Leading for Change Higher Education Diversity Consortium:
Institutional Profiles, Logic Models and Emerging/Promising Practices

Name of Campus: Bridgewater State University

Brief Overview of Campus (250 words or less):

Founded in 1840 as one of the first state normal schools, Bridgewater State University (BSU) has grown dramatically from a 28-student teacher's college to a comprehensive university, the largest institution of the nine Massachusetts state universities and the third largest of the 29 public colleges and universities in the state.

BSU enrolled 10,998 students in fall 2016, including 9,562 undergraduates and 1,436 graduate students. Enrollment has increased by 24 percent since 2000. Of BSU's student body, 60 percent of students are female, 95 percent come from Massachusetts, and approximately 75 percent are pursuing their degree on a full-time basis.

BSU has a strong commitment to diversity. Students of color currently comprise 23 percent of our undergraduate students, compared to less than seven percent in 2001. Twenty-seven percent of our fall 2016 incoming class of first-time freshman and transfer students were students of color.

The size of our full-time faculty has expanded by 44 percent from 252 faculty members in 2000 to 362 full-time professors today, of whom 92 percent possess terminal degrees. Currently, 16 percent of our professoriate are faculty of color and 53 percent are female. BSU's student/faculty ratio is 19:1.

BSU conferred 2,542 degrees and certificates in the 2015-16 academic year, including 2,004 bachelor's degrees and 538 post-baccalaureate certificates, master's degrees, post-master's certificates and graduate certificates.

BSU has a long commitment to student success. In 2015, the Education Trust ranked BSU as ninth in the nation among public 4-year institutions of higher learning for our ability to support the success of all of our students, while simultaneously closing the racial achievement gap. See report on BSU's national student success ranking (see page 5): https://edtrust.org/wp-content/uploads/2014/09/TheRisingTide_120115.pdf. College Choice ranks BSU #36 in the nation for supporting LGBTQ student success: http://www.collegechoice.net/rankings/50-best-lgbt-friendly-colleges-and-universities/

President/Chancellor's Name: Frederick W. Clark Jr., Esq.

Campus' Carnegie Classification: Master's Colleges and Universities: Larger Programs

Name, Role and Contact Information for Campus Consortium Team Leader:

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Bridgewater State University Logic Model Focused on Data Driven Practices for Equity and Excellence

For Whom/Target Groups for the Initiative	Assumptions Guiding the Work	Strategies/Activities Needed to Achieve Desired Outcomes	Outcomes/Reasonably measurable year-by-year changes in policies, practices or target group – _Reference Consortium Benchmarks When Appropriate_	Measures of Success/Information needed to show whether outcomes have been achieved and initiative is successful -- _Reference Consortium Benchmarks When Appropriate_	Long-term Impacts/ Ultimate or Long-term Outcomes for the Initiative – _Reference Consortium Benchmarks When Appropriate_
All students attending BSU

Bridgewater State University's commitment to student success is summarized in the first goal of the draft institutional strategic plan to "focus resources and decisions on the overarching priority of student success." | Student success needs to be clearly defined in order to achieve it.

Students' lived experiences and voices are the foundation of an accurate definition of student success. | Qualitative data regarding how our students define student success was gathered and analyzed.

Definition of student success @ BSU was vetted through multiple inclusive campus discussions and adopted Fall 2017. | Student success goals in support of the definition were established.

Interventions intended to help BSU achieve student success goals will continue to be identified, implemented and assessed at the divisional and institutional levels.

The institutional level work is being led by a presidentially-charged inter-divisional committee with clear, data-informed benchmarks. | Measures of success will include retention and graduation rates, as well as measures focusing on additional wholistic dimensions of student success.

Measures will be determined based on the target population of each intervention and then compared to overall retention and graduation rates. | Student success efforts at BSU will be informed by students' voices and experiences, making them more relevant and likely helping to enhance their effectiveness. |

| All students attending BSU | Student success work necessitates accurate data to guide it. | Identify under-represented student groups at BSU who do not yet have robust institutional data informing campus' student success efforts (ongoing).

