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Bridgewater State University

# NEASC FIFTH-YEAR INTERIM REPORT

*August 2017*







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BRIDGEWATER

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STATE UNIVERSITY

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Bridgewater State University  
Bridgewater, Massachusetts

**INTERIM REPORT**

Prepared for  
Commission on Institutions of Higher Education  
of the  
New England Association of Schools and Colleges

**August 2017**



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## INTRODUCTION

Bridgewater State University began active planning for the Fifth-Year Interim Report in March 2016 following receipt of the notification letter from the Commission on Institutions of Higher Education, dated February 25, 2016. President Frederick W. Clark Jr., Esq. appointed Dr. Michael Young, Senior Associate Provost and Chief Data Officer, and Dr. John Marvelle, Professor of Elementary Education and Faculty Associate for Assessment, as Co-Chairs of the Interim Report writing team. Initial data collection via the Interim Report Forms and E Series Forms was completed by the Office of Institutional Research and the Office of Assessment, respectively, during the summer of 2016. Throughout summer 2016, the Co-Chairs developed a process for further data collection related to changes that have occurred since the 2012 comprehensive review and initiated the collection.

The data collection process for the Response to Areas Identified for Special Emphasis and the Standards Narrative centered on outreach to members of the campus community via leadership of the divisions and departments of the university. Meetings were held with the President, Provost, the President's Cabinet and the Provost's Council to explain the 2016 NEASC Standards for Accreditation and the Interim Report requirements in preparation for data collection efforts which were to be completed during fall 2016. Members of the President's Cabinet and Provost's Council were provided a data collection form for each NEASC Standard that they were able to use with members of their divisions to note significant changes that occurred in their areas since the 2012 report as related specifically to the numbered paragraphs of each Standard. After allowing sufficient time for the leadership to collect information from their areas and in addition to collecting written feedback, a significant portion of a meeting of the President's Cabinet was dedicated to an in-depth discussion of the progress that has been made since the 2012 report. Extensive notes from this meeting and written feedback from the President's Cabinet and Provost's Council informed the content of the written Standards Narrative in this Interim Report.

Responses to the areas specifically identified for special emphasis were drafted by the units most closely coordinating those efforts. Dr. Deniz Leuenberger, Chief of Staff and Interim Vice President of External Affairs, provided significant information related to the mission and strategic planning process section and 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 for the first area of special emphasis. Members of the Provost's Council collectively provided information regarding improvements made in the advising process since the 2012 report. Dr. Ruth Slotnick, Director of Assessment, Dr. John Marvelle, Faculty Associate for Assessment and the Academic Affairs Assessment Council provided information about the enhancements that have occurred in student learning outcomes assessment over the review period. Dr. Wendy Haynes, Assistant Provost for Global Engagement and formerly the Interim Dean of Graduate Studies provided information for the STEM Graduate Certificate sections. Dr. Young, Dr. Kate McLaren-Poole, Director of Institutional Research, and Dr. Slotnick were primary information sources for and writers of the Reflective Essay on Educational Effectiveness. The research and assessment efforts led by Dr. McLaren-Poole and Dr. Slotnick inform the educational effectiveness efforts of the university.

Drafting of the report during spring 2017 and final polishing during summer 2017 was completed by Dr. Young and Dr. Marvelle with feedback from the President and the President's Cabinet. The Interim Report process has been a productive checkpoint on the progress toward the strategic goals of the university at this important transition point in the Standards for Accreditation and in the leadership of the university.



## INSTITUTIONAL OVERVIEW

The spirit, vision and leadership of Horace Mann, America's father of public education and its strongest advocate, lives on more than 176 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 a demand for a college-level liberal arts curriculum emerged requiring that the Massachusetts General Court expand course offerings at the normal schools and establish public institutions of higher education.

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

The university's academic programs (36 undergraduate majors and 80 graduate degree and certificate programs) are housed and administered through its six colleges: the Louis M. Ricciardi College of Business, the College of Education and Allied Studies; the College of Humanities and Social Sciences; the Bartlett College of Science and Mathematics; the College of Continuing Studies and the 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 sizes and extraordinary teaching and mentoring by a world-class faculty. Bridgewater affords students of all ages and backgrounds access to a variety of opportunities for learning and personal growth such as undergraduate research (which is ranked in the top 57 nationally by the Council on Undergraduate Research), global learning, service learning and participation in an array of social justice initiatives.

Bridgewater's commitment to student success has earned national attention. For example, in 2015 the university was ranked at number nine on The Education Trust Top-Gaining Four-Year Public Institutions list. BSU also enjoys a six-year graduation rate closing in on 60 percent – which is above the national average for its mission class – and the freshman-sophomore retention rate has risen to 80 percent.

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

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

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

## RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

In its letter of February 25, 2016, to President Clark, the Commission on Institutions of Higher Education requested that particular emphasis be placed on the five concerns noted in the previous two reviews: the comprehensive review in fall 2012 and a review of a substantive change to offer a certificate program through the American Museum of Natural History. The responses to these areas of emphasis are summarized in this section and are also addressed in the Standards Narrative and Reflective Essay on Educational Effectiveness.

June 28, 2013

1. Implementing changes to planning, curriculum development, and the university's definition of student success based on the institution's reflection on values, mission, and purpose;
2. Enhancing the assessment of student learning and using the results to support continuous improvement;
3. Assuring the effectiveness of student advising, with particular emphasis given to the role of faculty and staff in advising.

January 21, 2016

1. Meeting enrollment goals set for the STEM Graduate Certificate with a description of the students enrolled in the program;
2. Involving Bridgewater State University faculty in the delivery of the program, including the assessment of student achievement in the STEM Graduate Certificate.

### **Implementing changes to planning, curriculum development, and the university's definition of student success based on the institution's reflection on values, mission, and purpose**

*Strategic Planning Process:* Under the leadership of President Clark, Bridgewater State University is committed to an inclusive and comprehensive strategic planning process, building on a foundation of institutional strategic planning at the university.

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

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

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

**Institutional Strategy**

Institutional goals and objectives  
Implementation plan

**Operational Plans**

Divisional and college level plans  
Department and program level plans

**Tactical Integration**

Policies  
Procedures

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*From Hinton, Karen E. 2012. A practical guide to strategic planning: [oira.cortland.edu/webpage/planningandassessmentresources/planningresources/SCPGuideonPlanning.pdf](http://oira.cortland.edu/webpage/planningandassessmentresources/planningresources/SCPGuideonPlanning.pdf)*

The BSU strategic planning process began in summer of 2015, with a commitment to a dynamic, effective and inclusive plan. The university has engaged in a rigorous process of planning, which is the foundation of institutional decision making. The cycle of planning means the university is continuously engaging in strategic planning and review. The institutional, divisional and departmental plans will be revised on a three-year cycle and reviewed annually.

**Curriculum Development:** Internal governance processes ensure shared governance among faculty/librarians, academic administration, and students in the program and course approval process. The shared governance process continues to be balanced and effective for the university. In the upcoming academic year a formalized academic program development process will be moved through the governance process so that program development in the future is more consistent and is more adequately planned. The planning process will include the already present aspects of projecting enrollment and completing a needs assessment and will add such areas as a marketing plan, assessment of space need, and financial impact of the program launch including annual budget and any accreditation related building expectations. It will be through this new process that new academic program development will be in line with the data-informed decision-making processes employed in the rest of the university.

**Student Success Definition:** In order to inform our understanding and definition of student success, BSU undertook a significant effort that included a major survey of the student body, an inclusive campus-wide definition-drafting process that included all stakeholders, and an extensive review of higher education literature. To further emphasize the university's focus on student success, President Clark established the Division of Student Success and Diversity. The Vice President of Student Success and Diversity led the effort to articulate a definition of Student Success for Bridgewater.

In fall, 2015, the Office of Institutional Research conducted an online Qualtrics survey of the BSU student body. This survey, "Student Success Micro-Survey," was developed by the Division of Academic Affairs, the Division of Student Success and Diversity, and the Division of Student Affairs and Enrollment Management to gain insights from BSU students about their experiences and insights regarding what helps them succeed. The survey consisted of demographic questions and the following three open-ended questions:

- What does the terms "student success" mean to you?
- Based on your definition of student success, what is BSU doing well?
- Based on your definition of student success, what could BSU do better?

Of the 11,089 students, 9,608 were undergraduates and 1,481 were graduate students. A total of 981 students responded to this survey, of which 630 completed at least one of the required open-ended questions and were therefore included in the final analysis. The response rate for this survey was 9%.

The data from this survey provided the foundation of the draft student success definition. Institutional Research's Executive Summary of the students' definition of student success was posted numerous times in employee community announcements over a one-month period in Spring 2016 with an invitation for all employees to read the report and answer the following questions:

- After reviewing the student success definition themes from the student survey, what additional themes do you think should be included in BSU's definition of student success?
- After reviewing the student success definition themes from the student survey, do you disagree with any of the themes and think they should not be included in BSU's definition of student success?

A total of 138 employees viewed the survey, with 24 employees responding to at least one of these questions. In addition, an extensive review of higher education literature was examined for exemplar student success definitions and/or domain that are key to defining student success.

The draft definition was also informed by numerous informal conversations with and formal presentations given by campus members as part of our institution-wide student success work. Additional input came 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 and individually through an on-line survey
- The President, Cabinet and Provost's Council.

**Draft Definition:** Bridgewater State University defines student success as follows: Bridgewater State University's dynamic liberal arts education enables all students to achieve their educational, personal and community engagement goals. These goals include:

- Learn and apply knowledge and skills
  - gained through BSU's curricular and co-curricular education
  - associated with community engagement
  - associated with personal growth and sustained and improved well-being
- Complete degree/certificate in a timely manner
- Achieve post-degree/certificate employment and/or educational goals

While it is not possible to cite all of the campus members and initiatives that have contributed to this draft definition, BSU's national student success standing and our progress going forward is a credit to the campus-wide focus on providing educational excellence to all of our students.

To quote the most recent draft of BSU's Strategic Plan (July 6, 2017), "Student success is the highest priority at Bridgewater State University. As the institution looks to 2027, its vision centers on an interdivisional, university-wide commitment to access, opportunity and diversity, building on demonstrated success in reducing achievement gaps over the past 10 years. Bridgewater will be the leader in student success outcomes in its mission class, advancing its goals through data-driven decision making, program review and strategic planning."

We are pleased to report that The Education Trust (2015, 2017), identified Bridgewater State University as a leader in student success due to the efforts of faculty/librarians, staff, and administrators, as well as through the efforts of individual students and student-led programs.

This campus-wide commitment is summarized in the first goal of BSU's draft strategic plan to "focus resources and decisions on the overarching priority of student success." We believe that an institutionally-crafted and endorsed definition of student success will enhance BSU's efforts to identify, implement and assess strategies and interventions intended to reach our aspirations on behalf of our students.

### **Enhancing the assessment of student learning and using the results to support continuous improvement**

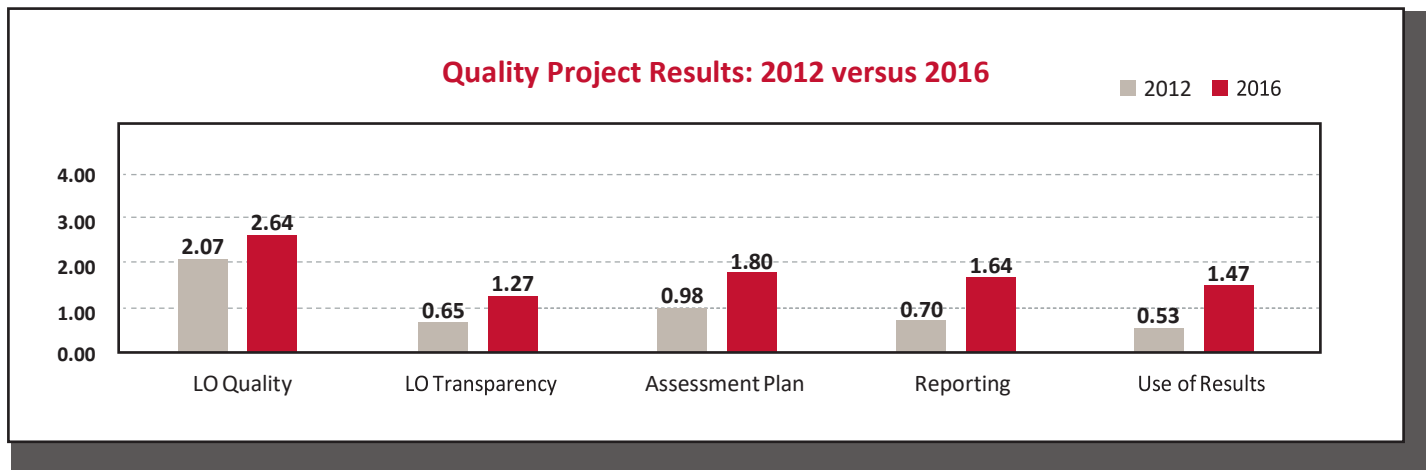
In 2012, the NEASC Site Visit Team concluded, "Perhaps the single greatest challenge facing BSU in the coming years is improving the articulation and measurement of learning outcomes and using the evaluative information for continuous improvement" (NEASC Final Site Visit Team Report, p. 33-34). Within this challenge, the visiting team identified three major barriers to creating a robust culture of assessment at BSU: (1) an inconsistent system of assessment – especially for academic degree programs, (2) a lack of transparency of student learning outcomes including how results support continuous improvement, and (3) limited faculty involvement in assessment, despite commendations from NEASC on the newly formed Office of Assessment to help meet these goals. Over the past five years, with continued support from the Provost and the Senior Associate Provost and Chief Data Officer, the Office of Assessment has made significant strides in each of the three identified areas of concern. As Banta, Jones, and Black (2009) note, "Effective assessment doesn't just happen. It emerges over time as an outcome of thoughtful planning, and in the spirit of continuous improvement, it evolves as reflection on the processes of implementing and sustaining assessment suggests modifications (p.3)." In this spirit and in collaboration with the faculty and staff on the Academic Affairs Assessment Council, the Office of Assessment embraced the iterative, non-linear, organic, and sometimes imperfect nature of assessment to document what students know and are able to do to help them succeed through continuous improvement at both the course and program level. To address these three barriers, the Office developed a system of assessment with the Quality Project, increased visibility through the Transparency Project, and improved faculty involvement through systematic and ad hoc efforts. These efforts will continue to provide a structure and strengthen a culture of assessment.

