and contributions	2,372,636	55,618	2,428,254	2,390,162	143,030	2,533,192
Public service	-	-	-	-	-	-
Academic support	-	-	-	-	-	-
Student services	-	-	-	-	-	-
Institutional support	1,542,092	888,023	2,430,115	1,838,748	898,213	2,736,961
Operation and maintenance of plant	-	-	-	-	-	-
Other	-	-	-	-	-	-
Scholarships and fellowships	-	-	-	-	-	-
Depreciation and amortization	<u>59,894</u>	<u>-</u>	<u>59,894</u>	<u>93,397</u>	<u>-</u>	<u>93,397</u>
<b>Total operating expenses</b>	<u>3,974,622</u>	<u>943,641</u>	<u>4,918,263</u>	<u>4,322,307</u>	<u>1,041,243</u>	<u>5,363,550</u>
<b>Net operating income</b>	<u>98,589</u>	<u>24,718</u>	<u>123,307</u>	<u>(654,070)</u>	<u>(52,395)</u>	<u>(706,465)</u>
Non-operating revenues (expenses):						
State appropriations, net	-	-	-	-	-	-
Gifts	-	-	-	-	-	-
Investment income, net	12,637,798	1,639,560	14,277,358	234,782	31,091	265,873
Interest expense	-	-	-	-	-	-
Rental income	46,404	-	46,404	134,215	-	134,215
Impairment Loss	(2,260,000)	-	(2,260,000)	-	-	-
Other non-operating expenses	<u>(1,369,943)</u>	<u>-</u>	<u>(1,369,943)</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Net non-operating revenues (expenses)</b>	<u>9,054,259</u>	<u>1,639,560</u>	<u>10,693,819</u>	<u>368,997</u>	<u>31,091</u>	<u>400,088</u>
<b>Increase in net position before capital appropriations</b>	<u>9,152,848</u>	<u>1,664,278</u>	<u>10,817,126</u>	<u>(285,073)</u>	<u>(21,304)</u>	<u>(306,377)</u>
Capital appropriations	-	-	-	-	-	-
<b>Total increase (decrease) in net position</b>	<u>\$ 9,152,848</u>	<u>\$ 1,664,278</u>	<u>\$ 10,817,126</u>	<u>\$ (285,073)</u>	<u>\$ (21,304)</u>	<u>\$ (306,377)</u>
<b>Net position, at beginning of year</b>	<u>49,081,480</u>	<u>5,218,837</u>	<u>54,300,317</u>	<u>49,366,553</u>	<u>5,240,141</u>	<u>54,606,694</u>
<b>Net position, at end of year</b>	<u>\$ 58,234,328</u>	<u>\$ 6,883,115</u>	<u>\$ 65,117,443</u>	<u>\$ 49,081,480</u>	<u>\$ 5,218,837</u>	<u>\$ 54,300,317</u>

See Independent Auditor's Report and accompanying notes to the financial statements.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Notes to Financial Statements*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies*

***Organization***

Bridgewater State University (the “university”) is a public, state-supported, comprehensive university that offers a quality education leading to bachelors and master's degrees. The university also offers, through the College of Continuing Studies, credit and noncredit courses as well as a variety of summer workshop programs. It is governed by its Board of Trustees under the direction of the Massachusetts Department of Higher Education, and is accredited by the New England Commission of Higher Education. The university’s main campus is located in Bridgewater, Massachusetts.

The university is an Agency of the Commonwealth of Massachusetts (the “Commonwealth”) and, accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the university had been operated as an independent institution.

The Bridgewater State University Foundation (the “Foundation”) and the Bridgewater Alumni Association (the “Alumni Association”) were formed to render financial assistance and support to the educational programs and development of the university. Both organizations are legally separate from the university, and the university has no financial responsibility for either organization. These entities follow Financial Accounting Standards Board pronouncements which in some cases differ from the Governmental Accounting Standards Board (“GASB”) standards. Although the university does not control the timing or the amount of receipts from the Foundation or the Alumni Association, the majority of resources received or held by the Foundation and the Alumni Association are restricted to the activities of the university by donors. Because these resources can only be used by, or are for the benefit of the university, the Foundation and the Alumni Association are considered component units of the university and as such they have been combined and are discretely presented in the university’s financial statements. Complete financial statements for either organization can be obtained from their respective administrative offices in Bridgewater, Massachusetts.

***Operations***

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus (COVID-19) as a pandemic. On March 23, 2020, the university transitioned students to a distance learning environment for the completion of the 2020 spring semester, and the 2020 summer semester was taught online. The university processed student adjustments totaling \$9,328,555 before June 30, 2020 to students for a pro-rata share of the housing, meal plan fees, and parking fees charged for the period from when the university transitioned students to a distance learning environment to the completion of the 2020 spring semester. The university remained fully online for the Fall 2020 and Spring 2021 semesters. During the year ended June 30, 2021, COVID-19 had a significant effect on the University’s operations in response to government requirements and observing safety measures. As a result, the University’s maximum housing’s capacity decreased by approximately 63% for the 2020-2021 academic year.

In response to the pandemic, the Federal government provided to the University the Higher Education Emergency Relief Funds (“HEERF”) and funds for the Strengthening Institution Program (“SIP”) under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act, Coronavirus Response and Relief Supplemental Appropriations Act (“CRRSAA”), and American Rescue Plan Act (“ARPA”). The HEERF consisted of the student aid award and the institutional award. Each Act requires a minimum amount to be spent on student aid.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

*Operations (Continued)*

The student aid award is required to be distributed to students as emergency grants. The institutional award and the SIP can be used to cover any costs associated with several eligible categories such as reimbursement of lost revenue. Unless an extension is approved by the Department of Education, the student aid award and the institutional award must be spent by May 17, 2022, while the SIP funding must be spent by August 2, 2022.

The College has been awarded the following HEERF and SIP funds as of June 30, 2021:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	\$ 4,416,831	\$ 4,416,831	\$ 438,097	\$ 9,271,759
CRRSAA	4,416,831	9,957,617	613,515	14,987,963
ARPA	12,647,966	12,526,847	-	25,174,813
<b>Total</b>	<b>\$ 21,481,628</b>	<b>\$ 26,901,295</b>	<b>\$ 1,051,612</b>	<b>\$ 49,434,535</b>

The University has recognized the following as non-operating Federal grants for the years ended June 30, 2021 and 2020.

	For the Year Ended June 30, 2021				For the Year Ended June 30, 2020				
	Strengthening				Strengthening				
	Student Aid Award	Institutional Award	Institutions Program	Total	Student Aid Award	Institutional Award	Institutions Program	Total	
CARES	\$ 3,582,355	\$ 3,582,355	\$ 438,097	\$ 7,602,807	CARES	\$ 834,476	\$ 834,476	\$ -	\$ 1,668,952
CRRSAA	3,443,055	7,762,268	613,515	11,818,838	CRRSAA	-	-	-	-
ARPA	-	-	-	-	ARPA	-	-	-	-
<b>Total</b>	<b>\$ 7,025,410</b>	<b>\$ 11,344,623</b>	<b>\$ 1,051,612</b>	<b>\$ 19,421,645</b>	<b>Total</b>	<b>\$ 834,476</b>	<b>\$ 834,476</b>	<b>\$ -</b>	<b>\$ 1,668,952</b>

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act ("CARES" Act) became law. As part of the law, the CARES Act created the Higher Education Emergency Relief Fund ("HEERF"). The university was awarded \$8,833,662 of which 50% (or half) is required to be distributed to students affected by the COVID-19 crisis as emergency grants and the other half is required by the university to cover costs associated with changes in operations due to the COVID-19 crisis. According to the terms of HEERF, an institution can only utilize grant funds associated with changes in operations due to the COVID-19 crisis up to the amount provided to students as emergency grants.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

*Operations (Continued)*

As of fiscal year 2021 the CARES Funds have been fully expended. The university expended \$3,582,370 and \$834,476 as of June 30, 2021 and 2020 respectively for emergency grants to students and recognized \$3,582,370 and \$834,476 as of June 30, 2021 and 2020 respectively in matching revenue, which was supported by reimbursement for provided student refunds for housing, meal plan and parking charges recorded in non-operating federal grants.

The university was also awarded HEERF Strengthening Institutions Program CARES funds in the amount of \$438,097. These funds have been fully expended as reimbursement for providing reimbursements to students for housing, meal plan and parking charges for the Spring 2020 semester.

The University was awarded \$14,374,448 of the Higher Education Emergency Relief Fund II (“HEERF II”), authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (“CRRSAA”). The student emergency portion of this grant is \$4,416,831 and the institutional portion is \$9,957,617. The university proactively allocated \$583,169 of the institutional award to the student emergency portion bringing the total student emergency CRRSAA grant award to \$5,000,000. As of June 30, 2021 \$3,443,055 of the student emergency portion has been disbursed to students and \$7,762,268 of the institutional portion was recognized as revenue of which \$3,490,762 has been drawn down and the remaining \$4,600,212 remains a federal grant receivable as of June 30, 2021. The university is only allowed to recognize revenue in the institutional portion at the proportional rate the student emergency portion is disbursed. The revenue has been recorded in non-operating HEERF Funds.

The university was also awarded HEERF Strengthening Institutions Program CRRSAA funds in the amount of \$613,515. These funds have been fully expended. These funds were also fully expended as reimbursement for providing reimbursements to students for housing, meal plan and parking charges for the Spring 2020 semester.