Work with BSU's Chief Data Officer, IT and Banner Technical Committee to create the technology and data infrastructure (see BSU Emerging Practice 1 for an example of how this was done for LGBTQ students). Once the infrastructure is created, work with Chief Data Officer and IR to request analysis, disseminate data and use data to inform | Data infrastructure needs are identified and met. | Data on all identified student groups becomes available and are used to inform interventions. | Retention and graduation rates for all BSU students increase and achievement gaps are eliminated. |

		interventions (ongoing).			
Male students attending BSU	Programs that are "islands of excellence" in retaining BSU's male students, need to be scaled up and additional interventions employed to serve all males attending BSU.	Gather in-depth quantitative and qualitative data on BSU's male students (ongoing). Convene cross-divisional work group to identify and help implement male student success interventions (ongoing). Begin mentoring program focused on male student success (began September 2016). Provide ongoing professional development for BSU employees focused on male student success strategies (began September 2016).	Gendered retention rate achievement gap begins to close.	Retention rate data indicates improvement for male students.	Male students retained and graduate at similar levels as BSU female graduates

LGBTQ students attending BSU	LGBTQ students face cultural marginalization and benefit from student success interventions designed to support their student success.	Data infrastructure created to track the success of LGBTQ students (completed). Assess effectiveness of data collection. Identify, implement and assess student success strategies to support LGBTQ student success.	Analyze and disseminate LGBTQ retention data. (See Emerging Practice 1). Implement and assess effectiveness of LGBTQ student success interventions.	Close any gap in retention and graduation rates of LGBTQ students.	Determine if achievement gap for LGBTQ students exists. If so, work to close it. Currently, BSU is 36 in the nation among public and private institutions for supporting the success of LGBTQ students (See http://www.collegechoice.net/rankings/best-lgbt-friendly-colleges-and-universities/)
Students of color attending BSU	Students of color face cultural marginalization and benefit from student success interventions designed to support their student success.	Continue to disseminate data on student of color student success. Identify, implement and assess student success strategies to support student of color success.	Retention rates for students of color will increase. Campus climate data will continue to show no statistically significant difference in welcoming environment for students of color and white students.	Retention and graduation rates will indicate that racial achievement gaps continue to close. Campus Climate Welcoming Environment data will continue to show no statistically significant difference between students of color and white students – students of all racial backgrounds will	Currently BSU is ranked at ninth in the nation among 4-year public institutions for supporting the success of all students while simultaneously closing the racial achievement gap (Education Trust, 2015). BSU will work to continue to close the racial achievement gap.

				continue to feel welcomed and supported at BSU.	

Bridgewater State University Emerging/Promising Practice, #1

The Leading for Change Higher Education Diversity Consortium defines an emerging/promising practice as one which campus data either suggests or demonstrates being supportive of the success of campus students or employees from under-represented groups.

Please share details on emerging/promising practices at your institution.

1) *Name of Initiative:* Optional LGBTQ Data Collection

2) *Who the Initiative Is Designed to Support:* The data will enable BSU to identify trends and make data-driven decisions with regard to LGBTQ students' academic progress, retention, persistence, and graduation rates.

3) *Description of Strategies/Activities Employed:* The Diversity and Social Justice Implementation Committee reviewed the data BSU had regarding student success of underrepresented populations with the purpose of identifying any populations for whom we did not have sufficient data. Among other populations, LGBTQ student data was identified as a population for whom increased data collection would likely support their success. The committee's recommendation to begin collecting LGBTQ student data was approved by the President and his cabinet. Information Technology, using the Ellucian Banner application suite, then developed the necessary application modifications to enable the data collection from the self-service module to populate the student records within the main database.