#### **Creating a System of Assessment: The Quality Project**

The Office of Assessment believes assessment results should inform programmatic changes to help students succeed in real-time. Since 2013, each academic degree program has been required to submit an annual assessment report to the applicable College Dean's office, in addition to the periodic program review for BSU or an outside accrediting body. Through a concerted effort on the part of the Office of Assessment and College Deans, the 2015-2016 academic year was the first year that all degree programs submitted the annual report along with the updated NEASC E-Series form.

To compare the growth in the assessment of student learning outcomes from 2012 (the last NEASC review) through 2016, the Office of Assessment developed the Quality Project in October 2016 at the request of the Academic Affairs Assessment Council. The first phase of this ongoing project consisted of examining the progress in assessment in five areas: the quality of student learning outcomes, transparency of the outcomes, quality of the assessment plan, reporting, and use of results. Over the course of seven months, the Office of Assessment spent approximately 300 hours studying assessment-related information for 83 degree pathways within 32 departments. The Director and Assistant Director scored each degree program independently in the five areas using a four-point analytic scoring rubric adapted from the National Institute of Learning Outcomes Assessment Transparency Framework. See chart below. When there were any discrepancies in scoring, the Director and Assistant Director met to discuss the rubric and confer to agree upon a score, resulting in 15 revisions to the rubric, modeling continuous improvement. As a result of this inaugural in-depth analysis of assessment work for each degree program, the Office of Assessment developed an online submission form to account for 42 characteristics, including types of high-impact practices integrated into the program, faculty

involvement in assessment, next steps based on assessment results, and program innovation. The NEASC E-Series forms were cross-checked as well against annual report submissions. To account for potential lack of continuity due to change in department assessment faculty assignments and to provide context from one year to the next, the Office is developing an interactive online system that can preload the prior year's information for updating for the current year.



The findings of the **Quality Project [2012 versus 2016]** are significant: In all cases, positive changes in rating of quality were made in all five areas:

- Quality of Student Learning Outcomes: scored the highest (from 2.07 to 2.64) with 100% of programs having established learning outcomes.
- Transparency of Outcomes: increased moderately from .65 to 1.27 primarily due to the Office of Assessment listing all program outcomes and NEASC E-Series forms on its intranet site (see Transparency Project below for details).
- Assessment Planning: showed a moderate gain from .98 to 1.80 with programs generally using one of two types of standard formats provided by the Office of Assessment.
- Assessment Reporting and Use of Results: were similar and had the largest gains from 2012 (.70 to 1.64, and .53 to 1.47, respectively), but still needs assistance with better reporting of the assessment work that is happening.

**Building the Culture of Assessment: The Transparency Project**

The Office of Assessment’s Transparency Project is a multi-faceted, continuously improving effort to increase visibility of student learning outcomes, related assessment, and use of results for continuous improvement. Our goal is to have these three components for all degree programs visible to institutional and external stakeholders, including students and prospective students. To that end, the Office of Assessment developed an archive of both student learning outcomes and NEASC E-Series information on its website, documenting assessment growth in academic programs, and use of results for continuous improvement since 2012. The Office has regularly updated the website for assessment-related resources thereby increasing the efficiency and transparency in the assessment work for assessment personnel within each department. Other components of the Transparency Project include posting the Core Assessment Project Brief on the website, offering assessment-related grants to faculty and posting grant recipients on the campus-wide Community Announcements, and celebrating faculty assessment work on Reading Day and Center for Research and Scholarship (CARS) events.

**Increasing Faculty Participation in Assessment**

To help the faculty see assessment work as more than a mandate, the Office of Assessment has worked hard to engage and assist faculty in meaningful program assessment to provide program improvement. These efforts include offering and assisting with assessment-related grant work, targeted assessment workshops, assistance with survey development

and analysis, inviting faculty to celebrate their work as described above during Reading Day and CARS events, and involving faculty with the Office of Assessment committee work (such as Core skill rubric development). We have made great progress in getting the faculty involved and expect that this will remain a major focus.

A culture of assessment doesn't just happen, nor does effective assessment. However, to the credit of the Office of Assessment, BSU has made positive changes in the way the faculty perceives assessment and the ways they assess student learning and use assessment for continuous improvement.

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*Banta, T. W., Jones, E. A., & Black, K. E. (2009). Designing effective assessment: Principles and profiles of good practice. San Francisco, CA: Jossey-Bass.*

*Maki, P., & Kuh, G. D. (2017). Real-time student assessment: Meeting the imperative for improved time to degree, closing the opportunity gap, and assuring student competencies for 21st century needs. Sterling, VA: Stylus.*

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### **Assuring the effectiveness of student advising, with particular emphasis given to the role of faculty and staff in advising**

Student advising is an ongoing focus of Bridgewater State University. The locus of advising shifts throughout the student's time at the university beginning with the professional staff services offered through the Academic Achievement Center (AAC) and then transitioning to the academic department which hosts the student's major. As noted in the comprehensive evaluation completed for the 2012 NEASC self-study, the hand-off of students from the AAC to the academic departments has been a primary focus in the improvement of the academic advising process.

Programs that have been augmented or implemented since the 2012 review include the following:

- Emerging Scholars Programs – Students invited to participate in the Emerging Scholars Programs have fallen below good academic standing at the university
- The Summit Program – Individualized advising and academic support program designed to help readmitted students on their path to academic success upon return to BSU
- Freshmen Grade Point Recovery Program – Any freshman student with 0-23 earned credits, who is placed on academic probation at the end of their first semester, continues to be advised in the AAC. The goal of the GPR is to help students identify challenges to their academic progress and to connect them with resources in and outside of the AAC to help them address those challenges
- Academic Coaching and Research Services – Previously managed by two faculty providing 18 hours per week, these services have been staffed with a professional advisor to provide more frequent access to this support.
- Peer advising – AAC makes peer advising available for all undergraduate students. Trained undergraduate peer advisors assist students to navigate the advising and registration tools such as InfoBear, DegreeWorks and the Academic Catalog. Peer advisors primarily work with freshmen and continuing students who need assistance mapping out their semester schedule prior to meeting with their assigned advisor.
- Ten Living Learning Communities (LLCs) have been established in Residence Halls, including First Year Honors, First Year Service-based Science and Math, First-Year Leadership, Lavender, Women in Science and Math, Upper Class Honors Science and Math, Social Justice and Global Village.
- Men's and Women's Leadership Retreats were established to grow leadership skills and application throughout the BSU community.
- Focused advising and mentoring programs in Athletics and PanHellenic programs have led to these groups demonstrating among the highest grade point averages and retention rates among student leaders.

Over the course of the intervening years since 2012 extensive internal research has been conducted through the work of an Advising Taskforce. This taskforce was convened in 2014 to compile the recommendations from two previous Advising Workgroups in order to prioritize the recommendations and, where appropriate, determine progress that had been made. Of the 23 recommendations that surfaced over the past decade, seven recommendations were deemed priorities and have been implemented. Of the remaining 16 recommendations, seven are being addressed in the coming years. These recommendations have been reviewed and prioritized for consideration by the Provost during the budget development process.

The seven priority Advising Workgroup's recommendations that have been implemented are:

- Purchase and implementation of modules of DegreeWorks degree audit and planning tool
- Creation of four-five year departmental advising plans
- Creation of a plan to enhance the delivery of summer advising
- Enhanced communication from the Registrar's Office to students about the advising and registration processes
- Eliminated paper-based class schedules and moved these materials into InfoBear and also promoted best use of InfoBear
- Distributed more accurate lists of student advisees to departments so that advisors can be assigned earlier than previous practice
- Creating an Advising Network and Steering Committee and appoint faculty coordinators (partially implemented)

The seven Advising Workgroup recommendations that are next in line for implementation, based on input from the Advising Taskforce, are:

- Adopt a definition, outcomes, and expectations for advising
- Examine and refine the change-of-major process
- Create a formal process to transition students to their academic departments
- Fully implement the Advising Network
- Create an advising resource webpage and calendar
- Develop a faculty advisor training program
- Explore the feasibility of hiring professional advisors for each academic college

These recommendations from the Advising Taskforce almost exclusively relate to undergraduate student advising and highlight the need for better coordination of advising throughout the undergraduate student experience.

As part of the Division of Academic Affairs restructuring plan, the position of Dean of Undergraduate Studies has been created, partially in response to a need for more coordination in undergraduate advising. It is envisioned that, much like the College of Graduate Studies and College of Continuing Studies coordinate the advising of their students, the Dean of Undergraduate Studies will be a coordination point for all undergraduate student advising across the four undergraduate colleges. The Academic Achievement Center reports to the Dean of Undergraduate Studies as does the Assistant Administrative Dean who serves as student resolution specialist, addressing student appeals. Undergraduate Studies will work closely with the deans and other key administrators in the academic colleges and the Transfer Office in the Division of Student Affairs and Enrollment Management to provide focus on the continuous improvement of undergraduate advising practices of the university to meet student's needs. Reorganization of the Division of Student Affairs and Enrollment Management has also focused on improving the student experience by providing seamless support to students from admission through graduation. An Associate Vice President/Dean of Students position was also revised to better address the needs of students.



**Meeting enrollment goals set for the STEM Graduate Certificate with a description of the students enrolled in the program**

The Course Provider Agreement (the Agreement) between the American Museum of Natural History (AMNH) and Bridgewater State University (BSU) was fully executed on April 13, 2016 and is in effect for a three-year term from May 1, 2016 to May 1, 2019. The Agreement was signed following an extensive local governance review process (Fall 2015) and NEASC approval of BSU's substantive change request on November 20, 2015. BSU provided a copy of the fully executed Agreement to NEASC earlier this year.

Both AMNH and BSU consider the arrangement to be a valuable partnership brought about by a shared commitment to offering high-quality educational opportunities to the communities they serve. The Agreement has only been in effect for one year. During that period of time, 30 students have begun the process of applying for graduate credit and the graduate certificate; 15 students have taken at least one course and have been awarded graduate credit. It is too early in the life of the BSU engagement with AMNH to know how successful it will be, but both BSU and AMNH remain optimistic. At the request of the BSU liaison, the AMNH Director of Online Teacher Education Programs provided the following overview of activities to date:

The American Museum of Natural History entered into a partnership in March, 2016 with Bridgewater State University to offer its thirteen Seminars on Science courses for BSU graduate credit. These courses are semester- equivalent experiences for current and future educators, co-instructed by a scientist and an educator, that have been offered for graduate credit in partnership with institutions of higher education for the past 17 years.

Included in the AMNH-BSU partnership is the formation of a Bridgewater State University STEM Certificate - a graduate certificate in science education comprising four Seminars on Science courses, including three required ones (Earth: Inside and Out, Evolution, and Space, Time and Motion) and a fourth elective that can be chosen from the remaining Seminars on Science courses. Students have six years to complete the courses for the certificate and can back-apply for graduate credit for any of the courses from the start of the official agreement between AMNH and BSU. The certificate will provide 12 graduate credits in total (3 credits per course) and will allow for students to gain a deeper understanding of science content and scientific inquiry and digital resources for use in the classroom.

Both AMNH and BSU have launched programs to promote the courses and the STEM Certificate, including prominent presences on their respective websites. In addition, BSU has sent emails and mailed more than 40,000 postcards to teachers in their local region. As a result, AMNH has seen a five-fold increase in its registrations for its first spring session in those zip codes targeted by BSU. Further analysis will need to be conducted to deduce the impact of the emails and postcard mailings given the rolling applications for BSU graduate credit combined with the fact that AMNH has experienced overall enrollment growth in its spring sessions, but preliminary indications are that the BSU marketing effort has succeeded in raising awareness and encouraging participation in these offerings.