The University was awarded \$25,174,813 of the Higher Education Emergency Relief Fund III (“HEERF III”), authorized by the American Rescue Plan Act (“ARPA”). The student emergency portion of this grant is \$12,647,966 and the institutional portion is \$12,526,847. As of June 30, 2021 zero of the student emergency portion has been disbursed to students and \$702,966 of the institutional portion has been drawn down to support lost revenue by clearing outstanding student account balances. The entire amount of the institutional portion disbursed of \$702,966 has been deferred to fiscal year 2022 as none of the student emergency portion has been disbursed.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

***Basis of Presentation and Accounting***

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as prescribed by GASB.

The university has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements including the university's discretely presented component units, and required supplementary information. The university presents Statements of Net Position, Revenues, Expenses and Changes in Net Position, and Cash Flows on a combined university-wide basis.

Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. Direct expenses are those that are clearly identifiable within a specific function. The university's policies for defining operating activities in the Statements of Revenues, Expenses and Changes in Net Position are those that generally result from exchange transactions such as tuition and fees, grants and contracts, auxiliary enterprise revenues as well as expenses for salaries, wages, fringe benefits, utilities, supplies and services, depreciation and amortization.

Certain other transactions are reported as non-operating activities including the university's operating and capital appropriations from the Commonwealth, HEERF funding, net investment income and interest expense and non-capital gifts.

***Classification of Assets and Liabilities***

The university presents current and non-current assets and liabilities in the Statements of Net Position. Assets and liabilities are considered current if they mature in one year or less, or expect to be received, used, or paid within one year or less.

***Net Position***

Resources are classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets, as well as deferred inflows of resources attributable to acquisition, construction, and improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions requiring the university to maintain them in perpetuity.

Restricted - expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the university's Board of Trustees or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the university's Board of Trustees.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

*Net Position (Continued)*

The university has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

*Cash and Equivalents*

The university's cash and equivalents are cash on hand, cash held with the Commonwealth's Treasurer and the Massachusetts State College Building Authority ("MSCBA"), and short-term, highly liquid investments with original maturities of three months or less from the date of purchase. Cash and equivalents held by MSCBA is for capital project-type items. Restricted cash and equivalents includes amounts held for capital appropriations and debt service.

*Investments*

Investments in marketable securities are stated at fair value. Dividends, interest, and net realized and unrealized gains or losses on investments are reported in the Statements of Revenues and Expenses. Gains and losses on the disposition of investments are determined based on specific identification of securities sold. Investment income is recognized when earned.

*Fair Value Measurements*

In accordance with Governmental Accounting Standards Board Statement No. 72, *Fair Value Measurement and Application*, the university has established a framework for measuring fair value which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements.)

The three levels of the fair value hierarchy are described as follows:

Level 1            Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the university's component units have the ability to access.

Level 2            Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability; and
- Inputs that are derived principally from, or corroborated by, observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3            Inputs to the valuation methodology are unobservable and significant to the fair value measurement.



**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

*Fair Value Measurements (Continued)*

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs. The university's component units utilize the market approach which uses prices and other relevant information generated by market transactions involving identical or comparable assets, liabilities or a group of assets and liabilities.

*Allowances on Accounts Receivable*

Accounts receivable are reported at the amount management expects to collect in the future on balances outstanding at year end. Management estimates allowances for losses based on the history of collections and the knowledge acquired about specific items. Adjustments to the allowance are charged to bad debt expense. Interest is not charged on accounts receivable. Uncollectible amounts are written off against the reserve when deemed uncollectible; recoveries are recorded when received. An amount is considered uncollectible when reasonable efforts to collect the account have been exhausted.

*Capital Assets*

Capital assets are generally controlled but not owned by the university. For assets purchased with state-appropriated funds, the university is not able to sell or otherwise pledge its assets unless authorized to do so by the Commonwealth of Massachusetts.

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment and collections items are stated at cost at date of acquisition. Capital assets received with service concession arrangements and donated collection items are measured at the acquisition date value, the price that would be paid to acquire an asset with equivalent service potential in a similar market transaction. In accordance with the Commonwealth's capitalization policy, non-collection items with a unit cost of \$50,000 or more are capitalized. Land and collection items are capitalized, regardless of cost. Interest costs on debt related to capital assets are capitalized during the construction period and then depreciated over the life of the project. University capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

All library materials are capitalized at historical cost for purchased materials. The cost of library materials and related accumulated depreciation is disposed for financial statement purposes after five years.

*Bond Premiums*

Bond premiums are amortized on a straight-line basis over the terms of the related debt agreements.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

***Pension Plan***

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System ("MSERS") and additions to/deductions from MSERS's fiduciary net position have been determined on the same basis as they are reported by MSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

***Postemployment Benefits Other Than Pensions ("OPEB")***

For purposes of measuring the university's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust ("SRBT") and additions to/deductions from SRBT's fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

***Fringe Benefits***

The university participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, and pension and workers' compensation benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the university. Workers' compensation costs are assessed separately based on the university's actual experience.

***Compensated Absences***

Employees earn the right to be compensated during absences for vacation leave, sick leave and accrued compensatory time. Accrued vacation is the amount earned by all eligible employees through June 30, 2021 and 2020. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2021 and 2020. Upon retirement, these employees are entitled to receive payment for this accrued balance.

***Unearned Revenues***

Student deposits and advance payments received for tuition and fees related to certain summer programs, and tuition received for the following academic year are recorded as revenues as earned. Grants, including HEERF institutional portion, and other advance payments are recognized as revenue in accordance with the underlying agreement.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

***Student Fees***

Student tuition, dining, residence and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts that are paid directly to, or refunded to, the students are generally reflected as expenses.

***Tax Status***

The university is an Agency of the Commonwealth of Massachusetts and is therefore generally exempt from federal income taxes under Section 115 of the Internal Revenue Code, as well as state income taxes.

***Use of Estimates***

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant management estimates included in the financial statements relate to the allowances for accounts, useful lives of capital assets and pension and OPEB liabilities.

***New Government Accounting Pronouncements***

GASB Statement 87, *Leases* is effective for periods beginning after June 15, 2021. Implementation of this Standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows/outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. The university is in the process of evaluating this Statement and expects an impact to the financial accounting and reporting framework.

GASB Statement 89, *Accounting for Interest Cost Incurred before the End of a Construction Period* is effective for periods beginning after December 15, 2020. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. The university is in the process of evaluating this Statement and does not currently expect a material impact.

GASB Statement 91, *Conduit Debt Obligations* is effective for reporting periods beginning after December 15, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligor, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. The university is in the process of evaluating this Statement and does not currently expect a material impact.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

*New Government Accounting Pronouncements (Continued)*

GASB Statement 92 – *Omnibus 2020* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations. Management has not completed its review of the requirements of this Standard and its applicability.

GASB Statement 94 – *Public-Private and Public-Public Partnerships and Availability Payment Arrangements* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset. Management has not completed its review of the requirements of this Standard and its applicability.

GASB Statement 96 – *Subscription-Based Information Technology Arrangements (SBITA)* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use asset and a corresponding liability would be recognized for SBITAs. Management has not completed its review of the requirements of this Standard and its applicability.

GASB Statement 97 – *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to provide financial reporting consistency in which the potential component unit does not have a governing board and the primary government performs the duties that a governing board would perform. In the absence of a governing board of the potential component unit, the situation should be treated the same as the primary government appointing a majority of the potential component unit's governing board. Management has not completed its review of the requirements of this Standard and its applicability.

***Reclassifications***

Certain prior year amounts have been reclassified for consistency with the current year presentation. These reclassifications had no effect on the reported change in net position for the year ended June 30, 2020.

***Subsequent Event***

For purposes of determining the effects on these financial statements, Management has evaluated events subsequent to June 30, 2021 and through October 20, 2021, the date which the financial statements were available to be issued and determined that, except as noted below, there were no additional unrecognized or undisclosed matters requiring recognition or disclosure to the accompanying financial statements.

In August 2021, the university was awarded HEERF Strengthening Institutions Program ARPA funds in the amount of \$1,119,506. These funds must be expended by August 2, 2022.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 2 - Cash and Equivalents*

Custodial credit risk is risk associated with the failure of a depository financial institution. At June 30, 2021 and 2020, the university's deposits were either insured or fully collateralized, with the exception of amounts held by the Massachusetts Municipal Depository Trust ("MMDT"). At June 30, 2021 and 2020, the carrying amount of the university's deposits, net of deposits and disbursements in transit, was \$66,610,820 and \$48,739,764 respectively. Of the carrying amount, \$3,882 and \$3,875 were held by MMDT at June 30, 2021 and 2020, respectively. The university has kept the funds in the university bank accounts instead of MMDT as the interest rates remain around .10%.

The MMDT is an investment pool for political subdivisions in the Commonwealth that was designed as a legal means to safely invest temporarily available cash. Its primary purpose is to provide a safe, liquid, high-yield investment vehicle offering participation in a diversified portfolio of high-quality money market instruments. The MMDT, an instrumentality of the State Treasurer, is not a bank, savings institution, or financial institution, and is not subject to FDIC insurance. MMDT operates as a qualifying external investment pool and is valued by MMDT's management on an amortized cost where the net asset value is \$1 per share.

*Note 3 - Cash Held by State Treasurer*

Accounts payable, accrued salaries and outlays for future capital projects to be funded from state-appropriated funds totaled \$1,558,824 and \$497,921 at June 30, 2021 and 2020, respectively. The university has recorded a comparable dollar amount of cash held by State Treasurer for the benefit of the university, which will be subsequently utilized to pay for such liabilities. The cash is held in the State Treasurer's pooled cash account.