During the Spring 2015 semester, the LGBTQA Pride Center delivered a promotional campaign to educate the campus about the recent collection of LGBTQ data in Banner, its importance and intended usage, and the data stewardship protocols (e.g., maintaining confidentiality; aggregating data so reports do not reveal any identifying student information). All first year and new transfer students were informed about this option during their orientation in June 2015.

Students may indicate their status as LGBT any time following their acceptance to BSU. Upon their initial logging into their Banner student record via the self-service module (typically their first log on occurs during registration), students are prompted-- simultaneously with racial/ethnicity data–to indicate their sexual orientation and gender identity. If they ignore the prompt, then they will continue to be prompted to supply the information each time they log into Banner self-service. However, if they indicate that either they prefer not to answer or if they select the identity that best describes them, then the question will no longer be prompted when they log in. Students may go into their Banner student record at any time to update their LGBTQ data.

Beginning October 2016 and every semester thereafter, BSU's Office of Institutional Research (OIR) will aggregate the data such that no identifying information is revealed (a minimum n of 30). OIR will analyze the data and generate reports that compare the retention and graduation rates of LGBT students to their heterosexual and cisgender peers.

4) **_Data on Effectiveness of Initiative:_** Institutional Research requires a minimum number of student participants in order to better maintain their anonymity. The minimum number of participants was not met by October 2016, the date we aimed to analyze and distribute the data, therefore, a promotional campaign to increase student participation was launched during the 2016-17 academic year. Additionally, in consultation with the Chief Data Officer and Chief Diversity Officer, it was decided to update the data collection technology such that students would be required to input a response to all identity questions while maintaining the option of Prefer Not to Answer. As of the time of this writing, the number of students indicating a sexual orientation other than heterosexual or prefer not to answer is 853 (an increase of 716), and the number of students indicating a gender identity other than not transgender or prefer not to answer is 113 (an increase of 86). With this significant increase in participation, we expect to be able to analyze and disseminate the results to the campus community in October 2017.

5) **_Contact Person Who Can Share More About This Promising Practice:_** Lee Forest, director of the LGBTQA Pride Center. lforest@bridgew.edu.

Bridgewater State University Emerging/Promising Practice, #2

The Leading for Change Higher Education Diversity Consortium defines an emerging/promising practice as one which campus data either suggests or demonstrates being supportive of the success of campus students or employees from under-represented groups.

Please share details on emerging/promising practices at your institution.

1) ***Name of Initiative:*** Relational activism/student partnership work focused on supporting the success of students of color

2) ***Who the Initiative Is Designed to Support:***
    All students, with an emphasis on students of color.

3) ***Description of Strategies/Activities Employed:***
    Supporting the success of students is a campus-wide commitment that is accomplished through a range of strategies. One of these strategies is through student-faculty partnerships, some of which have been chronicled in a special edition of *Teaching and Learning Together in Higher Education* (see volume 16, co-edited by BSU's Dr. Lee Torda and Dr. Karen Richardson; http://repository.brynmawr.edu/tlthe/vol1/iss16/). These examples of student-faculty partnerships offer rich examples of collaborative learning and readers are encouraged to examine the journal edition.

    This brief will focus on only three student-faculty/employee partnerships -- a Black Lives Matter event, an Acting for Justice Troupe, and a state-wide summit focused on supporting the success of male students of color. Each of these projects used relational activism as a primary change strategy to advance racial justice and support the success of students of color.

    Relational activism is characterized by interpersonal behaviors that support the development of long term, sustainable relationships between people doing social justice work that honors the experiences and wisdom of those experiencing oppression as key to work (O'Shaughnessy & Kennedy, 2010). Our relationships with each other become "the avenue and the vehicle" for social change (Boutwell & Guhad, 2015).