Moving forward, AMNH plans to segment its email campaigns to provide targeted messaging and promotion of the STEM Certificate to teachers in those same zip codes in addition to social [media] promotion. As AMNH has experienced with other partners and with their own marketing campaigns, the conversion from potential leads to enrolled students takes time, starting with creating awareness, and requires multiple cross-channel touch points. In addition, AMNH looks forward to participating in an on-site Bridgewater event for their matriculating students and local superintendents in April<sup>1</sup> and will promote the Bridgewater partnership and STEM Certificate at any local conferences and events where they have a presence, including the annual meeting of the National Science Teachers Association in Los Angeles (March 30 – April 2, 2017).

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<sup>1</sup> This event will be held in Fall 2017 to permit adequate time for planning and marketing. The Dean of the BSU College of Education and Allied Studies will also be engaged in the event preparations.

BSU was heartened by AMNH's perspective and fully anticipates robust participation well before the Agreement is to be renegotiated. The next two years will provide ample opportunity for additional marketing and adjustments to the arrangement that may surface as a result of more experience and observation of the program's progress.

**Involving Bridgewater State University faculty in the delivery of the program, including the assessment of student achievement in the STEM Graduate Certificate**

BSU has recently welcomed a new Dean of the Bartlett College of Science and Mathematics into the Academic Affairs leadership team. The Deans of the College of Graduate Studies and the College of Education and Allied Studies will be meeting with the new Dean to discuss the potential for and the interest in engaging faculty members in the program as instructors at some time in the future. AMNH was receptive to this approach and it could be an opportunity to enrich opportunities for existing staff. With current teaching loads and ambitious research agendas, however, it is not clear that faculty would be able to take advantage of such an opportunity. The matter merits consideration and those conversations will continue through the summer and into the fall.

In the meantime, the three deans or their designees will be meeting with the Director of Assessment to discuss how BSU faculty and administrators might efficiently and effectively assess BSU graduate student learning in the courses offered through AMNH. The AMNH Director of Online Teacher Education Programs will also be included in the conversation and will be able to provide "best practices" developed by the other eight institutions with which AMNH partners in arrangements similar to its agreement with BSU. (Go to <http://www.amnh.org/learn-teach/seminars-on-science/grad-credit> to view other AMNH partners.)

BSU judged that the marketing and recruiting processes took first priority and the system of assessment could be developed as enrollments became more robust. At least one institution requires students to complete an assignment in addition to those required by the AMNH, an approach that will be considered for BSU students in the coming year.

## STANDARDS NARRATIVE

### Standard One: Mission and Purposes

Bridgewater State University's official mission statement has remained unchanged since the 2012 self-study. BSU is in the process of revising its mission statement as an aspect of the strategic planning process it has been engaged in for the past year and a half. By mandate of the Massachusetts Board of Higher Education, all institutions of higher education in the commonwealth must engage in a strategic planning process and submit a strategic plan for approval to the BSU Board of Trustees, the BHE and the Massachusetts Secretary of Education by the end of 2017.

#### BSU's current official mission statement is...

As the comprehensive public university of Southeastern Massachusetts, Bridgewater State University has a responsibility to educate the residents of Southeastern Massachusetts and the commonwealth, and to use its intellectual, scientific and technological resources to support and advance the economic and cultural life of the region and the state.

This mission statement has been in place at the university for nearly two decades. It is, however, generic and could apply to any teaching university and, as a matter of fact, is very similar to the mission statements at the other state universities in the commonwealth. The strategic planning process that has been underway since July 2015 has provided an opportunity for extensive review and revision of the mission statement to better align with the vision and values of Bridgewater State University.

#### BSU's draft revised mission statement is...

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.

#### BSU's draft vision statement is...

Bridgewater State University aspires to be a community in which:

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

#### BSU's values statement

During academic year 2014-2015 a series of meetings were held to discuss institutional values in response to national and global statements of intolerance and bigotry, and acts of violence. To quote the BSU Values website, "the Bridgewater State University community has come together to reaffirm its own values of diversity, inclusion and equality for all. Initiated by a group of caring and committed BSU faculty, the community crafted a statement recommitting ourselves to these values. The president and chairman of the Board of Trustees worked together to present the statement to the Board, and, at its meeting on December 14, 2015, the Board unanimously adopted as an official statement of the university the following."

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## STANDARD ONE: MISSION AND PURPOSES

## BRIDGEWATER STATE UNIVERSITY

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*In response to growing and widespread incivility, bigotry, and hostility, we, the undersigned members of Bridgewater State University, reaffirm the values of our community as a welcoming, compassionate, and intellectually rigorous learning, working, and living environment. We reject all forms of bias, discrimination, xenophobia, and violence. We re-commit ourselves to actions that put into practice our individual and institutional values of diversity, inclusion, and equality for all.*

This values statement has been signed by members of the Board of Trustees, the President's Cabinet, and many members of the campus community.

## STANDARD ONE: MISSION AND PURPOSES

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### **Standard Two: Planning and Evaluation**

The depth of the planning and evaluation work of the university has become a central focus in the decision-making work of the university. Since 2012, the University Data Stream Project has been implemented with the development of a data warehouse that harnesses the university's data in a single platform. The Data Stream Project is led by the Senior Associate Provost/Chief Data Officer utilizing staff in an expanded Institutional Research office and a dedicated team within the Information Technology Administrative Systems group. The staffing in place at this time is sufficient to meet the planning and evaluation needs of the university.

#### **Planning**

Planning at the university takes a long-term view. In the new strategic planning process the long-term horizon takes a 10-year view with institutional, divisional and departmental strategic planning occurring on sequential three-year cycles with annual reviews.

Planning takes into account realistic targets for new student enrollment and continuing student retention to inform financial planning and academic program planning. In the current financial model of the university, enrollment targets are used to set the institutional budget. Integrating projected enrollments into budget planning is a new practice necessitated by projected declines in the college-age student population over the next few years. Bridgewater State University has been in a growth mode for over a decade and, in times of growth, budgets are less sensitive to enrollment fluctuations. In the current environment, careful budget planning is prudent. Resource allocation is closely tied to the strategic planning priorities of the university each year.

Since the 2012 report, the university has experienced transition in the leadership of the Academic Affairs division with the retirement of one provost and the resignation of a second. The current leadership of the division is developing a data-informed process for Academic Program Development that will be finalized and submitted to university governance during the 2017-2018 academic year.

#### **Evaluation**

Bridgewater State University ascribes to a continuous improvement model of assessment and program review. Academic program quality, integrity and effectiveness are the hallmark of the university. This process has led to greater consistency in the development of student learning outcomes at the program level and in the assessment practices of the academic programs of the university as evidenced by a thorough review of the annual assessment reports of the programs. Over the past five years, the Office of Assessment has grown in number and reach of programming.

The new strategic planning model includes extensive metrics, which will be populated on an externally facing dashboard, and will be the data used to evaluate progress on reaching the institutional goals set in the plan. Metrics will also be set at each level of the plan for goals at the divisional and departmental levels.

### **Standard Three: Organization and Governance**

The university leadership's organizational structure has been restructured since 2012 with the inauguration of a new President in 2015. A primary focus of the new administration is transparency – ensuring that the decision-making process is transparent and that institutional policies are clear and documented.

#### **Governing Board**

The university's Board of Trustees have undertaken a number of new training efforts mandated and supported by the Massachusetts Board of Higher Education since the 2012 review. A new Board of Trustees member training program and training in the state ethics law have been implemented and completed. The Department of Higher Education also has a new liaison program that includes a periodic visit to each of the state university governing boards over the course of an academic year.

In alignment with the priorities and organizational structure of the university, the Board of Trustees has added a Student Success and Diversity Committee and a Safety Committee. The committees of the Board fulfill their responsibilities appropriately and delegate to the President of the university those responsibilities that most appropriately reside with the administration. Regular communication between the President and the Chairman of the Board of Trustees allows for smooth operation of the university.

#### **Internal Governance**

The new organizational structure of the university has been flattened leading to operational efficiencies aligning decision-making with expertise and responsibility. In the new structure, two new divisions were added: Student Success and Diversity and Marketing and Communications. The Division of Student Success and Diversity provides a locus for targeted interventions to aid student success and affords a centrality to the institution's focus on diversity. The Division of Marketing and Communications was formed by merging several departments that had formerly been located in different divisions. The new division manages all facets of the university's communications and major communications channels, including branding, marketing, advertising, publications, university web architecture, media relations, major social media channels and video production. The responsibility of the Division of Human Resources was broadened to include a new focus on Talent Management. The Divisions of Finance and Operations were created by dividing the former Division of Administration and Finance Division, allowing for a stronger focus on financial oversight and innovative facilities management.

In the new structure, the chief academic officer – the Provost and Vice President of Academic Affairs – has direct responsibility for the quality of academic programs and the success of students within those programs. The collaboration of the Provost, the Vice President of Student Affairs, and Vice President of Student Success and Diversity allows the institution to focus on multiple types of student outcomes, curricular and co-curricular, with each division having its own focused area of emphasis.

The Division of Academic Affairs also has been restructured since 2012 to better align expertise with the work of academic administration. Division leadership includes the Provost, the Senior Associate Provost and Chief Data Officer, and the Associate Provost for Academic and Faculty Affairs. Also new since 2012 are the Assistant Provost for Global Engagement, Assistant Provost for High-Impact Educational Practices, and the Dean of Undergraduate Studies. In June of 2015, the university hired a founding dean and elevated the Office of Continuing and Distance Education to the College of Continuing Studies. The goal of the College of Continuing Studies is to better serve the region's post-traditional student population and to provide additional educational opportunities for students who wish to attend Bridgewater State on a part-time basis. In order to better align the College of Continuing Studies with the other academic units, it was transferred organizationally from External Affairs to Academic Affairs. The Dean of the College of Continuing studies reports directly to the Provost and sits on the Provost's Council.

The faculty collective bargaining agreement defines the governance committee membership for all academic governance committees at both the undergraduate and graduate levels. With the exception of the Graduate Education Council (GEC), each governance committee has historically had a strong faculty majority in the membership with representation from the administration and students. The agreement calls for the creation of the Graduate Education Council, specifies the composition of this internal governance structure, and generally describes the function of the GEC.

Since 2014, the GEC has worked collectively to better define its role, describe its policies and procedures, and provide guidance to those who will come before it. Moreover, the GEC is becoming a more proactive body, introducing changes to governance deadlines more in keeping with advancements in technology and an online catalog, drafting guidelines for submissions, and insisting upon clear delineation between undergraduate and graduate course offerings. With agreement of management during collective bargaining, the composition of the GEC changed from five faculty representatives to 10, thus doubling to a majority the number of faculty votes and increasing the strength of faculty voice in the decision-making process.

### **Standard Four: The Academic Program**

As in the 2012 report, Bridgewater State University is substantially in compliance with the standards of Standard Four: The Academic Program. All of the academic programs offered by BSU have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning. Sufficient resources are provided to sustain and improve the academic programs of the university. Student success in high quality academic programs is the central theme of BSU.

BSU demonstrates an effective system of academic oversight by means of the governance process set forth in the contract between the faculty union and the Commonwealth of Massachusetts. Each academic department has a standing curriculum committee, which initially vets curricular changes. Curriculum and academic programs submitted to governance by the departmental curriculum committees are approved by governance committees, comprised of faculty, librarians, administrators and students. Academic proposals that are approved by the committee structure are then sent to the Provost and President for approval. Committee membership changes annually. This process allows for a high degree of faculty self-governance, combined with appropriate administrative oversight. The structure of the governance process is subject to change during periodic contract renegotiations.

### **Assuring Academic Quality**

As was the case for the 2012 report, Bridgewater State University relies on external accreditation reviews for programs where relevant accreditation bodies exist, and an internal program review process for those programs without external accrediting bodies. The program review process also helps the university remain in compliance with our responsibilities to the Commonwealth of Massachusetts Board of Higher Education. Program reviews require the development of assessment plans that are reported to the college deans and the Academic Affairs division office through the Office of Assessment. These reports are reviewed and analyzed as part of the ongoing Quality Project of the Office of Assessment as described elsewhere in this report.

Internal governance processes ensure shared governance among faculty/librarians, academic administration, and students in the program and course approval process. The shared governance process continues to be balanced and effective for the university. In the upcoming academic year a formalized academic program development process will be moved through the governance process so that program development in the future is more consistent and is more adequately planned. The planning process will include the already present aspects of projecting enrollment and completing a needs assessment and will add such areas as a marketing plan, assessment of space need, and financial impact of the program launch including annual budget and any accreditation related building expectations. It will be through this new process that new academic program development will be in line with the data-informed decision-making processes employed by the rest of the university.

### **Undergraduate Degree Programs**

Bridgewater State University continues to comply with all aspects of the standards related to the undergraduate degree program including curricular requirements that are rigorous and assure that students graduate with a broad liberal arts education that includes both general education coursework and majors that are relevant and up to date in their content.