*Note 4 - Restricted Cash and Equivalents*

Restricted cash and equivalents are as follows:

	<i>2021</i>		<i>2020</i>
Construction	\$ 735,313	\$	314,938
Debt service funds	831,165		718,653
Other	24,882		24,876
	<u>\$ 1,591,360</u>	\$	<u>1,058,467</u>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 5 - Investments - Component Units*

Investments of the combined component units are stated at fair value and consist of the following at June 30:

	<i>2021</i>	<i>2020</i>
Equity mutual funds	\$ 43,643,365	\$ 33,115,604
Mutual funds	124,110	126,249
Corporate equity securities	82,927	-
Real asset mutual funds	1,534,116	1,152,929
Fixed income bond mutual funds	<u>14,782,920</u>	<u>10,974,961</u>
<b>Total investments</b>	<b><u>\$ 60,167,438</u></b>	<b><u>\$ 45,369,743</u></b>

The following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2021.

*Equity Mutual Funds:* Valued at the net asset value ("NAV") of the shares held at fiscal year-end. Mutual funds consist of open-ended mutual funds that "strike a NAV" at the close of every day that financial markets are open and are available to purchase by the general public through brokerage houses. Equities within the fund are valued at quoted market value of the shares held at fiscal year-end.

*Mutual Funds and Corporate Equity Securities:* Valued at the net asset value ("NAV") of the shares held at fiscal year-end. Mutual funds consist of open-ended mutual funds that "strike a NAV" at the close of every day that financial markets are open and are available to purchase by the general public through brokerage houses.

*Real Asset Mutual Funds:* Valued at the net asset value ("NAV") of the shares held at fiscal year end. Mutual funds consist of open-ended mutual funds that "strike a NAV" at the close of every day that financial markets are open and are available to purchase by the general public through brokerage houses. Real estate equities within the fund are valued at the closing price reported on the active market on which the individual securities are traded.

*Fixed Income Bond Mutual Funds:* Valued at the net asset value ("NAV") of the shares held at fiscal year-end. Mutual funds consist of open-ended mutual funds that "strike a NAV" at the close of every day that financial markets are open and are available to purchase by the general public through brokerage houses. Fixed income bonds within the fund are valued at the closing price reported on the active market on which the individual securities are traded.

*Annuities Payable:* Valued at the present value of future cash flows expected to be paid to the donor based upon the life expectancy of the respective donor. Annuities payable are recorded as accounts payable for presentation in the Statement of Net Position.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 5 - Investments - Component Units (Continued)*

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Although the Foundation and Alumni Association believe its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

*Note 6 - Fair Value Measurements - Component Units*

Within the fair value hierarchy, the component units' investment assets are all deemed to be level 1 investments at June 30, 2021 and 2020. Annuities payable for the component units are deemed to be level 3 investments at June 30, 2021 and 2020.

Further disclosures regarding the component units' investments can be found on their respective financial statements.

*Note 7 - Accounts Receivable, Net*

Accounts receivable is comprised of the following at June 30:

	<i>2021</i>	<i>2020</i>
Students	\$ 4,098,255	\$ 6,960,372
HEERF federal grants	4,600,212	-
Grants	1,576,224	1,433,821
Other	161,805	1,996,894
	<u>10,436,496</u>	<u>10,391,087</u>
Less: allowance for doubtful accounts	<u>(1,606,005)</u>	<u>(2,638,384)</u>
Net accounts receivable	<u><u>\$ 8,830,491</u></u>	<u><u>\$ 7,752,703</u></u>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

**Note 8 - Contributions Receivable - Component Units**

Contributions receivable consist of unconditional promises to give from individuals. Such promises are initially recorded at fair value considering possible losses and a risk adjusted time value of money factor.

Contributions receivable are as follows as of June 30:

	<i>2021</i>	<i>2020</i>
Amounts due in:		
Less than one year	\$ 415,836	\$ 447,086
One to five years	328,449	63,845
	<u>744,285</u>	<u>510,931</u>
Less: unamortized discounts	(3,025)	(1,005)
Less: allowance for uncollectible accounts	<u>(1,700)</u>	<u>(1,700)</u>
<b>Net contributions receivable</b>	<b>739,560</b>	<b>508,226</b>
Less: current portion	<u>415,836</u>	<u>447,086</u>
<b>Non-current contributions receivable</b>	<b>\$ <u><u>323,724</u></u></b>	<b>\$ <u><u>61,140</u></u></b>



**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

**June 30, 2021 and 2020**

**Note 9 - Capital Assets**

Capital asset activity for the year ended June 30, 2021 is as follows:

	<i>Estimated Lives (in Years)</i>	<i>Beginning Balance</i>	<i>Additions</i>	<i>Reductions</i>	<i>Reclassifications</i>	<i>Ending Balance</i>
Capital assets not depreciated:						
Land		\$ 2,971,396	\$ -	\$ -	\$ -	\$ 2,971,396
Artwork		889,265	463,875	-	116,775	1,469,915
Construction in progress		10,221,279	696,674	-	(10,199,814)	718,139
Total not depreciated		<u>14,081,940</u>	<u>1,160,549</u>	<u>-</u>	<u>(10,083,039)</u>	<u>5,159,450</u>
Capital assets depreciated:						
Buildings, including improvements (including assets held under capital lease)	11-40	262,595,318	10,221,794	-	9,851,983	282,669,095
Furnishings and equipment	3-10	18,596,464	1,515,869	(97,673)	231,056	20,245,716
Library materials	5	594,063	43,925	-	-	637,988
Total depreciated		<u>281,785,845</u>	<u>11,781,588</u>	<u>(97,673)</u>	<u>10,083,039</u>	<u>303,552,799</u>
Total capital assets		<u>295,867,785</u>	<u>12,942,137</u>	<u>(97,673)</u>	<u>-</u>	<u>308,712,249</u>
Less accumulated depreciation:						
Buildings, including improvements		125,468,122	8,995,360	-	-	134,463,482
Furnishings and equipment		12,324,662	2,110,549	(78,138)	-	14,357,073
Library materials		228,273	63,800	-	-	292,073
Total accumulated depreciation		<u>138,021,057</u>	<u>11,169,709</u>	<u>(78,138)</u>	<u>-</u>	<u>149,112,628</u>
<b>Capital assets, net</b>		<b>\$ <u>157,846,728</u></b>	<b>\$ <u>1,772,428</u></b>	<b>\$ <u>(19,535)</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>159,599,621</u></b>

Capital asset activity for the year ended June 30, 2020 is as follows:

	<i>Estimated Lives (in Years)</i>	<i>Beginning Balance</i>	<i>Additions</i>	<i>Reductions</i>	<i>Reclassifications</i>	<i>Ending Balance</i>
Capital assets not depreciated:						
Land		\$ 2,971,396	\$ -	\$ -	\$ -	\$ 2,971,396
Artwork		807,590	81,675	-	-	889,265
Construction in progress		2,843,135	9,289,328	(124,696)	(1,786,488)	10,221,279
Total not depreciated		<u>6,622,121</u>	<u>9,371,003</u>	<u>(124,696)</u>	<u>(1,786,488)</u>	<u>14,081,940</u>
Capital assets depreciated:						
Buildings, including improvements (including assets held under capital lease)	11-40	259,562,118	1,246,712	-	1,786,488	262,595,318
Furnishings and equipment	3-10	17,359,774	1,236,690	-	-	18,596,464
Library materials	5	530,354	63,709	-	-	594,063
Total depreciated		<u>277,452,246</u>	<u>2,547,111</u>	<u>-</u>	<u>1,786,488</u>	<u>281,785,845</u>
Total capital assets		<u>284,074,367</u>	<u>11,918,114</u>	<u>(124,696)</u>	<u>-</u>	<u>295,867,785</u>
Less accumulated depreciation:						
Buildings, including improvements		117,250,865	8,217,257	-	-	125,468,122
Furnishings and equipment		10,611,303	1,713,359	-	-	12,324,662
Library materials		168,867	59,406	-	-	228,273
Total accumulated depreciation		<u>128,031,035</u>	<u>9,990,022</u>	<u>-</u>	<u>-</u>	<u>138,021,057</u>
<b>Capital assets, net</b>		<b>\$ <u>156,043,332</u></b>	<b>\$ <u>1,928,092</u></b>	<b>\$ <u>(124,696)</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>157,846,728</u></b>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 9 - Capital Assets (Continued)*

At June 30, 2021 and 2020, capital assets held under capital lease totaled \$10,586,555. Assets held under capital lease had a carrying value, net of accumulated depreciation, of \$3,161,546 and \$3,712,504 at June 30, 2021 and 2020, respectively.

For the years ended June 30, 2021 and 2020, the university recorded amortization expense of \$700 related to capitalized interest on assets held under capital lease.

*Note 10 - Unearned Revenues*

Unearned revenues include tuition received in advance from students for summer courses commencing after June 30, the subsequent fall semester, capital grants received in advance and unrecognized portion of HEERF funds.

Unearned revenues of the university are considered current liabilities and include the following at June 30:

	<i>2021</i>	<i>2020</i>
Tuition and fees	\$ 5,520,301	\$ 6,003,880
Unearned capital appropriations	50,466	7,790,108
HEERF federal grants	702,966	3,582,355
Grants	134,530	168,505
Other	<u>180,792</u>	<u>6,017</u>
<b>Total unearned revenues</b>	<b>\$ <u>6,589,055</u></b>	<b>\$ <u>17,550,865</u></b>

The unearned capital appropriations represent funding by the Commonwealth relative to ongoing construction of various projects. Unearned revenue from capital appropriations are recognized as revenue in the fiscal year in which the related project funds are expensed.