    It is beyond the scope of this brief to provide details on the three projects, so interested readers are encouraged to see two recent publications by Willison, et al. (2015 and one in press – full citations are offered at the end of this document) for in-depth information on each of these projects. Willison, et al (in press) summarize the use of relational activism in these initiatives:

Through the mutual and collaborative partnerships that were forged between employees and students, communities of social change were developed and sustained. Employees were committed to supporting student activism in roles outside of traditional mentorship, which allowed an examination of power and privilege. This reflected the importance of recognizing the ways in which established systems of oppression, including racism, can impact employee-student relationships if unexamined. For employees, our position as "experts" is reified through the academy and in order to establish truly mutually empowering relationships we must be aware of this (VanderPlaat, 1999). Relational activism seeks to intentionally dismantle prescribed power dynamics in order to create genuine and mutual relationships. These relationships both serve to support activism in the public sphere and are also in and of themselves a form of changing the status quo (O'Shaughnessy & Kennedy, 2010).

4) *Data on Effectiveness of Initiative:*

IR data shows broad progress BSU has made over time through the concerted efforts of many who work together in closing the achievement gap of students of color as compared to their white peers (see the data dashboard for Bridgewater State University as part of the Leading for Change data reporting process).   Data on the three projects focused on in this brief were obtained through focus groups and yielded the following themes as important to the effectiveness of the student/employee partnerships: (1) the enactment of social justice/racial justice through authentic, equitable student-employee collaboration, (2) action-based learning with students embracing leadership roles, and (3) relational activism and its role in supporting student's social/racial justice activism on campus. For more information please see the following publications:

Willison, Judith S.; Boutwell, Laura; Conrad, Mark; Gentlewarrior, Sabrina; Pierre-Louis, Richardson; Rua, Colleen; Saint Dic, Jeff; Barbosa, Jessie; Chen, Ye; De La Rosa, Ruby Lila; Ezhan, Marvin; Galstian, Danielle M.; Iaquinta, Frank; Point du jour, Tashima; Owusu, Brian; Smoske, Marina; Taylor, Jovan; Gouzias, James; Hector, Kasheida; Millan, Julian; Molyneaux, Michael; and Rodney-Bonnette, Jamal "Co-creating Equity and Justice: Student and Employee Partnerships for Racial Justice," *Teaching and Learning Together in Higher Education*: Iss. 16 (2015), http://repository.brynmawr.edu/tlthe/vol1/iss16/10

Willison, J.; Barbosa, J.; Boutwell, L.; Chen, Ye; Chow, G.; De La Rosa, R.; Ezhan, M.;Galstian, D.; Gentlewarrior, S.; Gouzias, J.; Hector, K.; Iaquinta, F.; Kling, T.; McLaren, K., Molyneaux, M.; Millan, J.; Point du jour, T.; Owusu, B.; Pierre-Louis, R.; Rodney-Bonnette, J.; Rua, C.; Smoske, M., Taylor, J. (in Press). Supporting the success of students of color: Creating racial justice through student activism. *Transformative Dialogues: Teaching and Learning Journal.*

5) *Contact Person Who Can Share More About This Promising Practice:*

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Bridgewater State University Institutional Emerging/Promising Practices #3

The Leading for Change Higher Education Diversity Consortium defines an emerging/promising practice as one which campus data either suggests or demonstrates being supportive of the success of campus students or employees from under-represented groups.

Please share details on three emerging promising practices at your institution.

1) **Name of Initiative:** *College of Science and Mathematics Peer Leaders at Bridgewater State University*

2) **Who the Initiative Is Designed to Support:** All students enrolled in introductory (or gateway) science and mathematics classes in the College of Science and Mathematics at Bridgewater State University. Supported classes include the first semester of STEM-focused calculus, geology and computer science and the first two semesters of chemistry and physics. Other supported classes include General Biology II, Cell Biology, Organic Chemistry I & II, and Physical Chemistry.