### **General Education**

The BSU Core is currently undergoing revision. New proposals give more emphasis to both the rigor and reinforcement of all the Core skills across the curriculum and in the major, as a direct result of a decade of assessment activities. The development of learning outcomes and revised rubrics will help to inform the Core revision process and future assessment design. More discussion is needed with academic departments on how all the skills are introduced, reinforced and measured in the major.



### **The Major or Concentration**

The majors and concentrations of the university continue to be updated and modernized through the program review process. For example, in the College of Education and Allied Studies the undergraduate Health Studies – Community Health concentration has been updated and become the major in Public Health. This program revision updates the content of the former concentration to make it more relevant to today's graduate education demands and fills a gap in preparation for this job market.

In the Ricciardi College of Business we have added a Bloomberg financial trading lab that greatly augments the education and preparation of our Finance majors through hands on work with “big data” and live investment funds to manage. The Aviation training facility has been upgraded to support our flight-training program within the Aviation Science major and led to Aviation Accreditation Board International (AABI) accreditation for the program. Also developed were a Business certificate program at our Cape Cod facility and a degree completion program in management at the Attleboro location where we are also building a logistics concentration, which will serve the local business community.

In the Bartlett College of Science and Mathematics the Computer Science program has achieved Accreditation Board for Engineering and Technology (ABET) accreditation and the Chemical Sciences program has been reaccredited by American Chemical Society (ACS). Program reviews have resulted in updates to Biological Sciences, Chemical Sciences, Earth Sciences, Mathematics and Physics. Biological Sciences has eliminated their concentrations; Chemical Sciences has restructured their concentrations into Professional Chemistry, Biochemistry and Environmental Chemistry; Earth Sciences has been renamed to the more appropriate title of Geological Sciences with Geology and Environmental Geosciences majors; Mathematics has two new concentrations – Pure Mathematics and Statistics; and, Physics has new concentrations in Applied Physics, Astrophysics, and Optics.

### **Graduate Degree Programs**

No substantial changes have occurred since 2012 in the way that graduate degree programs are delivered and reviewed. Enrollments in graduate education have been flat since the 2012 report. The College of Graduate Studies is responsible, working in concert with the four academic colleges, for quality assurance for the graduate degree programs using the program review process or external accreditation, where available. Administration of the College of Graduate Studies is in transition for the coming year with a new Dean beginning her term at the university on July 1, 2017, joined by an Administrative Associate Dean to assist with policy development and updates.

Of note as a change from the 2012 projections for the Graduate College is the decision to not build a separate building for the College. In the current fiscal environment, the addition of this building project was deemed unnecessary. Instead, the College of Graduate Studies has instituted the annual publication of *The Graduate Review*, a journal of graduate research conducted at the university and investment has been made in improving graduate programs.

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

The policies and procedures utilized by the university continue to ensure integrity in the award of academic credit and have not changed since the 2012 report. The deans of undergraduate studies, graduate studies, and continuing studies work with the four academic college deans to exercise oversight for degrees offered at the university. Academic integrity policies for undergraduate and graduate students provide specific guidance as to the importance of academic integrity and the repercussions if students do not maintain integrity.

### **Standard Five: Students**

Since the 2012 report, the Division of Student Affairs has restructured to include the Enrollment Services group that previously resided in the Division of Academic Affairs. The Division of Student Affairs and Enrollment Management leadership includes the Vice President, two Associate Vice Presidents – one being Dean of Students and the other Enrollment Services. The Dean of Students group includes the Offices of Community Standards, Residence Life and Housing, Student Involvement and Leadership, Wellness Center, Health Services and the Counseling Center. The Enrollment Services group includes the Offices of Undergraduate Admissions, Financial Aid, New Student and Family Programs, and Transfer Services. Athletics and Recreation and Career Services report directly to the Vice President. This organizational structure is designed to more seamlessly meet student service needs from the point of application until they graduate from BSU.

### **Admissions**

New student enrollment and retention of existing students has become a focus over the past two years with the implementation of an Enrollment and Retention Task Force co-led by the Provost and Vice President of Academic Affairs and the Vice President for Student Affairs and Enrollment Management. The task force brings together key leadership and functional unit staff across divisions to develop a systematic plan to meet new student and continuing student enrollment targets.

Undergraduate Admissions has begun to use the Ellucian Recruiter application tool as the electronic application for admission. This product allows admissions staff to access an array of information from the applicant to help better track the application progress for potential students. Intentional recruiting into specific academic programs has not yet been a part of the undergraduate admission process, but more targeted marketing plans are likely to be developed going forward as part of the academic program development process and in the plans of the Enrollment and Retention Task Force.

The College of Continuing Studies has its own Recruitments and Admissions Team that is focused solely on recruiting post-traditional students for its programs. The goal of this team is to provide the individualized, high-touch admissions services that post-traditional students need. Potential students are guided through the application, transfer-credit, orientation, and enrollments processes by dedicated College of Continuing Studies' staff. Information sessions, open houses and orientation events are tailored specifically for post-traditional students. College of Continuing Studies students are admitted using the Massachusetts Department of Higher Education's Undergraduate Admissions Standards for the Massachusetts State University System.

College of Graduate Studies (CoGS) increasingly integrates the work of recruitment/marketing, admissions, academic excellence, and student services through leadership team meetings, leadership workshops for graduate coordinators, and increased expectations for qualifications and productivity of CoGS professional staff.

CoGS has initiated several pilot programs aimed at reducing unnecessary obstacles to student acceptance and success. Specifically, it has questioned the usefulness of standardized tests (GMAT and GRE) for predicting student success in graduate school. Further, many graduate programs continue to require the tests but rarely use them as a factor in admissions decision making. In 2017, a consolidated proposal will move through governance that removes the standardized test requirement for about three-quarters of the programs that require it if students have graduated within three years from BSU with at least a 3.5 GPA. The individual proposals have gone through the departmental/college approval process and faculty has been fully engaged in the decision-making process.

The Office of Institutional Research in 2015 conducted the first-ever retention, progression and graduation (RPG) analysis at the graduate student level. Average retention across graduate programs is about 79-81%, although data for individual programs vary widely. Due to the lack of data available on this metric from other public institutions, according to the Council of Graduate Schools, CoGS was unable to compare itself with peer institutions, but is committed to improving those RPG rates and to identify obstacles and student needs in individual programs.

The Center for Multicultural Affairs, Pride Center, and Veterans Center in the Division of Student Success and Diversity engage in recruitment activities focused on students of color, GLBT individuals, veterans and other under-represented groups. The division engages in interdivisional interventions and strategies informed by Institutional Research data that seek to close achievement gaps in retention and graduation rates.

- a) **Retention grant program** identifies students in good academic standing, with genuine financial need, and unpaid tuition and fees preventing them from registering. Students are contacted and offered up to \$3000 in institutional grant funding paid to BSU in order to pay past student bills, allowing students to be retained and register for their next semester's courses. In order to be accepted into the retention grant program, students agree to take the shortest path to graduation, work with an academic coach in the Academic Achievement Center, and complete financial literacy training.
- b) **Come Home to BSU:** Students in good academic standing who were registered in the current semester but did not register during priority registration for classes in the next semester received two texts (one in late November and the second in early January), as well as a phone call, offering individualized support addressing any difficulties preventing them from registering.
- c) **The male, GLBT and multicultural student mentoring programs** focus on helping students develop and achieve individualized student success plans of action. A major focus of this work is assessing students' pre-program use of campus student success resources and helping them enhance their use of these resources.
- d) **Commuter Student Success:** Based on institutional research showing a commuter student gap in retention and graduation rates, a task force was developed in Spring 2017 to examine our data, institutional and national best practices and to recommend student success interventions intended to support the success of commuter students. Selected interventions will be piloted in AY 17-18.
- e) **BSU Bears Summer Scholars Program:** Incoming first-time full-time freshmen with a high school GPA of 2.0-2.5 are offered the opportunity to engage in a yearlong learning community combining curricular and co-curricular support.

### Student Services and Co-Curricular Experiences

As noted above, the reorganization of the Student Affairs and Enrollment Management division has yielded a better alignment of student services. The creation of the Division of Student Success and Diversity is also in support of this standard. The mission of the Division of Student Success and Diversity is to eliminate achievement and opportunity gaps and support equity. To this end:

- The creation of the Veterans Center in November 2015 helps support this important group of students by offering a one-stop student success center.
- This division also provides leadership to the Leading for Change Higher Education Diversity Consortium that supports data-informed efforts to support the success of all students.
- The Division of Student Success and Diversity works cross-divisionally to identify, implement and assess interventions intended to close achievement and opportunity gaps. A special feature of this division's work is its emphasis on addressing campus climate issues that are identified through BSU's Campus Climate Survey.

The Student Success and Diversity centers work to ensure that diverse students have the information they need to succeed at BSU via brochures, intranet sites, social media contacts and personal outreach. The vice president of the division works with Institutional Research to conduct focus groups with students experiencing achievement gaps to improve their retention and graduation rates. The centers offer services that support the success of all students while also specializing in supporting those from marginalized groups.

The centers all prioritize supporting students' academic and career success by offering students' support and referral to appropriate campus offices. The male, GLBT and multicultural student mentoring programs also prioritize students' academic and career success. The Veterans Center advises student veterans who are first-year/first semester, undeclared, readmitted and first generation students.

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## STANDARD FIVE: STUDENTS

The Office of Institutional Diversity, Center for Multicultural Affairs, Pride Center, and Veterans Center provide services in accordance with BSU's spirit and intent of equal opportunity and goals for diversity by offering educational programming and community building to support BSU's diverse students. They provide trainings, support student groups and offer student leadership development opportunities.

In the Academic Affairs reorganization, the Assistant Provost for High-Impact Educational Practices supports the intentional focus and represents an investment in the beneficial role that high-impact practices plays in student success. Also, cross-divisional work has led to an increase in the number of Residential Learning Communities for students, particularly in STEM majors.

## **Standard Six: Teaching, Learning, and Scholarship**

### **Faculty and Academic Staff**

Since the 2012 report, the number of full-time faculty lines has increased to 362 representing an increase of 46 full-time faculty lines from the number in FY2012. This 13% increase in the number of full-time faculty lines has been intentional to focus on the quality of curricular delivery and student advising. This increase in full-time faculty has also changed the mix of full-time (362) and part-time faculty (405) nearer to a 50 – 50 split than the previous year (335 and 475, respectively). The increase in full-time faculty has enabled the university to fulfill a rule within the collectively bargained agreement between the faculty union and the commonwealth setting 15% as the highest proportion of course sections that may be taught during the day by part-time faculty.

Over the course of the last five years, in addition to the Academic Affairs divisional reorganization described earlier and the addition of the College of Continuing Studies, two academic departments have split into four with the division of Communication Sciences and Disorders separated from the Special Education department and the split of the Theater and Dance department into separate departments of Theater and Dance. Also, the Foreign Language department has been renamed as Global Languages and Literature, and Earth Science is now Geological Sciences. New Associate Deans have been added to the colleges of Business, Education and Allied Studies, and Science and Mathematics, and an Administrative Associate Dean has been added to the College of Graduate Studies. These additions to academic administration better support the faculty and the teaching and learning environment for each of the impacted colleges.

Faculty hiring practices have been improved since 2012 to facilitate more diverse hiring pools. Academic Affairs collaborated with Human Resources and Talent Management in the Fall of 2017 to offer faculty-hiring workshops that included topics such as recruitment, budgets, EEO/affirmative action, and implicit bias training. The intention in the future is to videotape these workshops so they are more widely available.

Evaluation criteria for faculty are defined and codified in the MSCA-BHE Collective Bargaining Agreement with separate requirements for each year of initial reappointment and then tenure and promotion. Student evaluation of teaching is specified in the Agreement, as is the evaluation of advising. The intent of the reappointment evaluation process is to provide formative feedback so that the faculty member being reviewed can continue to progress toward tenure. While this is the intent, in practice some academic departments do better than others in achieving this goal. Salary and benefits, assignments and workloads are also codified within the collective bargaining agreement. Within the parameters of the agreement faculty assignments are equitably determined. The constraints of a 12 credit per semester teaching load added to advising, scholarship, and service requirements, while daunting, are consistent with the mission and purposes of a teaching university.

Staffing needs for support of the academic function are evaluated periodically and adjustments to that support are planned as the need is identified. As one example, the Academic Achievement Center staffing has been modified over the years to ensure support of the advising needs of our first-year students and the support centers housed therein.

### **Teaching and Learning**

Academic program quality is a hallmark of Bridgewater State University and as such many support structures are in place to assist faculty in the delivery of quality courses and programs. The Teaching and Technology Center (TTC) has recently been rededicated to the faculty focus that it has had in years past. The staff of the TTC are dedicated to maintaining their expertise in leading edge innovation of technology use in pedagogy and stand ready to assist faculty through proactive training programs and are on call as faculty need their help. A recent innovation has been making chrome books available to part-time faculty to access institutional resources in their teaching and the implementation of a One Button Studio to allow easy video recording of presentations and projects by faculty and students. Additional

support in the form of a learning design specialist would help improve instructional effectiveness, especially as related to the delivery of web-based courses.