*Note 11 - Deferred Inflows of Resources – Service Concession Arrangement*

A component of deferred inflows of resources at June 30, 2021 is \$97,984. This consists of the unamortized balances of a food service agreement with an outside party. In fiscal year 2021, the university's food service vendor contributed a food truck. The cost of the food truck was \$183,720, of which the university paid the initial deposit of \$60,000 with the remaining amount contributed by the vendor of \$122,480. The contribution is being amortized at a rate of \$24,496 per year through fiscal year 2025. The university reports the carrying value of the capital asset related to the service concession arrangement at approximately \$146,976 for fiscal year end June 30, 2021.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 12 – Non-current Liabilities*

Non-current liabilities of the university at June 30, 2021 consist of:

	<i>Beginning Balance</i>	<i>Additions</i>	<i>Reductions</i>	<i>Total Balance</i>	<i>Less Current Portion</i>	<i>Ending Balance</i>
Capital leases and bonds payable:						
Bonds payable	\$ 12,380,442	\$ 792,358	\$ 1,108,415	\$ 12,064,385	\$ 1,084,289	\$ 10,980,096
Capital lease obligations	<u>3,582,100</u>	<u>-</u>	<u>461,849</u>	<u>3,120,251</u>	<u>487,946</u>	<u>2,632,305</u>
	<u>15,962,542</u>	<u>792,358</u>	<u>1,570,264</u>	<u>15,184,636</u>	<u>1,572,235</u>	<u>13,612,401</u>
Other non-current liabilities:						
Accrued worker's compensation	1,239,063	275,536	-	1,514,599	184,402	1,330,197
Accrued compensated absences	11,400,473	756,025	-	12,156,498	8,144,854	4,011,644
Net pension liability	60,911,032	14,767,623	-	75,678,655	-	75,678,655
Net OPEB liability	<u>114,827,620</u>	<u>-</u>	<u>17,446,926</u>	<u>97,380,694</u>	<u>-</u>	<u>97,380,694</u>
Total other non-current liabilities	<u>188,378,188</u>	<u>15,799,184</u>	<u>17,446,926</u>	<u>186,730,446</u>	<u>8,329,256</u>	<u>178,401,190</u>
<b>Total non-current liabilities</b>	<b>\$ <u>204,340,730</u></b>	<b>\$ <u>16,591,542</u></b>	<b>\$ <u>19,017,190</u></b>	<b>\$ <u>201,915,082</u></b>	<b>\$ <u>9,901,491</u></b>	<b>\$ <u>192,013,591</u></b>

Non-current liabilities of the university at June 30, 2020 consist of:

	<i>Beginning Balance</i>	<i>Additions</i>	<i>Reductions</i>	<i>Total Balance</i>	<i>Less Current Portion</i>	<i>Ending Balance</i>
Capital leases and bonds payable:						
Bonds payable	\$ 13,716,664	\$ -	\$ 1,336,222	\$ 12,380,442	\$ 1,392,012	\$ 10,988,430
Capital lease obligations	<u>4,019,251</u>	<u>-</u>	<u>437,151</u>	<u>3,582,100</u>	<u>461,849</u>	<u>3,120,251</u>
	<u>17,735,915</u>	<u>-</u>	<u>1,773,373</u>	<u>15,962,542</u>	<u>1,853,861</u>	<u>14,108,681</u>
Other non-current liabilities:						
Accrued worker's compensation	1,375,622		136,559	1,239,063	229,227	1,009,836
Accrued compensated absences	10,697,581	702,892		11,400,473	7,638,317	3,762,156
Net pension liability	60,039,220	871,812		60,911,032	-	60,911,032
Net OPEB liability	<u>131,377,242</u>	<u>-</u>	<u>16,549,622</u>	<u>114,827,620</u>	<u>-</u>	<u>114,827,620</u>
Total other non-current liabilities	<u>203,489,665</u>	<u>1,574,704</u>	<u>16,686,181</u>	<u>188,378,188</u>	<u>7,867,544</u>	<u>180,510,644</u>
<b>Total non-current liabilities</b>	<b>\$ <u>221,225,580</u></b>	<b>\$ <u>1,574,704</u></b>	<b>\$ <u>18,459,554</u></b>	<b>\$ <u>204,340,730</u></b>	<b>\$ <u>9,721,405</u></b>	<b>\$ <u>194,619,325</u></b>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 12 – Non-current Liabilities (Continued)*

***Bonds Payable***

	<b>2021</b>	<b>2020</b>
Tinsley Center Bonds through MHEFA at variable interest between 6.50% and 0.31%, maturing 1/15/2023	\$ 1,111,407	\$ 1,722,920
Parking lot Bonds through MSCBA at average interest of 2.32%, maturing 5/1/2034	462,409	528,207
Athletic field Bonds through MSCBA at average interest of 5.25%, maturing 5/1/2034	2,831,026	2,896,018
University Park Bonds through MSCBA at average interest of 3.65%, maturing 2/21/2032	790,620	685,559
Campus Center Bonds through MSCBA at average interest of 2.84%, maturing 5/1/2041	3,781,509	3,637,694
Welcome Center Bonds through MSCBA at average interest of 2.83%, maturing 5/1/2041	<u>3,087,414</u>	<u>2,910,044</u>
	<b>\$ <u>12,064,385</u></b>	<b>\$ <u>12,380,442</u></b>

On July 1, 2020 the University's MSCBA Series 2009C, 2012B, 2012C, and 2019C bonds were partially refunded as part of the MSCBA's Refunding Revenue Bonds Series 2020A. The purpose of the issuance was to provide budgetary relief for fiscal years 2021 and 2022 to the University. The refunding resulted in a net economic loss of approximately \$394,000 and a deferred loss of approximately \$479,000 and deferred gain of approximately \$111,000. The first principal payments are due on May 1, 2022, and the final payments due range from February 21, 2032, to May 1, 2041 with variable coupon interest rates with an average rate that range from 2.32% to 5.25%. At June 30, 2021 and 2020 the outstanding amounts related to all MSCBA bond series was \$10,952,978 and \$10,657,522 and is included in the project related bond payable amounts described below.

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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 12 – Non-current Liabilities (Continued)*

*Bonds Payable (Continued)*

*Parking Lot:*

During fiscal year 2006, the university entered into a financing agreement with the MSCBA to construct a new parking lot. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012B and 2019C (previously 2006A)). As disclosed above, in July 2020 the Series 2012B and 2019C bonds were partially refunded with Series 2020A bonds. Through its agreements with MSCBA, the university will repay this debt in semi-annual installments, starting May 1, 2007 and ending May 1, 2034, at an annual variable coupon averaging 2.32%. MSCBA requires that the university maintain a debt service reserve fund. At June 30, 2021 and 2020, the debt service reserve was \$18,552 and \$86,836. At June 30, 2021 and 2020, the balance on the bond was \$462,409 and \$528,207, respectively.

*Athletic Field:*

During fiscal year 2010, the university entered into a financing agreement with the MSCBA to renovate an athletic field. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2009B & 2009C). As disclosed above, in July 2020 the Series 2009C bond was partially refunded with series 2020A bonds. Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting May 1, 2011 and ending May 1, 2034, at an annual variable coupon averaging 5.25%. At June 30, 2021 and 2020, the balance on the bond was \$2,831,026 and \$2,896,018, respectively.

*University Park:*

During fiscal year 2012, the university entered into a financing agreement with the MSCBA to redevelop an existing parking lot to construct green space to include pedestrian walkways. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012A). As disclosed above, in July 2020 the Series 2012A bond was partially refunded with series 2020A bonds. Through its agreement with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting October 1, 2012 and ending February 21, 2032, at an annual variable coupon averaging 3.65%. At June 30, 2021 and 2020, the balance on the bond was \$790,620 and \$685,559, respectively.

*Campus Center:*

During fiscal year 2013, the university entered into a financing agreement with the MSCBA to renovate the main entrances to the Rondileau Student Union. The source of financing the project was based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012C, as modified). As disclosed above, in July 2020 the series 2012C Bond was refinanced by bond series 20A. Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting November 1, 2013 and ending May 1, 2041, at an annual variable coupon averaging 2.84%. At June 30, 2021 and 2020, the debt service reserve was \$16,950 and \$79,335. At June 30, 2021 and 2020, the balance on the bond was \$3,781,509 and \$3,637,694, respectively.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 12 – Non-current Liabilities (Continued)*

***Bonds Payable (Continued)***

*Welcome Center:*

During fiscal year 2015, the MSCBA authorized and issued a debt modification resulting in the transfer of \$3,680,000 of principal from the Rondileau Student Union project. The transfer of principal was to fund the construction of the Welcome Center building. The source of financing the project was based upon the issuance of debt modification by the MSCBA on behalf of the university (Series 2012C modification). As disclosed above, in July 2020, the series 2012C was partially refunded with series 20A bonds. Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting May 1, 2015 and ending May 1, 2041, at annual variable coupon averaging 2.83%. At June 30, 2021 and 2020, the debt service reserve was \$13,560 and \$63,469. At June 30, 2021 and 2020, the balance on the bond was \$3,087,414 and \$2,910,044, respectively, including reserves and premiums.