3) **Description of Strategies/Activities Employed:** All students taking the introductory course are required to meet in small groups where inquiry-based, peer-led activities support student learning. Peer leaders provide academic assistance on group activities designed to support learning of core material. Because all students in the course are required to take the class, there is no risk of stigma in seeking help. Peer leaders are trained to provide mentoring and advising support, and to identify issues where students may need to seek further resources. The Peer Leader program is in its seventh year, and was initially funded by a National Science Foundation STEP grant called STREAMS (NSF-DUE 0969109), but is now funded by BSU. About $68,000 of funding for student employment is used to pay peer leaders. All administrative overhead is done by BSU faculty and staff with no additional financial costs.

4) **Data on Effectiveness of Initiative:** This initiative is designed to support all students, and the initial goal was to close achievement gaps – as peer mentoring and small group has been shown in the literature to increase performance of traditionally underserved students in STEM fields. We measure course success (rates of students earning A or B grades) and 2-year retention rates within STEM majors as our primary outcomes. Overall, we see an increase in STEM retention of 4.6% points, and an increase of 6.6% points for low income and 6% points for students of color. AB rates increased for all students by 7.6% points, though the increase in the AB rate for students of color and low income students fell below this mark. A description of the program can be found in *Change:* http://dx.doi.org/10.1080/00091383.2015.1089758

5) **Contact Person Who Can Share More About This Promising Practice:** Dr. Thomas P. Kling, Department of Physics, 508 531 2895, tkling@bridgew.edu

Bridgewater State University Institutional Emerging/Promising Practices #4
(Submitted Summer 2017)
The Leading for Change Higher Education Diversity Consortium defines an emerging/promising practice as one which campus data either suggests or demonstrates being supportive of the success of campus students or employees from under-represented groups.

Please share details on three emerging promising practices at your institution.

1) *Name of Initiative:* SEISMIC: Students Engaging In Scientific and Mathematical Interdisciplinary Collaborations

2) *Who the Initiative Is Designed to Support:* Academically-talented, low-income students majoring in biology, chemistry, computer science, geology, mathematics and physics.

3) *Description of Strategies/Activities Employed:* SEISMIC is a 5-year, National Science Foundation S-STEM grant funding $6,000 per year scholarships for cohorts of 9 students. SEISMIC Scholars are selected during their freshmen year, and receive scholarships for the final three years of study. SEISMIC Scholars participate in learning community courses, service learning and research designed to develop skills as interdisciplinary scientists and mathematicians, as well as increasing STEM motivation, and developing social, cultural and psychological capital.

4) *Data on Effectiveness of Initiative:* SEISMIC's first cohort was selected in April 2017, and no data is yet available. A comprehensive research plan has been developed to examine social networks of the Scholars, and compare their development of STEM motivation, social, cultural and psychological capital throughout the program. Numerical data on student progress will be systematically collected through BSU's Institutional Research Office. Scholars will be compared to students who eligible but not selected to be part of the program.

5) *Contact Person Who Can Share More About This Promising Practice:* Dr. Thomas P. Kling, Department of Physics, 508 531 2895, tkling@bridgew.edu