The complement of full-time and part-time faculty who teach at the university helps to ensure that students are receiving instruction from a variety of faculty as they navigate the core curriculum and their major. Multi-section courses utilize the same base syllabus to ensure that the content coverage is substantially the same regardless of instructor assigned to teach a particular section.

Student advising is an ongoing focus of Bridgewater State University. The locus of advising shifts throughout the student's time at the university beginning with the professional staff services offered through the Academic Achievement Center (AAC) and then transitioning to the academic department which hosts the student's major. As noted in the comprehensive evaluation completed for the 2012 NEASC self-study, the hand-off of students from the AAC to the academic departments has been a primary focus in the improvement of the academic advising process. Faculty and student research are supported through the operating budgets of the university. The Center for the Advancement of Research and Scholarship has small and large grants that may be utilized during the fall and spring semesters or the summer along with travel grants to subsidize faculty travel to present their research at professional conferences. Since 2012 there has been steady growth in the number and variety of students participating in Undergraduate Research funded in the budget of the Office of Undergraduate Research and through Adrian Tinsley Program summer grants. *The Undergraduate Review* offers students a venue to publish research they have completed during their time at Bridgewater. *The Graduate Review* is a graduate research journal that is the corollary of *The Undergraduate Review*.

## Standard Seven: Institutional Resources

### Human Resources

Bridgewater State University substantially addresses the standards in its hiring and retention policies and practices. Job descriptions are complete and sufficient, workforce analyses are completed via professional organizations, HR policies are available and accessible, and all collective bargaining agreements are current with clear grievance processes. Personnel evaluation processes are also codified in the collective bargaining agreements.

In the organizational reorganization completed by President Clark, Talent Management has been added to the Human Resources division and the new Human Resources and Talent Management division was separated from the President's division. The talent management function of human resources takes a proactive approach to managing staffing. Regular position analyses occur to ensure currency of job descriptions as contractual evaluations occur and when positions are vacated.

### Financial Resources

During the period since the 2012 report, the former Administration and Finance Division was split into two divisions: the Operation Division and the Finance Division. This modification better utilizes the expertise of the staff in each division leading to operational efficiencies and more focused leadership. The most recent reporting year led to the eighth straight Certificate of Achievement for Excellence in Financial Reporting. The university is in strong financial condition and has a multi-year financial plan that is realistic and aligned with anticipated revenues based on enrollment projections and expected state financial support. A new budgeting process was implemented during the most recent fiscal year budget planning cycle that afforded much greater transparency and improved communication across the organization related to resource allocation.

The financial audit as of June 30, 2016, shows the university's financial position remains strong. Assets grew from \$194.5 million to \$220.7 million. Liabilities decreased slightly from \$111.6 million to \$105.7 million. Net position increased from \$82.9 million to \$134.9 million. Total revenues increased from \$158.4 million to \$189.6 million despite a leveling enrollment. Annual student fee increases averaged slightly more than 5% over the five years and the net state appropriation increased on average slightly over 5% per year over the five years – although still 12% below the level provided per full-time enrollment in FY2008.

The increased revenue was utilized for the following expenses: contracted employee pay increases (averaging 3.5% annually); increased fringe benefit costs charged by the commonwealth for retirement and health benefit cost averaging; increased depreciation for the new Mohler-Faria Science and Mathematics Center; increased financial aid allocated from local revenue; and, compliance with the MSCA-BHE Agreement 15% part-time faculty requirement. Other key accomplishments over the past two years include: Increased transparency of budget through Town Meeting and senior staff presentations and workshops; procurement policy implemented to improve acquisition of goods and services through industry best practices, including compliance with state procurement requirements; consolidation of Commencement with University Events to streamline administration; Travel Office booking increased by 60% over five years; accounts receivable administrative processes modified to improve collection on student accounts; and, Perkins loan program planned for liquidation to eliminate administrative costs. The pension liability mandated to be recorded on our financial statements retroactive to June 30, 2014, adversely impacted the unrestricted net assets.

The following investments have been made in the university:

- \$98.7 million invested by the commonwealth for the Mohler-Faria Science and Mathematics Center – the largest capital project undertaken by an institution in the state university system. Recently the Center was certified by USGBC as LEED Silver
- \$58 million for Weygand Hall – 500 bed resident hall
- \$8 million for dining hall renovations

- \$7 million for Welcome Center
- \$6 million for athletic facility improvements
- \$4 million for classroom upgrades
- \$2.5 million for improvements to Cape Cod facility

### **Information, Physical, and Technological Resources**

The university's physical plant, information and technological resources are second to none in the state university system. Over the past five years, four new buildings have opened – the Welcome Center, Bethany House, Weygand Hall, and our Cape Cod location. The university has also acquired a property on Hale Street across from the Welcome Center for future development. A Deferred Maintenance Plan has been developed with a five-year rolling deferred maintenance/capital renewal plan. The plan is aligned with both the Division of Capital Asset Management and Maintenance (DCAMM) CAMIS database and the Massachusetts State College Building Authority (MSCBA) database. The 2012 report had projected that two buildings were planned over the intervening five years and only one, Weygand Hall, has been realized. A preliminary plan for an additional on-campus academic building has been shelved for the near term given the capital investment plans of the commonwealth.

The BSU steam plant was converted from #6 oil to natural gas reducing greenhouse gas (GHG) emissions by 30% and saving \$400,000 annually. Two large off-campus solar net metering contracts were negotiated saving \$250,000 annually. These two sites combined produce five megawatts of electricity, a quarter of campus demand annually. Library and information resources, services, facilities, and qualified staff are sufficient to support the university's teaching and learning environments and its research and public service mission.

Technological resources have focused on enriching the student learning environment, enhancing communications, increasing operational efficiencies, and improving information security. The Information Technology division has also supported the university's strategic vision by launching University Data Stream – data analytics platform – under the direction of the Chief Data Officer. IT has also established a mission, vision, and values statements for the IT division in alignment with the university's mission, vision, and values statements, and have also appointed a new Vice President of Information Technology/Chief Information Officer since the 2012 report.

The student learning environment has been enriched by rolling out CloudPC (Desktop-as-a-Service) for students, faculty and staff; launching the One Button Studio video recording studio for students, faculty and staff; upgrading the flight simulators at New Bedford Aviation Center; implementing DegreeWorks Audit, Transfer Equivalency Self Service, and Recruiter systems; releasing BSU Mobile 1.0, 2.0, and 3.0 mobile app versions with a plethora of features/functionality; completely dedicating the IT Teaching and Technology Center to supporting faculty use of technology; launching a Business Trading Room with Bloomberg Terminals (12) and trading funds; establishing a formal Counselor Education lab in line with program certification requirements; and, implementing Wireless Everywhere Print Anywhere (WePa) printing kiosks in residence halls.

Enhanced communications include the following: implemented electronic Board of Trustees meetings via Board Effect platform in the cloud; streamlined student orientation process via deployment of Chromebooks and card scan check-in; quintupled Internet bandwidth from 800Mbps to 4Gbps and added alternate geographical route; expanded BSU Master Calendar to include additional departments and integrated with [www.bridgew.edu](http://www.bridgew.edu); launched digital signage (2) on University Park underpass to enhance communications and safety; and, established electronic Digital Sports Hall of Fame in the Adrian Tinsley Center.

Increased operational efficiencies included: established and built out IT Project Management Office and related discipline; deployed Microsoft Office 365 email and productivity tools in the cloud for students, faculty and staff; established 24x7x365 IT Help Desk support for students, faculty and staff; implemented KwikBoost smartphone/tablet/laptop charging stations across campus; added seven (7) new IT positions – across entire IT division to improve



STANDARD SEVEN: INSTITUTIONAL RESOURCES

service delivery; and, created automated BSU Connect Card check-in application/process utilizing card readers. Improved information security projects included: implemented Department of Homeland Security (DHS) Cyber Hygiene program; deployed quarterly Information Security Awareness newsletter to students, faculty and staff; launched, in partnership with the University of Massachusetts an Information Security Awareness Operations Center program; released BSU (RAVE) Guardian emergency mobile safety app integrated with BSU Police Department; and, commissioned an Information Security assessment to inform/improve information security.

## **Standard Nine: Integrity, Transparency, and Public Disclosure**

### **Integrity**

BSU continues to be substantially in compliance with the Integrity standards as indicated in the 2012 report. Since the 2012 report, it is worth noting that the institution completed the transition from its legacy website to a separate website/extranet (bridgew.edu) and intranet (my.bridgew.edu). The institution is currently expanding information on our academic programs and student support services that is available on the website. A new undergraduate admissions microsite and redesigned Continuing Studies site also have been created and integrated into the main website. In this same time span, the Academic Integrity Policy for undergraduate and graduate students are in the process of being revised and will be presented for governance review during the 2017-2018 academic year. A new graduate appeals process – with explicit deadlines and expectations – is also being drafted. The current process is vaguer and less informative for students and faculty than is appropriate as the university diversifies its graduate program offerings. The policies of the university are more transparent internally and externally than ever before. They are now visible and available on a separate microsite that is externally accessible. Examples of new initiatives that reflect integrity are the development of crisis management protocols, seating a Science Safety Committee in the Bartlett College of Science and Mathematics, and hiring a Sexual Violence Officer/Educator. Bridgewater State University makes every effort to proactively plan for all policy needs and addresses gaps in policy as periodic and episodic assessment of the policies and conditions indicate.

### **Transparency**

The university catalog is the official repository for academic program information. Academic program information is updated on the website in accordance with updates to the university catalog. The BSU Division of Marketing and Communications regularly reviews content on its website. Processes have been created by which faculty and staff can submit updated and corrected information. Google analytics are also employed to ensure content on the most visited website pages is accurate, up-to-date and complete.

Transparency is a watchword of President Clark's administration. This transparency is on display in the periodic Town Hall meetings where information is shared with the campus community in a deeper way than had previously existed at BSU. The university is more forthright in communicating and explaining new decisions and written policies. The dashboards presenting the metrics of the University Strategic Plan, which is in the final stages of development, are extensive and will be publicly available for review.

### **Public Disclosure**

BSU substantially complies with the standards of public disclosure as was also reported in the 2012 report. The university catalog information is consistent with the mission of the university. The catalog provides up-to-date information on all policies related to undergraduate and graduate students and is the source for the official information about program requirements and educational outcomes required through the core curriculum and the individual majors. Admission requirements and the process for gaining transfer credit are articulated in the electronic catalog as are all policies related to declaring majors and minors, registering for or withdrawing from courses or the institution, and the list of courses offered by each academic department.

The Division of Marketing and Communications has recently finished a complete revision of all print admissions materials, including an updated view book and a new "majors and minors" book, providing information on all of our academic programs. A new graduate view book has been published and the process of updating all graduate program descriptions has begun. The results of the periodic review of materials contribute to the continuous improvement environment that is becoming more pervasive throughout the university.

In 2016, a new "University Profile" was unveiled which includes a rich array of data on our students, programs, faculty and alumni (careers/earnings). The *Bridgewater Today* electronic newsletter is sent weekly to 25,000 individuals – students, faculty, staff, and alumni – with news of the university community.

## REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

*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.*

Bridgewater State University demonstrates its focus on the measurement of educational effectiveness in the very language of this draft mission statement "...dedicated to the lifelong success of all students, focus on the continuous improvement of its people..." The university's emphasis on continuous improvement in all aspects of its strategic plan is particularly expressed in the second goal of the draft strategic plan to "provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative and professional growth." Utilizing program review and external accreditation processes, the university ensures that student learning outcomes are stated for each academic major and concentration and that an assessment plan is in place for departments to use to demonstrate that students are learning what is intended by receiving these exceptional educational opportunities.

Further demonstration of the university's emphasis on continuous improvement was the creation of the Chief Data Officer position to harness the data and assessment resources of the university through a single point person responsible for monitoring metrics for the strategic plan and supporting data-informed decision-making processes. The Chief Data Officer works closely with the Director of Institutional Research, the Director of Assessment, the Registrar and the Administrative Systems group in the Information Technology division in these efforts. The Division of Student Success and Diversity was created to bring laser focus to the importance of supporting student success cross-divisionally. Academic Affairs, Student Affairs, Enrollment Management, and Student Success and Diversity work collaboratively to champion the resources necessary to help students learn and demonstrate positive outcomes of their Bridgewater education—leading to the drafting of an institutional definition of what student success means.

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." An institutionally-crafted and endorsed definition of student success is necessary to help all of our students gain what they aspire to from their education at BSU. BSU's definition of student success was drafted through the inclusive campus-wide process. The current draft definition follows:

"Bridgewater State University's dynamic liberal arts education enables all students to achieve their educational, personal and community engagement goals. These goals include:

- Learn and apply knowledge and skills
  - gained through BSU's curricular and co-curricular education
  - associated with community engagement
  - 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"

Student and institutional metrics that will be used to track student progress on this new student success definition have been determined. These metrics will be augmented over time as the definition is approved and implemented in the coming academic years. Metrics include student grade point average, indirect assessment from surveys such as the National Survey of Student Engagement, Career Services Survey of Recent Graduates, Graduate Student Experience Survey, Alumni Survey, Campus Climate Survey, and Employer Survey, and direct measures such as licensure test pass rates and program-level assessment results. These results will inform the university's assessment of educational effectiveness in future reports.