Certain of these bonds rely on revenue streams such as student fees as their source of repayment. Certain of these bonds also require the maintenance of debt service reserve funds as included in restricted cash and equivalents.

Interest expense on bonds payable for the years ended June 30, 2021 and 2020 was \$321,418 and \$350,271, respectively.

Maturities of the bonds payable subsequent to June 30, 2021 are as follows:

<i>Fiscal Years</i>				
<i>Ending June 30,</i>	<i>Principal</i>		<i>Interest</i>	<i>Total</i>
2022	\$ 1,084,289	\$	400,806	\$ 1,485,095
2023	1,420,108		362,437	1,782,545
2024	929,173		323,460	1,252,633
2025	953,393		291,042	1,244,435
2026	969,742		262,196	1,231,938
2027-2031	4,416,468		783,165	5,199,633
2032 - 2036	1,685,876		183,602	1,869,478
2037-2041	605,336		92,981	698,317
	<u>\$ 12,064,385</u>	\$	<u>2,699,689</u>	<u>\$ 14,764,074</u>

***Operating and Capital Leases***

The university leases certain premises under operating lease agreements for satellite and office space locations in New Bedford and Attleboro. Original lease terms range from 1 year to 20 years. The leases are set to expire in fiscal years 2024 and 2028, respectively. The Attleboro premise lease contains a clause passing through increases in operating costs. The university also leases certain other facilities from time to time on a short-term basis.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Operating and Capital Leases (Continued)*

The university also leases certain assets under capital lease arrangements including leases for machinery and tax-exempt financing leases for various energy improvements.

The following schedule summarizes future minimum payments under non-cancellable leases subsequent to June 30, 2021:

<i>Fiscal Years</i> <i>Ending June 30,</i>	<u><i>Capital Leases</i></u>		<i>Operating</i> <i>Leases</i>	<i>Total</i>
	<i>Principal</i>	<i>Interest</i>		
2022	\$ 487,946	\$ 159,666	\$ 196,522	\$ 844,134
2023	515,521	132,090	196,522	844,133
2024	544,659	102,953	196,522	844,134
2025	575,449	72,163	136,522	784,134
2026	607,983	39,628	136,522	784,133
2027-2028	<u>388,693</u>	<u>9,768</u>	<u>273,044</u>	<u>671,505</u>
	<u>\$ 3,120,251</u>	<u>\$ 516,268</u>	<u>\$ 1,135,654</u>	<u>\$ 4,772,173</u>

Interest expense on capital leases payable for the years ended June 30, 2021 and 2020 was \$185,763 and \$210,461, respectively. Rental expense for operating leases was \$845,257 and \$870,972 for the years ended June 30, 2021 and 2020, respectively.

*Note 13 - Pension Plan*

*Plan Description*

Substantially all of the university's non-student, full-time employees are covered by and must participate in the Massachusetts State Employees' Retirement System ("MSERS"), a cost-sharing multiple-employer defined benefit pension plan. MSERS is administered by the Massachusetts State Retirement Board, which is a public employee retirement system ("PERS"). Under the cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement, disability, and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue separately audited financial statements for the plan. The financial position and results of operations of the plan are incorporated into the Commonwealth's financial statements, a copy of which may be obtained from the Office of the State Comptroller, Commonwealth of Massachusetts, One Ashburton Place, Room 901, Boston, MA 02108.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 13 - Pension Plan (Continued)*

***Benefit Provisions***

MSERS provides retirement, disability, survivor and death benefits to plan members and their beneficiaries. Massachusetts General Laws (“MGL”) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member’s highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member’s age, length of creditable service, group creditable service and group classification. The authority for establishing and amending these provisions rests with the Massachusetts Legislature, Chapter 32A of the General Laws of the Commonwealth of Massachusetts.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement prior to age 60.

***Contributions***

The MSERS’ funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets. Member contributions for MSERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percentage of Compensation</u>
Prior to 1975	5% of regular compensation
1975 to 1983	7% of regular compensation
1984 to June 30, 1996	8% of regular compensation
July 1, 1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The university is not required to contribute from its appropriation allocation or other university funds to MSERS for employees compensated from state appropriations. For university employees covered by MSERS but compensated from a trust fund or other source, the university is required to contribute an amount determined as a percentage of compensation in accordance with a fringe benefit rate determined by the Commonwealth. The rate was 14.66%, 14.08% and 12.06% of annual covered payroll for the fiscal years ended June 30, 2021, 2020 and 2019, respectively. The university contributed \$4,357,036, \$4,766,502 and \$4,144,835 for the fiscal years ended June 30, 2021, 2020 and 2019, respectively, equal to 100% of the required contributions for the year. Annual covered payroll was approximately 77%, 78% and 80% of total related payroll for fiscal years ended 2021, 2020 and 2019, respectively.



**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 13 - Pension Plan (Continued)*

***Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources***

At June 30, 2021 and 2020, the university reported a net pension liability of \$75,678,655 and \$60,911,032, respectively, for its proportionate share of the net pension liability related to its participation in MSERS. The fiscal year ended June 30, 2021 net pension liability was measured as of June 30, 2020, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2019, rolled forward to June 30, 2020. The fiscal year ended June 30, 2020 net pension liability was measured as of June 30, 2019, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2020. The university's proportion of the net pension liability was based on its share of the Commonwealth's collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the university for the fiscal years 2021 and 2020. The university's proportionate share was based on actual employer contributions to the MSERS for fiscal years 2021 and 2020, relative to total contributions of all participating employers for those fiscal years. At June 30, 2021 and 2020, the university's proportion was .441% and .416%, respectively. For the years ended June 30, 2021 and 2020, the university recognized pension expense of \$7,140,325 and \$6,127,656, respectively.

At June 30, 2021 and 2020, the university reported deferred outflows and deferred inflows of resources related to pensions from the following sources:

Deferred Outflows of Resources Related to Pension	<b>2021</b>	<b>2020</b>
Change in plan actuarial assumptions	\$ 4,290,868	\$ 4,514,990
Contributions subsequent to the measurement date	4,357,036	4,766,502
Difference between expected and actual experience	2,407,984	2,022,868
Net difference between projected and actual investment earnings on plan investments	4,160,088	-
Change in proportion due to internal allocation	5,014,816	4,230,030
Change in proportion from Commonwealth	57,153	107,540
<b>Total deferred outflows of resources related to pension</b>	<b>\$ 20,287,945</b>	<b>\$ 15,641,930</b>
Deferred Inflows of Resources Related to Pension		
Net differences between projected and actual investment earnings on plan investments	\$ -	\$ 908,571
Difference between expected and actual experience	489,697	792,179
Change in proportion due to internal allocation	3,249,921	5,201,515
Change in proportion from Commonwealth	184,458	3,094
<b>Total deferred inflows of resources related to pension</b>	<b>\$ 3,924,076</b>	<b>\$ 6,905,359</b>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 13 - Pension Plan (Continued)*

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)*

The university's contributions of \$4,357,036 and \$4,766,502 reported as deferred outflows of resources related to pensions resulting from the university contributions in fiscal years 2021 and 2020, respectively, subsequent to the measurement date, will be recognized as a reduction of the net pension liability for the year ended June 30, 2021 and 2020, respectively. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as an increase in pension expense as follows:

<i>Fiscal Years</i>	
<i>Ending June 30,</i>	
2022	\$ 2,426,316
2023	3,382,575
2024	3,510,576
2025	2,441,105
2026	<u>246,261</u>
<b>Total</b>	<b>\$ <u>12,006,833</u></b>

*Actuarial Assumptions*

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	<u>2021</u>	<u>2020</u>
Measurement date	June 30, 2020	June 30, 2019
Inflation on the first \$13,000 of allowance	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.15%	7.25%
Interest rate credited to annuity saving fund	3.50%	3.50%

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 13 - Pension Plan (Continued)*

*Actuarial Assumptions (Continued)*

For measurement dates June 30, 2020 and 2019, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females
- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability - For measurement date June 30, 2019 - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016, set forward 1 year.

The 2021 pension liability for the June 30, 2020, measurement date was determined by an actuarial valuation as of January 1, 2019 and rolled forward to June 30, 2020. The 2020 pension liability for the June 30, 2019, measurement date was determined by an actuarial valuation as of January 1, 2019 and rolled forward to June 30, 2019.