The Leading for Change Higher Education Diversity Consortium defines an emerging/promising practice as one which campus data either suggests or demonstrates being supportive of the success of campus students or employees from under-represented groups.
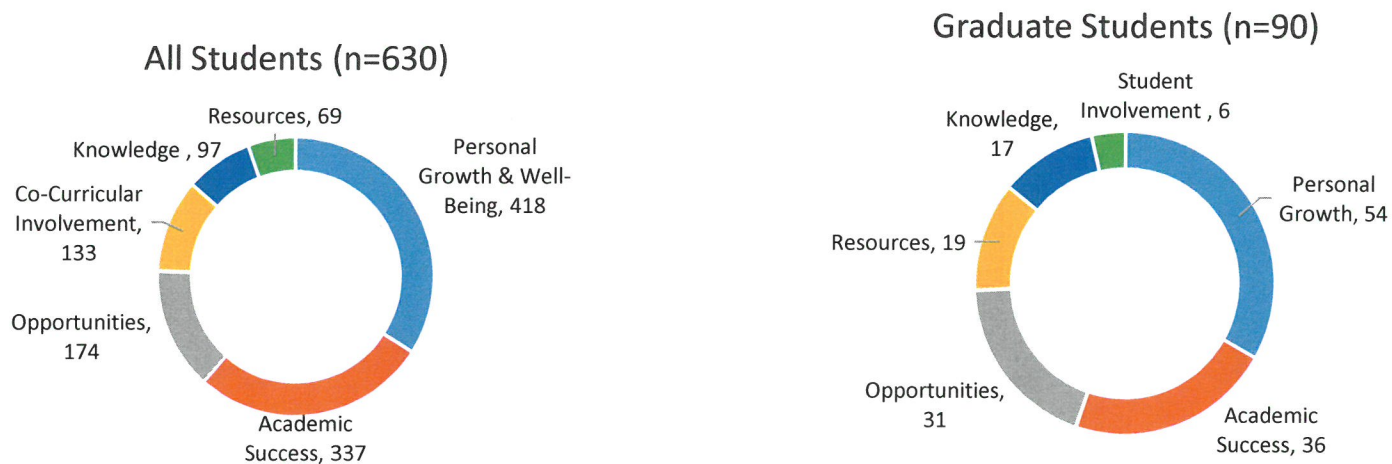
Please share details on three emerging promising practices at your institution.

1) *Name of Initiative:* Creating a Definition of Student Success to Inform Campus-wide Work
2) *Who the Initiative Is Designed to Support:* All BSU students
3) *Description of Strategies/Activities Employed:* Through a robust, two-year inclusive campus-wide process, BSU worked together to create a definition of student success, associated goals and measures for goal attainment at the individual and campus levels.

STUDENT-LED DEFINITION
In order to inform BSU's understanding and definition of student success with our students' experiences and insights regarding what helps them succeed, BSU's Office of Institutional Research conducted a Student Success Micro- Survey in fall 2015 completed by 630 of our students – 90 of whom were graduate students. This data provides the foundation of the draft student success definition. The summary of the student data is below:

Question: How do you define student success?

All Students (n=630)

Resources, 69
Knowledge , 97
Co-Curricular Involvement, 133
Opportunities, 174
Academic Success, 337
Personal Growth & Well-Being, 418

Graduate Students (n=90)

Student Involvement , 6
Knowledge, 17
Resources, 19
Opportunities, 31
Academic Success, 36
Personal Growth, 54

INCLUSIVE DRAFTING PROCESS

In addition to this student data, the definition was drafted through an inclusive campus-wide process that included input from:
• BSU's Board of Trustees, Foundation Board, Alumni Association Board
• The Faculty Development Leadership Group
• Students, faculty, librarians and staff who provided feedback at 10 campus-wide discussions
• Students, faculty, librarians and staff who provided feedback through an on-line survey
• The President, Cabinet and Provost's Council

BRIDGEWATER STATE UNIVERSITY'S STUDENT SUCCESS DEFINITION

Bridgewater State University's dynamic liberal arts education enables all students to achieve their educational, personal and community engagement goals. These goals include:
• Learning and applying knowledge and skills
  o gained through BSU's curricular and co-curricular education
  o associated with community engagement
  o associated with personal growth and sustained and improved well-being
• Completion of degree/certificate in a timely manner
• Achieving post-degree/certificate employment and/or educational goals

4) ***Data on Effectiveness of Initiative:*** BSU will not be collecting data on the effectiveness of the definition. However, the student success definition, goals and measures, in conjunction with the institutional strategic plan and benchmarks, will help to inform BSU's student success and retention work.

5) ***Contact People Who Can Share More About This Promising Practice:***

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Michael Young, Senior Associate Provost and Chief Data Officer; 508.531.2380; myoung@Bridgew.edu