## What students gain as a result of their education?

### Description

Bridgewater State University utilizes both direct and indirect measures to assess what students gain as a result of their Bridgewater education. Direct measures include the assessment of the Core Curriculum and program-level assessments via capstone courses for the majors and concentrations. Indirect measures include the annual Graduating Senior Survey, the National Survey of Student Engagement (NSSE) and the Campus Climate Survey – each administered every three years, and an Alumni Survey that was administered during the spring semester of 2017 and has yet to be analyzed.

**Core Curriculum Assessment:** During the current review period, the learning outcomes of the Core curriculum represent the overarching outcomes students are expected to achieve as a result of their education. The current Core curriculum has been in place since fall 2006 and includes knowledge and skill goals. To quote the Core document “...we believe that there are certain critically important general outcomes that the undergraduate core curriculum ought to achieve. These are that students expand, deepen, and in certain instances begin to develop their understanding in those fundamental ways of knowing which are central to successfully participating in and contributing to the improvement of our society and at the same time to acquiring the enhanced potential for continued personal growth.”

The knowledge goals of the Core Curriculum include an understanding of:

- the intellectual foundations, conceptual frameworks, and methodologies of the arts, the behavioral and social sciences, the humanities, and the natural sciences
- the intellectual foundations, conceptual frameworks, and methodologies of logic
- the intellectual foundations, conceptual frameworks, and methodologies of mathematical reasoning
- the implications and uses of information literacy and technology in the student’s major area
- global and multicultural issues

The skill goals of the Core Curriculum follow, in part, from and are directly related to these knowledge goals and fall broadly in the areas of:

- communication (writing and speaking),
- logical reasoning,
- mathematical reasoning, and
- research and information literacy and technology

Again, to quote the core document “Insofar as a skill is an ability to do something, individuals can possess skills to varying degrees, just as they can understandings. Moreover, as is the case with knowledge goals, it is not possible to provide a precise, comprehensive, and at the same time justifiable, detailed catalog of specific skill goals for the core curriculum. There is an almost unlimited number of skills desirable for a student to acquire in the first instance or, if already acquired, to develop to a higher degree. Nevertheless, we believe that there are certain general skills that are so fundamental that the college through its core curriculum must ensure their acquisition to a fairly high degree.”

**Graduating Senior Survey:** The Graduating Senior Survey is an assessment of the overall college experience of graduating seniors. It was locally developed at Bridgewater State University and is administered using the Qualtrics survey hosting website. 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 (employment, graduate school, etc.).

In fall 2015 and spring 2016 the Office of Institutional Research sent email invitations to 1,868 senior students who had applied to receive a bachelor’s degree at the May commencement or who expected to graduate in August and had been granted permission to walk during the May ceremony. In addition, the survey was advertised through the

BSU commencement website, resulting in 1,175 respondents (63% response rate). Students who did not finish taking the survey or who did not indicate their gender were not included in the quantitative analysis. Usable responses were received from 827 students.

Respondent Demographics	#	%
Male	274	33%
Female	553	67%
Students of Color	141	17%
Low Income Students	298	36%
First Generation Students	443	54%
Lived on Campus for at east One Semester	366	44%
Never Lived on Campus	460	56%
Enrolled Mostly Full Time	778	94%
Enrolled Mostly Part Time	48	6%
Entered BSU as a Transfer Student	399	48%
Entered BSU as a First-Time Freshman	414	50%
Graduated with a First Major in RCOB	124	16%
Graduated with a First Major in CEAS	147	19%
Graduated with a First Major in CHSS	445	57%
Graduated with a First Major in BCSM	69	9%

*RCOB=Ricciardi College of Business; CEAS= College of Education and Allied Studies; CHSS = College of Humanities and Social Sciences; BCSM = Bartlett College of Science and Mathematics*

## Findings and Analysis

### Core Curriculum Assessment Results

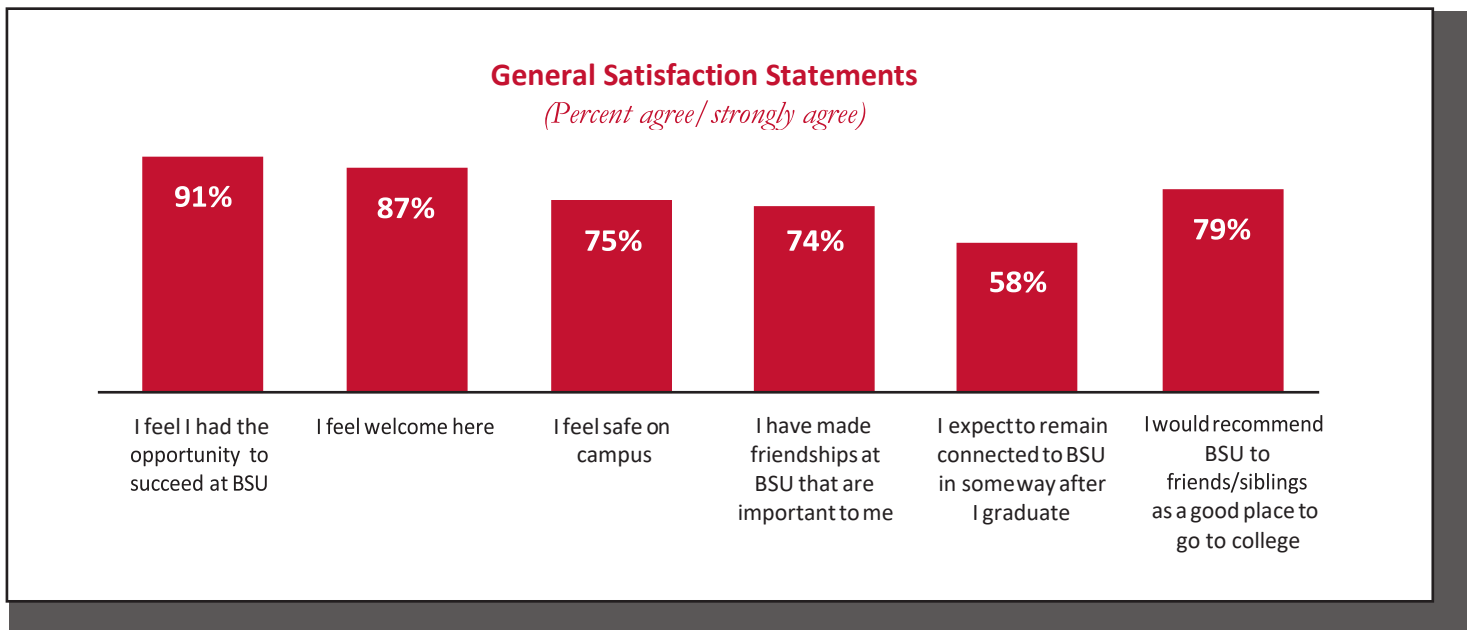
Bridgewater continues to make great strides in institutional assessment efforts of the Core Curriculum skill areas. In collaboration with and under the direction of the Core Curriculum Steering Committee, the Office of Assessment conducts ongoing assessment of student learning outcomes from the Core Curriculum. Direct assessment of select Core skills (critical thinking, information literacy, logical reasoning, quantitative reasoning, speaking, and writing) began in 2006 with logical reasoning using a pre- and post-test administered through the Foundations of Logical Reasoning (PHIL 111) course offered by the Philosophy Department. Written communication was added in 2007 at three distinct levels with the latest focus on upper-level courses, followed by a pilot of speaking skills in 2010, critical thinking and quantitative reasoning pilots in 2011 to align with the Massachusetts Department of Higher Education's Vision Project, and an information literacy pilot in 2015. Assessment of mathematical reasoning is in development.

In 2006, the Core Assessment Project (CAP) was developed as the framework to assess Core skills, and this approach has continued since that time. The CAP provides a rich dataset to support continuous improvement efforts on campus. The methodology includes use of holistic rubrics to assess a single collection of students' papers drawn from Writing Designated in the Major Courses, an upper-level course requirement for most programs, rather than collecting samples from multiple courses requiring significantly more work for the faculty. Using this method, assessment is used for multiple outcomes in a single paper to look across skills as they are naturally occurring. Three of the four rubrics were adapted from AAC&U LEAPVALUE rubrics and the Quantitative Rubric is based on the Carleton College Quantitative Inquiry, Reasoning, and Knowledge (QuIRK) initiative. In the fall of 2015, the Office of Assessment presented the results to faculty advisory groups and distributed a written report to all academic department chairs and senior administrators.

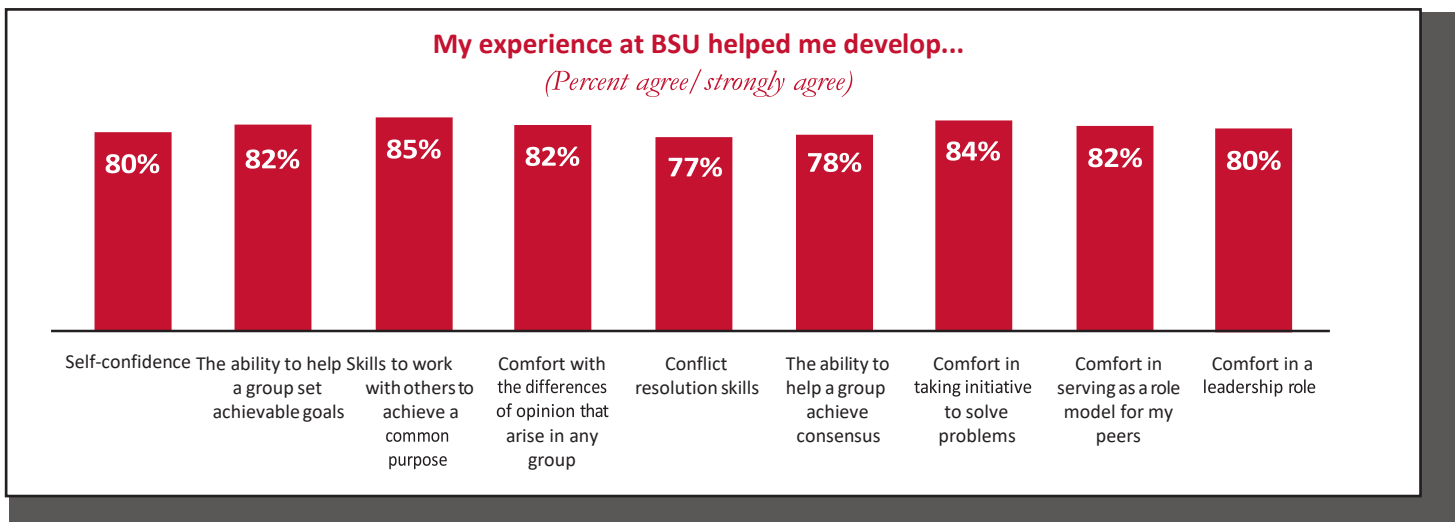
One of the major findings from the 2015 study indicates that disciplines vary naturally in their use of the Core skills. In 2016-2017, five faculty teams totaling 25 faculty/librarians worked to revise the learning outcomes in the scoring rubrics to be more disciplinarily inclusive. This project grew out of the recommendations of faculty who participated in the June 2016 assessment project during which the 2015 data was further analyzed for next steps.