Investment assets of MSERS are with the Pension Reserves Investment Trust (“PRIT”) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target assets allocation as of June 30, are summarized in the following table:

<i>Asset Class</i>	<u>Target Allocation</u>		<u>Long-term Expected Rate of Return</u>	
	<i>2021</i>	<i>2020</i>	<i>2021</i>	<i>2020</i>
Global equity	39.00%	39.00%	4.80%	4.90%
Core fixed income	15.00%	15.00%	0.70%	1.30%
Private equity	13.00%	13.00%	8.20%	8.20%
Real estate	10.00%	10.00%	3.50%	3.60%
Value added fixed income	8.00%	8.00%	4.20%	4.70%
Portfolio completion strategies	11.00%	11.00%	3.20%	3.90%
Timber/Natural resources	4.00%	4.00%	4.10%	4.10%
	<b><u>100.00%</u></b>	<b><u>100.00%</u></b>		

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 13 - Pension Plan (Continued)*

***Discount Rate***

The discount rate used to measure the total pension liability was 7.15% and 7.25% for the fiscal years ended June 30, 2021 and 2020, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the pension plan's net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

***Sensitivity of the Net Pension Liability to Changes in the Discount Rate***

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

<b><i>Reporting Year</i></b> <b><i>Ended June 30 2021</i></b>	<b><i>1% Decrease</i></b> <b><i>to 6.15%</i></b>	<b><i>Current Discount</i></b> <b><i>Rate 7.15%</i></b>	<b><i>1% Increase</i></b> <b><i>to 8.15%</i></b>
	\$ 99,711,309	\$ 75,678,655	\$ 55,925,691
<b><i>Reporting Year</i></b> <b><i>Ended June 30 2020</i></b>	<b><i>1% Decrease</i></b> <b><i>to 6.25%</i></b>	<b><i>Current Discount</i></b> <b><i>Rate 7.25%</i></b>	<b><i>1% Increase</i></b> <b><i>to 8.25%</i></b>
	\$ 81,074,558	\$ 60,911,032	\$ 43,682,266

***Note 14 - Postemployment Benefits Other Than Pensions ("OPEB")***

***Plan Description***

As an agency of the Commonwealth, certain employees of the university participate in the Commonwealth's single-employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 14 - Postemployment Benefits Other Than Pensions ("OPEB") (Continued)*

*Plan Description (Continued)*

Management of the SRBT is vested with the Trustees, which consists of 7 members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of the Public Employee Retirement Administration Commission (PERAC) (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee), 1 person appointed by the Governor, and 1 person appointed by the State Treasurer. These members elect 1 person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

*Benefits Provisions*

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

*Contributions*

Employer and employee contribution rates are set by the Massachusetts General Law. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2021 and 2020, and as of the valuation date (January 1, 2020 and 2019), participants contributed 10% to 20% of premium costs, depending on the date of hire and whether the participant meets active, retired, or survivor status. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered payroll). The university is required to contribute based on Massachusetts General Laws; the rate was 7.70%, 7.29% and 8.79% of annual covered payroll for the fiscal year ended June 30, 2021, 2020 and 2019, respectively. The university contributed \$2,287,931, \$2,469,166 and \$3,022,392 for the fiscal years ended June 30, 2021, 2020 and 2019, respectively, equal to 100% of the required contribution for the year.

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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 14- Postemployment Benefits Other Than Pensions ("OPEB") (Continued)*

***OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB***

At June 30, 2021 and 2020, the university reported a liability of \$97,380,694 and \$114,827,620, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2020 and 2019, respectively, the measurement date, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2020 and 2019, respectively, rolled forward to June 30, 2020 and 2019. The university's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the university's share of total covered payroll for the fiscal year 2020. The university's proportionate share was based on the actual employer contributions to the SRBT for fiscal year 2020 relative to total contributions of all participating employers for the fiscal year. At June 30, 2021 and 2020, the university's proportion was .471% and .628%, respectively.

For the year ended June 30, 2021 and 2020, the university recognized OPEB expense of \$740,979 and \$6,135,100, respectively. The university reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30:

Deferred Outflows of Resources Related to OPEB:	<b>2021</b>	<b>2020</b>
Contributions subsequent to the measurement date	\$ 2,287,931	\$ 2,469,166
Changes in proportion from Commonwealth	147,583	279,987
Difference between expected and actual experience	2,687,518	4,605,123
Net difference between projected and actual investment earnings on OPEB investments	281,564	-
Change in plan actuarial assumptions	8,019,464	88,355
Changes in proportion due to internal allocation	<u>14,623,490</u>	<u>20,912,481</u>
<b>Total deferred outflows of resources related to OPEB</b>	<b><u>\$ 28,047,550</u></b>	<b><u>\$ 28,355,112</u></b>
Deferred Inflows of Resources Related to OPEB:		
Changes in proportion from Commonwealth	\$ 330,720	\$ 52,811
Differences between expected and actual experience	2,403,686	147,045
Changes in proportion due to internal allocation	36,376,246	13,174,837
Change in plan actuarial assumptions	<u>9,411,508</u>	<u>17,267,123</u>
<b>Total deferred inflows of resources related to OPEB</b>	<b><u>\$ 48,522,160</u></b>	<b><u>\$ 30,641,816</u></b>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 14 - Postemployment Benefits Other Than Pensions ("OPEB") (Continued)*

*OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)*

The university's contribution of \$2,287,931 and \$2,469,166 reported as deferred outflows of resources related to OPEB resulting from university contributions in fiscal year 2021 and 2020, respectively, subsequent to the measurement date, will be recognized as a reduction of the net OPEB liability for the year ended June 30, 2022 and 2021, respectively. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as a reduction in OPEB expense as follows:

Fiscal Years Ending June 30,	
2022	\$ 6,666,830
2023	6,212,279
2024	4,669,385
2025	4,573,808
2026	<u>640,239</u>
	<u>\$ 22,762,541</u>

*Actuarial Assumptions*

The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2020	June 30, 2019
Inflation	2.50%	2.50%
Salary increases	Rates vary by years of service and group classification, consistent with SERS	4.0% per year
Investment rate of return	7.15%, net of OPEB plan investment expense, including inflation	7.25%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	Developed based on the most recent published GAO-Getzen trend rate model, version 2020_b. Medicare and non-medicare benefits range from 4.04% to 6.70%	7.5%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2032 & 2024, then decreasing 0.5% each year to an ultimate rate of 4.5% in 2026 for medical; 5.0% for EWGI through 2025, then 4.5% in 2026; 4.5 for administrative costs

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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 14 - Postemployment Benefits Other Than Pensions ("OPEB") (Continued)*

*Actuarial Assumptions (Continued)*

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year for both measurement dates June 30, 2020 and 2019.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.
- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 35% of employees currently opting out of active employee health coverage are assumed to elect to enroll in retiree coverage for measurement date June 30, 2020.
- 80% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later for measurement date June 30, 2020
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	<u>Retirement Age</u>		<u>Retirement Age</u>	
	2021		2020	
	<u>Under 65</u>	<u>Age 65+</u>	<u>Under 65</u>	<u>Age 65+</u>
Indemnity	28.0%	96.0%	25.0%	85.0%
POS/PPC	60.0%	0.0%	60.0%	0.0%
HMO	12.0%	4.0%	15.0%	15.0%

The actuarial assumptions used in the January 1, 2020 and 2019 valuation rolled forward to June 30, 2020 and 2019 were based on the results of an actuarial experience study for the periods ranging July 1, 2018 and 2017 through December 31, 2019 and 2018, depending upon the criteria being evaluated. As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2019 and 2018 actuarial valuation to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the Pension Reserves Investment Trust ("PRIT") Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2021 and 2020, are the same as discussed in Note 13.

*Note 14 - Postemployment Benefits Other Than Pensions ("OPEB") (Continued)*



**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

***Discount Rate***

The discount rates used to measure the total OPEB liability was 2.28% and 3.63% for the years ended June 30, 2021 and 2020, respectively. These rates were based on a blend of the Bond Buyer Index rates of 2.21% and 3.51%, respectively, as of the measurement dates June 30, 2020 and 2019, and the expected rates of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2028 and 2029 for the fiscal years ended June 30, 2021 and 2020, respectively. Therefore, the long-term expected rate of return on OPEB plan investments of 7.15% and 7.25% per annum, respectively, was not applied to all periods of projected benefit payments to determine the total OPEB liability as of June 30, 2021 and 2020.

*Sensitivity of the University's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate*

The following tables present the university's proportionate share of the net OPEB liability, as well as what the university's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current discount rate:

<b>Reporting Year Ended June 30,</b>	<b>1.00% Decrease 1.28%</b>	<b>Discount Rate 2.28%</b>	<b>1.00% Increase 3.28%</b>
2021	\$ 117,024,386	\$ 97,380,694	\$ 81,859,789
<b>Reporting Year Ended June 30,</b>	<b>1.00% Decrease 2.63%</b>	<b>Discount Rate 3.63%</b>	<b>1.00% Increase 4.63%</b>
2020	\$ 137,067,067	\$ 114,827,620	\$ 97,243,976

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 14 - Postemployment Benefits Other Than Pensions ("OPEB") (Continued)*

*Discount Rate (Continued)*

*Sensitivity of the University's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates*

The following presents the university's proportionate share of the net OPEB liability, as well as what the university's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are one-percentage-point lower or one-percentage-point higher than the current healthcare cost trend rates:

<u>Reporting Year Ended June 30,</u>	<u>1.00% Decrease</u>	<u>Current Healthcare Cost Trend Rate</u>	<u>1.00% Increase</u>
2021	\$ 79,095,674	\$ 97,380,694	\$ 121,673,948

<u>Reporting Year Ended June 30,</u>	<u>1.00% Decrease</u>	<u>Current Healthcare Cost Trend Rate</u>	<u>1.00% Increase</u>
2020	\$ 94,632,466	\$ 114,827,620	\$ 141,472,967

*Note 15 - Restricted Net Position*

The university's restricted net position at June 30 is as follows:

	<i>2021</i>	<i>2020</i>
Restricted - nonexpendable:		
Scholarships and fellowships	\$ <u>23,000</u>	\$ <u>23,000</u>
Restricted - expendable:		
Grants	\$ <u>4,933,613</u>	\$ <u>1,564,983</u>

The university's restricted-expendable net position consists of funds whose income is mainly used for scholarships, grants and other academic purposes. The university's restricted-nonexpendable net position consists of investments to be held in perpetuity and the income is restricted for the purpose of providing scholarships and other activities that benefit the university. The increase in restricted – expendable grants is due to the timing of revenue recognition with the HEERF funds.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

***Note 16 - Contingencies***

The university, in the normal course of business, is subject to various legal claims and related issues of which the more significant items are as follows:

During 2015, certain allegations were made relative to abuse by a former employee associated with the university's day care center. This matter is currently ongoing and there could be further issues, litigation, or other matters that raise issue relative to these concerns. The impact of these matters, if any, cannot presently be determined.

The university receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits becomes a liability of the university. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the university.

The university participates in the Massachusetts College Savings Prepaid Tuition Program, (the "program"). This program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The university is obligated to accept as payment of tuition the amount determined by this program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the university. The likely effect of the program is that discounts will be provided in the future to students if the cost of attendance increases by more than the benchmark.

***Note 17 - Operating Expenses***

The university's operating expenses, on a natural classification basis, are comprised of the following for the years ended June 30:

	<i>2021</i>	<i>2020</i>
Compensation and benefits	\$ 144,238,578	\$ 153,165,918
Supplies and services	36,862,094	59,913,375
Depreciation and amortization	11,170,409	9,990,722
Scholarships and fellowships	<u>15,285,158</u>	<u>10,243,910</u>
	<u>\$ 207,556,239</u>	<u>\$ 233,313,925</u>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

*Note 18 - Interest Expense*

Interest expense for the years ended June 30, 2021 and 2020, is comprised of the following:

	<i>2021</i>		<i>2020</i>
Interest on capital leases	\$ 185,763	\$	210,461
Interest on bonds payable	<u>321,418</u>		<u>350,720</u>
Total interest expense	<u>\$ 507,181</u>	\$	<u>561,181</u>

*Note 19 - Massachusetts Management Accounting and Reporting System*

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth colleges and universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS"), using the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements.

The amounts reported on MMARS agree to the university's records at June 30, 2021 and 2020. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

The university's state appropriations are composed of the following for the years ended June 30:

	<i>2021</i>		<i>2020</i>
Direct unrestricted appropriations	\$ 52,106,936	\$	50,175,136
Add: Fringe benefits for benefited employees on the state payroll	18,464,155		17,232,591
Less: Day school tuition remitted to the state and included in tuition and fee revenue	<u>(9,055)</u>		<u>(57,508)</u>
Total unrestricted appropriations	70,562,036		67,350,219
Capital appropriations	<u>15,771,408</u>		<u>1,218,148</u>
<b>Total appropriations</b>	<u>\$ 86,333,444</u>	\$	<u>68,568,367</u>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

**Note 20 - State Controlled Accounts**

Certain significant costs and benefits associated with the operations of the university are appropriated, expended, controlled, and reported by the Commonwealth through non-university line items in the Commonwealth's budget. Under generally accepted accounting principles, such transactions must be recorded in the financial statements of the university. These transactions include payments by the Commonwealth for the employer's share of funding the Massachusetts State Employees' Retirement System and for the employer's share of health care premiums.

The estimated amounts of funding attributable for the Commonwealth's retirement system contribution and the employer's share of health care premiums for the years ended June 30, 2021 and 2020 were as follows (see State appropriations under Note 19).

	<i>2021</i>		<i>2020</i>
Commonwealth's retirement system contributions	\$ 7,983,539	\$	7,436,048
Employer's share of health care premium	<u>10,480,616</u>		<u>9,796,543</u>
Fringe benefits provided by the Commonwealth	\$ <u><b>18,464,155</b></u>	\$	<u><b>17,232,591</b></u>

**Note 21 - Fringe Benefits for Current Employees and Postemployment Obligations - Pension and Non-pension**

The university participates in the Commonwealth's Fringe Benefit programs, including active employee and postemployment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance and pension costs for active employees and retirees are paid through a fringe benefit rate charged to the university by the Commonwealth.

**Group Insurance Commission**

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns, and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the university.

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees

and their survivors and dependents. During the fiscal years June 30, 2021 and June 30, 2020, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administered carve-outs for pharmacy, mental health and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), a retiree discount vision plan and retiree dental plan, and finally, a pre-tax health care spending account and dependent care assistance program (for active employees only).

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*Notes to Financial Statements (Continued)*

*June 30, 2021 and 2020*

***Note 21 - Fringe Benefits for Current Employees and Postemployment Obligations - Pension and Non-pension (Continued)***

***Other Retirement Plans***

The employees of the university can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The university has no obligation to contribute to these plans and no obligation for any future pay out.

***Note 22 - Pass-through Loans***

The university distributed \$46,423,810 and \$55,408,567 for student loans through the U.S. Department of Education Federal Direct Lending Program for the years ended June 30, 2021 and 2020, respectively. The university also distributed private alternative loans of \$10,503,631 and \$18,369,360 through the Massachusetts Educational Financing Authority and Elm Resources for the years ended June 30, 2021 and 2020, respectively. The university distributed \$210,500 and \$327,574 through the Massachusetts No Interest Loan Program for the years ended June 30, 2021 and 2020, respectively. These distributions and related funding sources facilitate the payment of tuition and fees incurred by students and thus are not included as expenses and revenues or as cash disbursements or cash receipts in the accompanying financial statements.

***Note 23 - Massachusetts State College Building Authority***

The MSCBA was created pursuant to Chapter 703 of the Act of 1963 of the Commonwealth as a public instrumentality for the general purpose of providing dormitories, dining commons and other facilities primarily for use by students and staff of the nine state universities of the Commonwealth.

The university is charged a semi-annual revenue assessment that is based on a certified occupancy report, the current rent schedule and the design capacity for each of the residence halls. This revenue assessment is used by the MSCBA to pay principal and interest due on its long-term debt obligations. These obligations may include the costs of periodic renovations and improvements to the residence halls. The Commonwealth guarantees these obligations.

The Revenue Assessments for the residence halls for the years ended June 30, 2021 and 2020 were \$5,512,367 and \$16,970,361, respectively. All facilities and obligations of the MSCBA are included in the financial statements of the Massachusetts State College Building Authority. In July 2021, the MSCBA restructured bonds under 20A refunding to eliminate the principal payments on the bonds for fiscal year 2021 and eliminating the Fall 2020 assessment payment, by extending the maturity dates on the bond debt.

In June 2020, the MSCBA provided the university with funds in an effort to help provide budgetary relief, which were considered an advance refunding from the bond restructuring. The proceeds, of approximately \$695,000, are included as auxiliary revenue on the Statements of Revenues and Expenses in fiscal year 2020.

**BRIDGEWATER STATE UNIVERSITY**  
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*Schedule of the University's Proportionate Share of Net Pension Liability (Unaudited)*

*Massachusetts State Employees' Retirement System*

Year ended Measurement date Valuation date	June 30, 2021 June 30, 2020 January 1, 2019	June 30, 2020 June 30, 2019 January 1, 2019	June 30, 2019 June 30, 2018 January 1, 2018	June 30, 2018 June 30, 2017 January 1, 2017	June 30, 2017 June 30, 2016 January 1, 2016	June 30, 2016 June 30, 2015 January 1, 2015
University's proportion of the collective net pension liability	0.441%	0.416%	0.454%	0.425%	0.398%	0.457%
University's proportionate share of the collective net pension liability	\$ 75,678,655	\$ 60,911,032	\$ 60,039,220	\$ 54,506,501	\$ 54,936,179	\$ 52,075,634
University's covered payroll	62,578,762	65,853,418	59,884,685	63,303,324	62,138,172	54,976,688
University's proportionate share of the net pension liability as a percentage of its covered payroll	120.93%	92.49%	100.26%	86.10%	88.41%	94.72%
Plan fiduciary net position as a percentage of the total pension liability	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

**BRIDGEWATER STATE UNIVERSITY**  
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*Schedule of the University's Contributions - Net Pension (Unaudited)*

*Massachusetts State Employees' Retirement System*

*For the Years Ended June 30,*

	2021	2020	2019	2018	2017	2016
Statutorily required contribution	\$ 4,357,036	\$ 9,176,946	\$ 7,941,922	\$ 7,054,416	\$ 6,298,681	\$ 5,872,057
Contributions in relation to the statutorily required contribution	(4,357,036)	(9,176,946)	(7,941,922)	(7,054,416)	(6,298,681)	(5,872,057)
Contribution excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
University's covered payroll	\$ 62,578,762	\$ 65,177,175	\$ 65,853,418	\$ 59,884,685	\$ 63,303,324	\$ 62,138,172
Contributions as a percentage of covered payroll	14.66%	14.08%	12.06%	11.78%	9.95%	9.45%

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.



**BRIDGEWATER STATE UNIVERSITY**  
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*Required Supplementary Information*  
*Notes to Schedule of the University's Proportionate Share of the Net Pension*  
*Liability and Schedule of University Contributions (Unaudited)*

*Pension Schedules*

*Note 1 - Changes of Assumptions*

**Fiscal year June 30, 2021 (measurement date June 30, 2020)**

Assumptions:

The investment rate of return changed from 7.25% to 7.15%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

**Fiscal year June 30, 2020 (measurement date June 30, 2019)**

Assumptions:

The investment rate of return changed from 7.35% to 7.25%. In conjunction with the investment rate if return changing, the discount rate was also changed to mirror the new investment rate of return.