**Graduating Senior Survey Results**

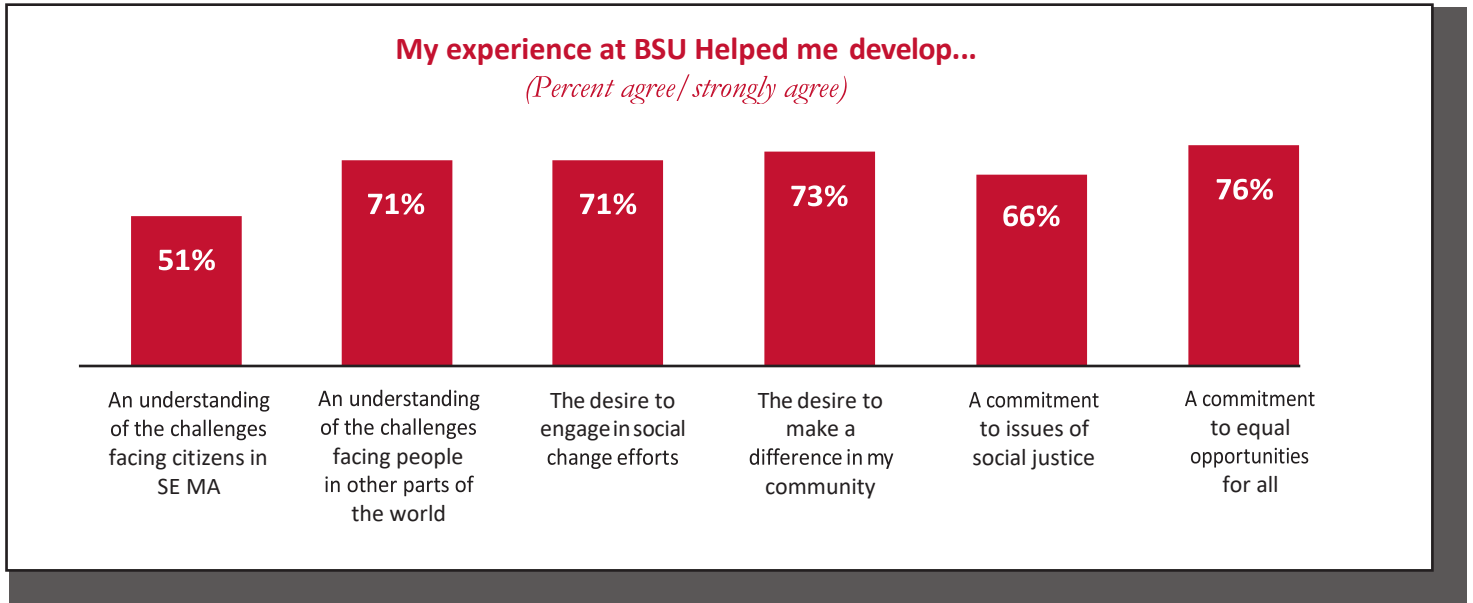
**General Satisfaction:** The first section of the survey asked respondents to rate their agreement with six statements aimed to assess the graduates’ overall satisfaction with their college experience. The graph below shows the percentages of students who agree or strongly agree with these statements. When posed the overarching statement for this section “BSU strives to maximize the intensity, diversity, and richness of teaching and learning relationships forged between faculty, students, and the members of the broader community,” 83% indicated that BSU does this well or very well.



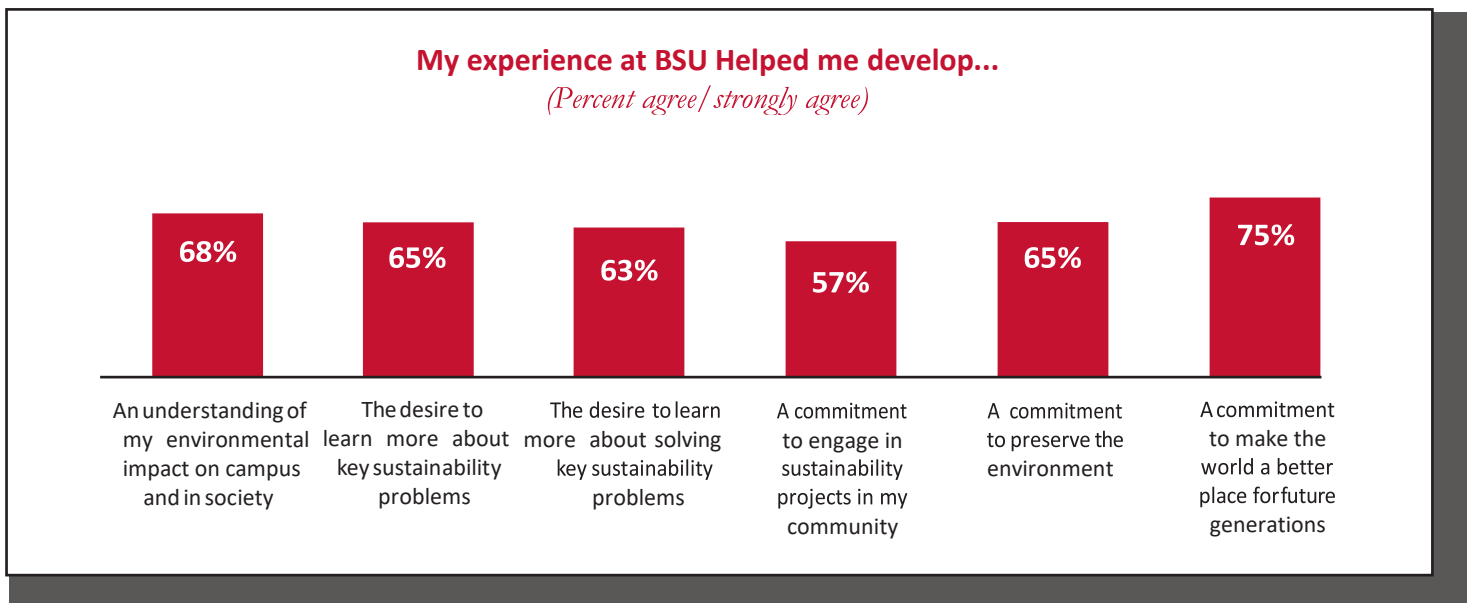
**Leadership Development:** The next section of the survey asked students about their leadership development at BSU. The following graph shows the percentage of respondents who agreed or strongly agreed with each statement. When posed with the overarching statement for this section “BSU strives to promote a rigorous and dynamic institutional environment focused on developing and enhancing leadership skills,” 75% indicated that BSU does this well or very well.



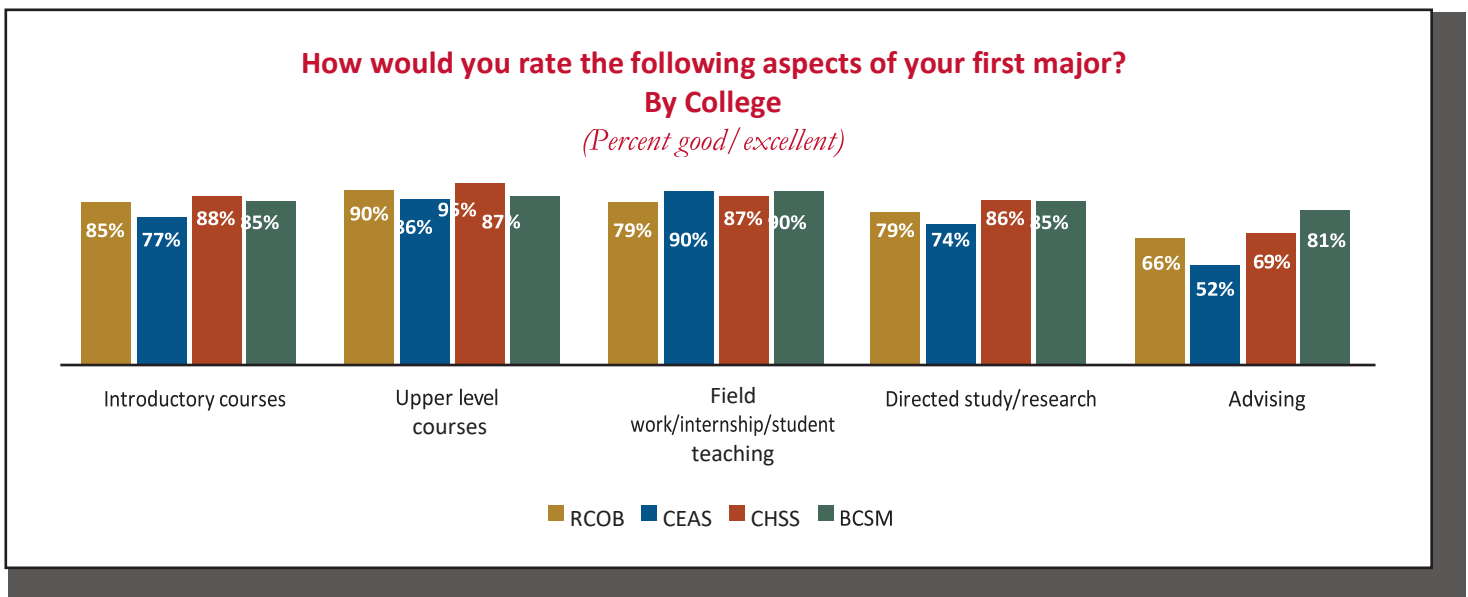
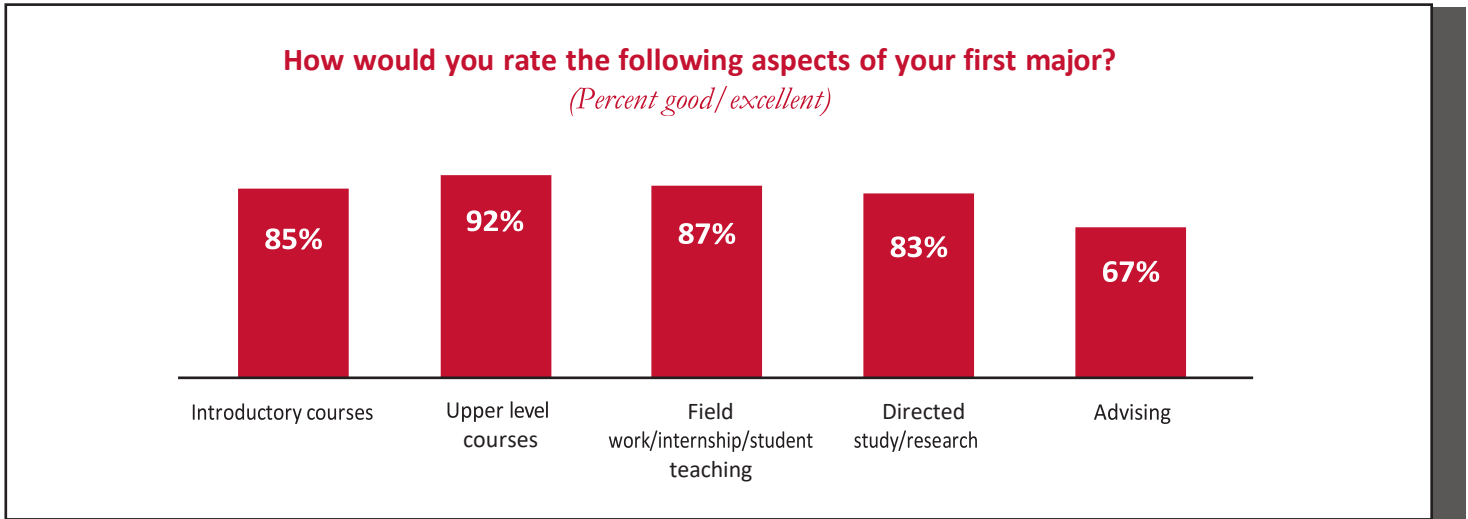
**Social Justice:** The next section of the survey asked graduates to respond to several questions about social justice. The following graph shows the percentage that agreed or strongly agreed with each statement. When posed the overarching statement for this section “BSU strives to serve as an agent of social justice and to instill in all members of the university community a deeper understanding of the impact they have on the greater good and on our world,” 71% indicated that BSU does this well or very well.



**Sustainability:** This section of the survey asked graduating seniors to respond to questions about sustainability. The following graph shows the percentage of students who responded that they agree or strongly agree with each Sustainability statement. When asked the overarching question for this section “How well does BSU do in its goals related to sustainability?” 69% indicated that BSU does this well or very well.



*Academic Major:* This section of the survey asked graduates to provide ratings for broad aspects of their academic major. The following graphs illustrate the responses of all students about their first major.

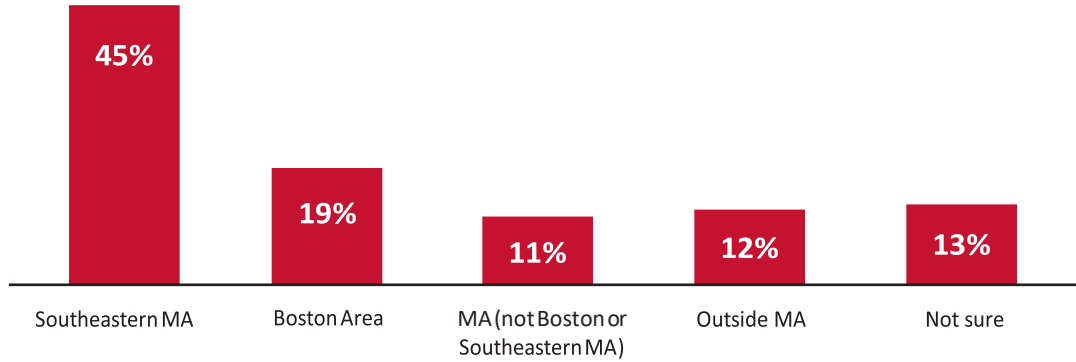


*\*Students who responded N/A to these questions were not included in the analysis.*

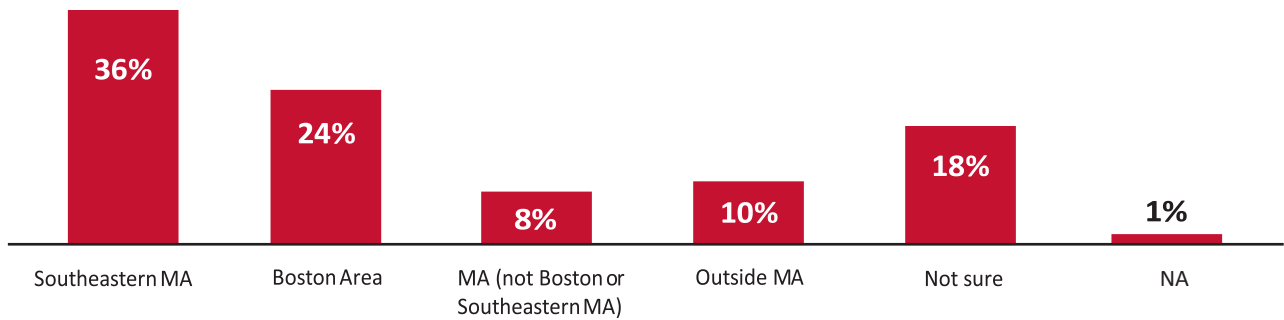


**Future Plans:** The following section of the survey asked students about their plans and expectations for where they will live and work and if they plan to attend graduate school.