**Fiscal year June 30, 2019 (measurement date June 30, 2018)**

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate if return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members - the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

**Fiscal year June 30, 2018 (measurement date June 30, 2017)**

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

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*Required Supplementary Information*  
*Notes to Schedule of the University's Proportionate Share of the Net Pension Liability and Schedule of University Contributions (Unaudited) - Continued*

*Pension Schedules*

*Note 1 - Changes of Assumptions (Continued)*

**Fiscal year June 30, 2017 (measurement date June 30, 2016)**

The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service. Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan ("ORP") to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

**Fiscal year June 30, 2016 (measurement date June 30, 2015)**

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive ("ERI") for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

**BRIDGEWATER STATE UNIVERSITY**  
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*Schedule of the University's Proportionate Share of Net OPEB Liability (Unaudited)*

*State Retirees' Benefit Trust*

Year ended Measurement date Valuation date	<i>Restated</i>	
	June 30, 2019 June 30, 2018 January 1, 2018	June 30, 2018 June 30, 2017 January 1, 2017
University's proportion of the collective net OPEB liability	0.471%	0.628%
University's proportionate share of the collective net OPEB liability	\$ 97,380,694	\$ 114,827,620
University's covered payroll	62,578,762	65,853,418
University's proportionate share of the net OPEB liability as a percentage of its covered payroll	155.61%	174.37%
Plan fiduciary net position as a percentage of the total OPEB liability	6.40%	6.96%
	0.707%	0.600%
	\$ 131,377,242	\$ 106,015,398
	59,884,685	63,303,324
	219.38%	167.47%
	6.01%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

**BRIDGEWATER STATE UNIVERSITY**  
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*Schedule of the University's Contributions - Net OPEB (Unaudited)*

*State Retirees' Benefit Trust*

*For the Years Ended June 30,*

	2021	2020	<i>Restated</i> 2019	2018
Statutorily required contribution	\$ 2,287,931	\$ 4,751,416	\$ 5,788,515	\$ 5,341,714
Contributions in relation to the statutorily required contribution	<u>(2,287,931)</u>	<u>(4,751,416)</u>	<u>(5,788,515)</u>	<u>(5,341,714)</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered payroll	\$ 62,578,762	\$ 65,177,175	\$ 65,853,418	\$ 59,884,685
Contributions as a percentage of covered payroll	7.70%	7.29%	8.79%	8.92%

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

**BRIDGEWATER STATE UNIVERSITY**  
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*Required Supplementary Information*  
*Notes to Schedule of the University's Proportionate Share of the Net OPEB*  
*Liability and Schedule of University Contributions (Unaudited)*

*OPEB Schedules*

*Note 1 - Changes of Assumptions*

**Fiscal year June 30, 2021 (measurement date June 30, 2020)**

Assumptions:

*Change in per capita claims costs*

Per capita claims costs were updated based on the changes in the underlying claims and benefit provisions.

*Change in medical trend rates*

The medical trend rates were updated based on the SOA-Getzen trend rate model version 20920\_b, the impact of the discontinuation of the ACA Health Insurer Fee and Excise Tax.

*Change in Investment Rate*

The investment rate of return decreased from 7.25% to 7.15%.

*Change in Salary Scale*

The salary scale assumption was updated from a constant 4% assumption to rates that vary by years of service and group classification, consistent with SERS.

*Change in Discount Rate*

The discount rate was decreased to 2.28% (based upon a blend of the Bond Buyer Index rate (2.21%) as of the measurement date as required by GASB Statement 74.

**Fiscal year June 30, 2020 (measurement date June 30, 2019)**

Assumptions:

*Change in Inflation*

The inflation rate decreased from 3.0% to 2.5%.

*Change in Salary Assumptions*

Salary decreased from 4.5% to 4.0%.

*Change in Investment Rate*

The Investment rate of return decreased from 7.35% to 7.25%.

*Change in Trend on Future Costs*

The original healthcare trend rate decreased from 8.0% to 7.5%, which affects the high-cost excise tax.

*Change in Discount Rate*

The discount rate was decreased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.51%) as of the measurement date as required by GASB Statement 74.

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*Required Supplementary Information*  
*Notes to Schedule of the University's Proportionate Share of the Net OPEB*  
*Liability and Schedule of University Contributions (Unaudited) - Continued*

*OPEB Schedules*

*Note 1 - Changes of Assumptions (Continued)*

**Fiscal year June 30, 2019 (measurement date June 30, 2018)**

Assumptions:

*Change in Trend on Future Costs*

The healthcare trend rate decreased from 8.5% to 8.0%, which impacts the high cost of excise tax.

*Change in Mortality Rates*

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members - would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

*Change in Discount Rate*

The discount rate was increased to 3.92% (based upon a blend of the Bond Buyer Index rate of (3.87%) as of the measurement date as required by GASB Statement 74.

**Fiscal year June 30, 2018 (measurement date June 30, 2017)**

Assumptions:

*Change in Discount Rate*

The discount rate was increased to 3.63% based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%

*Supplemental Information*

**BRIDGEWATER STATE UNIVERSITY**  
 (an Agency of the Commonwealth of Massachusetts)

*Schedules of Net Position - Dormitory Trust Fund Report (Unaudited)*

*June 30, 2021 and 2020*

	<i>2021</i>	<i>2020</i>
<b>Assets</b>		
Current assets:		
Cash and cash equivalents	\$ 1,473,652	\$ 85,448
Deposits at State Treasurer	324,421	402,170
Accounts receivable, net	<u>214,048</u>	<u>440,861</u>
<b>Total assets</b>	<u><u>\$ 2,012,121</u></u>	<u><u>\$ 928,479</u></u>
<b>Liabilities and Net Position</b>		
Current liabilities:		
Accounts payable and accrued payroll	\$ 215,773	\$ 228,426
Accrued employee benefits	<u>419,350</u>	<u>374,363</u>
<b>Total current liabilities</b>	<b>635,123</b>	602,789
Net position	<u>1,376,998</u>	<u>325,690</u>
<b>Total liabilities and net position</b>	<u><u>\$ 2,012,121</u></u>	<u><u>\$ 928,479</u></u>



**BRIDGEWATER STATE UNIVERSITY**  
**(an Agency of the Commonwealth of Massachusetts)**

*Schedules of Revenues, Expenses and Changes in Net Position -  
Dormitory Trust Fund Report (Unaudited)*

*June 30, 2021 and 2020*

	<i>2021</i>	<i>2020</i>
Revenues:		
Residence hall rents, building authority	\$ 13,695,786	\$ 23,730,222
Other	<u>390,537</u>	<u>1,399,945</u>
<b>Total revenues</b>	<b><u>14,086,323</u></b>	<b><u>25,130,167</u></b>
Expenses:		
Regular employee compensation	3,351,949	3,381,392
Special employee compensation	188,936	169,472
Pension and insurance related	1,082,351	1,316,889
Facility operational	438,661	535,780
Energy cost and space rental	1,926,981	2,342,289
Equipment leases	105,934	116,793
Benefit program	427,836	425,836
Payments to the building authority	<u>5,512,367</u>	<u>16,970,361</u>
<b>Total expenses</b>	<b><u>13,035,015</u></b>	<b><u>25,258,812</u></b>
<b>Total increase (decrease) in net position</b>	<b>1,051,308</b>	<b>(128,645)</b>
<b>Net position, beginning of year</b>	<b><u>325,690</u></b>	<b><u>454,335</u></b>
<b>Net position, end of year</b>	<b><u>\$ 1,376,998</u></b>	<b><u>\$ 325,690</u></b>

**Independent Auditors' Report on Internal Control Over  
Financial Reporting and on Compliance and Other Matters  
Based on an Audit of Financial Statements Performed in  
Accordance with *Government Auditing Standards***



**Independent Auditors' Report on Internal Control Over Financial Reporting  
and on Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance with *Government Auditing Standards***

The Board of Trustees  
Bridgewater State University  
Bridgewater, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of Bridgewater State University (the “university”), and its discretely presented major component units, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the university's basic financial statements and have issued our report thereon dated October 20, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the university's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the university's internal control. Accordingly, we do not express an opinion on the effectiveness of the university's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the university's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**Certified Public Accountants  
Braintree, Massachusetts**

October 20, 2021

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### Standard 2: Planning and Evaluation

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[College of Graduate Studies - 2019 Graduate Student Experience Survey Summary Report](#)  
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[JED Foundation - Bridgewater State University Strategic Plan](#)

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[Office of Institutional Research - Bridgewater State University 2017 Survey of Alumni](#)  
[Office of Institutional Research - Fall 2019-Spring 2020 Graduating Senior Survey Final Report](#)  
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[Massachusetts Division of Capital Asset Management and Maintenance \(DCAMM\)](#)  
[Massachusetts General Laws - Chapter 15A, Section 7](#)  
[Massachusetts State College Association \(MSCA\) Collective Bargaining Agreement](#)  
[Massachusetts State College Association \(MSCA\)](#)

[Massachusetts State College Building Authority \(MSCBA\)](#)

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#### **Standard 4: The Academic Program**

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[Academic Achievement Center - Writing Studio](#)

[Academic Achievement Center \(AAC\)](#)

[Academic Affairs - Academic Program Review Schedule](#)

[Academic Affairs - BSU Academic Program Review](#)

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[Academic Catalog - Teaching English to Speakers of Other Languages \(TESOL\) \(Initial Licensure\), MAT](#)

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[Academic Program Review Report - English, BA](#)  
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[Academic Program Review Report - Psychology, BS](#)  
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[College of Graduate Studies - Office of Graduate Student Services](#)  
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[Massachusetts Department of Elementary and Secondary Education \(DESE\) - Office of Educator Licensure](#)  
[Massachusetts Department of Higher Education - Transfer Program Agreements Portal](#)  
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