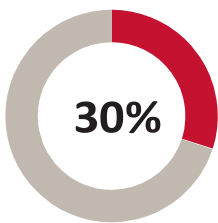
**Six months from now I expect to be living in...**



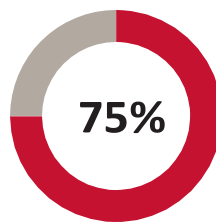
**Six months from now I expect to be working in...**



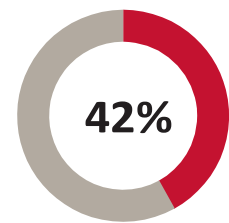
Students who found and accepted employment at the time of survey administration:



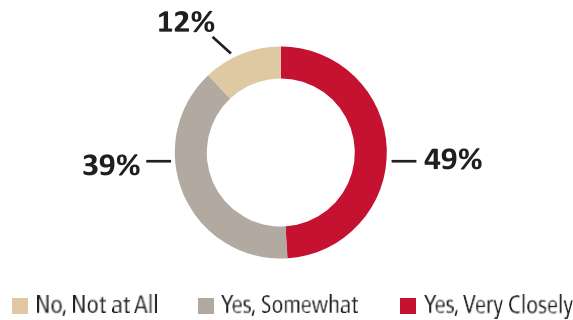
Of those who found employment, those who accepted full-time positions:



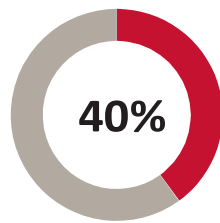
Of those who accepted employment, the percent who consider this position to be temporary while they continue to search for other positions:



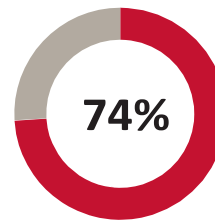
Is this position related to your academic program at BSU?



Students who expect to be furthering their education within the next six months:



If you have been accepted for further study in the coming year, is the institution in MA?



### Appraisal and Projection

As a result of the Core Curriculum assessment efforts, the institution established the Quantity Across the Curriculum (QuAC) program in 2011 – based on the already successful, longstanding Writing Across the Curriculum (WAC) program – which are both faculty-driven programs to increase faculty and student engagement in these areas. The Academic Affairs Assessment Council, comprised of faculty/librarians and a mixture of college deans and associate deans from each college, was also established in 2007 and is co-led by the Director of Assessment and the Faculty Associate for Assessment. The Council advises the Office of Assessment on its faculty development strategies and opportunities to strengthen Bridgewater’s culture of assessment. Data results have driven several changes to date: logical reasoning assessment indicated the need for focused student assistance, resulting in the creation of a tutoring program; and information indicating that students were struggling in certain skill subsets, leading to the alteration of course learning outcomes to focus on these central skills. Ten years of writing assessment results help maintain a campus wide emphasis on faculty development supports for writing intensive courses in Core and in the major. Data results from the critical thinking and information literacy assessment pilots are still being analyzed.

The BSU Core Curriculum is currently undergoing revision creating a new Core Curriculum that will be working its way through the university governance process in the 2017-2018 academic year. The new proposals that have been reviewed by the faculty give more emphasis to both the rigor and reinforcement of all the Core skills across the curriculum and in the major which is a direct result of a decade worth of assessment activities. The development

measurable learning outcomes and revised rubrics have helped to inform the Core Curriculum revision process and future assessment design. After the new Core is approved and implementation is planned, more discussion will be needed with academic departments on how all the skills are introduced, reinforced, and measured in the major.

The results of the Graduating Senior Survey provide guidance as to how well the university is doing at achieving the delivery of the curricular and co-curricular programs that it intends. As a part of the University Data Stream project, the intent for the next review period is to triangulate the information that is gleaned from this survey data with the quantitative data in the Data Stream. Planning is underway to determine the value of collecting information on future versions of the survey that will allow the university to link the survey responses to other data that exist for graduates. This ability to link graduating senior responses with other data holds promise for assessing the impact of a Bridgewater education on students after graduation.

### **Assessment of student learning; “what and how students are learning”**

#### **Description**

Developing a culture of assessment at Bridgewater State University dates back to the years leading up to the 2002 NEASC self-study. In the early years, the Assessment Project sought to determine where pockets of excellence existed in assessment practice in the academic programs of the institution. The Assessment Project evolved into the next generation of continuous improvement assessment that began in 2004 and has continued to systematically infuse strong assessment practice into the majors and concentrations offered across the colleges of the university. In its current form, the Office of Assessment has professionalized the assessment practice utilizing the knowledge of the current generation of higher education assessment experts. As was noted in the response to one of the “areas identified for special emphasis” and expanded upon here, the Office of Assessment has developed a two-pronged approach to integrate the culture of assessment into the very fabric of academics at BSU.

Bridgewater State University believes that assessment results should inform programmatic changes to help students succeed. Since 2009, each academic degree program – undergraduate majors and concentrations and graduate programs – has been required to submit an annual assessment report to their College’s Dean’s office, in addition to any periodic program review for BSU or outside accreditation review. Through a concerted effort on the part of the Office of Assessment staff and the College Deans, the 2015-2016 academic year was the first year in which all degree programs submitted an annual report along with the updated NEASC E-Series form for each major, concentration, and graduate degree program.

#### ***Creating a System of Assessment: The Quality Project***

BSU’s Office of Assessment developed the Quality Project in October 2016 at the request of the Academic Affairs Assessment Council to determine whether progress has been made in the assessment of student learning outcomes between 2012 and 2016. The first phase of this ongoing project consisted of examining the progress in assessment in five areas: the quality of student learning outcomes, transparency of the outcomes, quality of the assessment plan, reporting and use of results. Over the course of seven months, the Office of Assessment spent approximately 300 hours studying assessment-related information for 83 degree programs across the 32 academic departments of the university.

The Director and Assistant Director scored each degree program independently in the five areas using an analytic scoring rubric adapted from the National Institute of Learning Outcomes Assessment Transparency Framework. When there were any discrepancies in scoring, the Director and Assistant Director met to discuss the rubric and confer to agree upon a score, resulting in 15 revisions to the rubric, modeling continuous improvement. The NEASC E-Series forms were cross checked as well against annual report submissions. To account for potential lack of continuity due to change in department assessment faculty assignments and to provide context from one year to the next, the Office is developing an interactive online system that can preload the prior year’s information for updating in the current year.

### ***Building the Culture of Assessment: The Transparency Project***

The Office of Assessment's Transparency Project is a multi-faceted, continuously improving effort to increase visibility of student learning outcomes, related assessment and use of results for continuous improvement. The goal is to have these three components for all degree programs visible to institutional and external stakeholders, including students and prospective students. To that end, the Office of Assessment developed an archive of both student learning outcomes and NEASC E-Series information on its website, documenting assessment growth in academic programs, and use of results for continuous improvement since 2012. The Office has regularly updated the website for assessment-related resources thereby increasing the efficiency and transparency in the assessment work for assessment personnel within each department. Other components of the Transparency Project include posting the Core Assessment Project Brief on the website, offering assessment-related grants to faculty and posting grant recipients on the campus-wide Community Announcements, and celebrating faculty assessment work on Reading Day and Center for Research and Scholarship (CARS) events.

### ***Increasing Faculty Participation in Assessment***

To help the faculty see assessment work as more than a university mandate, the Office of Assessment staff has worked hard to engage and assist faculty in meaningful program assessment to inform continuous program improvement. These efforts have included offering and assisting with assessment-related grant work, targeted assessment workshops, assistance with survey development and analysis, inviting faculty to celebrate their work as described above during Reading Day and CARS events, and involving faculty with the Office of Assessment committee work (such as Core skills rubric development). Great progress has been made in getting the faculty involved. This will remain a major focus in the coming years.

### ***High-Impact Educational Practices***

Bridgewater State University adapted AAC&U HIPs to reflect BSU's high-impact curricular and co-curricular practices and shared draft definitions with HIPs program faculty and staff leaders. At Bridgewater, two-thirds of our 9,000 undergraduates identify as students of color, low-income, and/or first-generation students, and over half have transferred from community colleges. As a vital part of the university's commitment to social justice, BSU has invested greatly in HIPs and equitable access to them, and these efforts show promising results. However, there is a need for more integration and clarity about why and how students should participate in HIPs.

### **Findings and Analysis**

#### ***Quality Project Review Results: Comparison of 2016 vs. 2012 on a 4.00 scale***

***Quality of Student learning outcomes:*** scored the highest (2.64 up from 2.07) with 100% of programs having established learning outcomes. A few programs were in the process of revising learning outcomes and some had underdeveloped outcomes. A comprehensive analysis of outcomes showed more specificity than in 2012 of what students must know and be able to do to succeed in a program indicating that departments and programs are doing a better job at writing student-learning outcomes. However, approximately half of the programs still had compound outcomes and about a third of the programs included one or more outcomes that were muddy and/or unmeasurable. Some of the outcomes viewed as muddy and/or unmeasurable belong to the specialized accreditation bodies where the outcomes are fixed and require an uncoupling for measurement purposes, if possible. The Office of Assessment plans to continue to work with faculty on how to compose clear program learning outcomes to reduce compounding and muddiness and where possible, explicitly include the BSU Core skills.

***Transparency of outcomes:*** increased moderately from .65 to 1.27 primarily due to the Office of Assessment listing all program outcomes and NEASC E-Series forms on its website. Approximately one third of programs do include program outcomes on at least one additional location, e.g., catalog pages, departmental websites, program handbooks, and/or external facing websites, but the Office of Assessment plans to work with departments to increase the transparency of learning outcomes for current and prospective students.

The analysis of program outcomes revealed that 100% of the programs have established program learning outcomes, 8% have underdeveloped program learning outcomes, and 3% are revising their program learning outcomes due to program changes. The Core skills analysis looked at implicit or explicit presence of the Core skills in the program learning outcomes. It was determined that critical thinking was reflected in 97% of the program learning outcomes, 86% reflected written communication skills, 83% reflected speaking/oral communication skills, 76% reflected information literacy skills, and 67% reflected quantitative reasoning skills.

**Assessment planning:** showed a moderate gain from .98 to 1.80 with programs generally using one of two types of standard formats provided by the Office of Assessment. Programs with outside specialized accreditation tended to use their accreditor's planning structure. While almost all programs had some form of assessment plan, there was a range from well-articulated plans to minimally articulated plans with missing components, e.g., curriculum maps, rubrics, timing of outcome assessment. In some cases, programs were undergoing major curriculum revision with assessment planning on hold. The Office of Assessment will continue to work with programs on creating realistic and well-articulated learning plans with clear assessment cycles and appropriate direct and indirect measurement tools.

Eighty-five percent (85%) of programs use direct measures to assess their program learning outcomes. The types of direct measures that are used include course embedded work (58%), term or capstone papers (44%), presentations (35%), comprehensive exams (31%), portfolios (31%), research projects (29%), and licensure exams (23%). Sixty-three percent (63%) of programs use indirect measures to assess their program learning outcomes. The indirect measures that are used include alumni surveys (43%), surveys of students in the major (43%), faculty surveys (23%), graduating student surveys (21%), internship evaluations (21%), and employer surveys (11%). Thirty-seven percent (37%) of the programs include specific performance targets in their assessment of program learning outcomes.

**Assessment reporting and use of results:** were similar and had the largest gains from 2012 (.70 to 1.64, and .53 to 1.47, respectively), but still need assistance with better reporting of the assessment work that is happening. Most programs used a narrative style appropriate to their discipline and some programs incorporated data visuals. While departments are doing a better job at communicating and sharing assessment results with departmental colleagues, using the results to make improvements is still variable. Some programs share the results with students and involve part-time faculty in interpreting results. The Office of Assessment plans to assist faculty with improving report narratives and incorporating data visuals to display results.

When reviewing who within the departments interprets the assessment results, it was found that most frequently (61%) full-time faculty interpret the results followed by department chairs at 44% and department assessment committees at 24%. When determining what changes have been made as a result of the assessment results the following impacts were found: course revisions (35%), program restructuring (33%), supporting new faculty hires (27%), adding new courses (25%), and revising the assessment tools (17%).

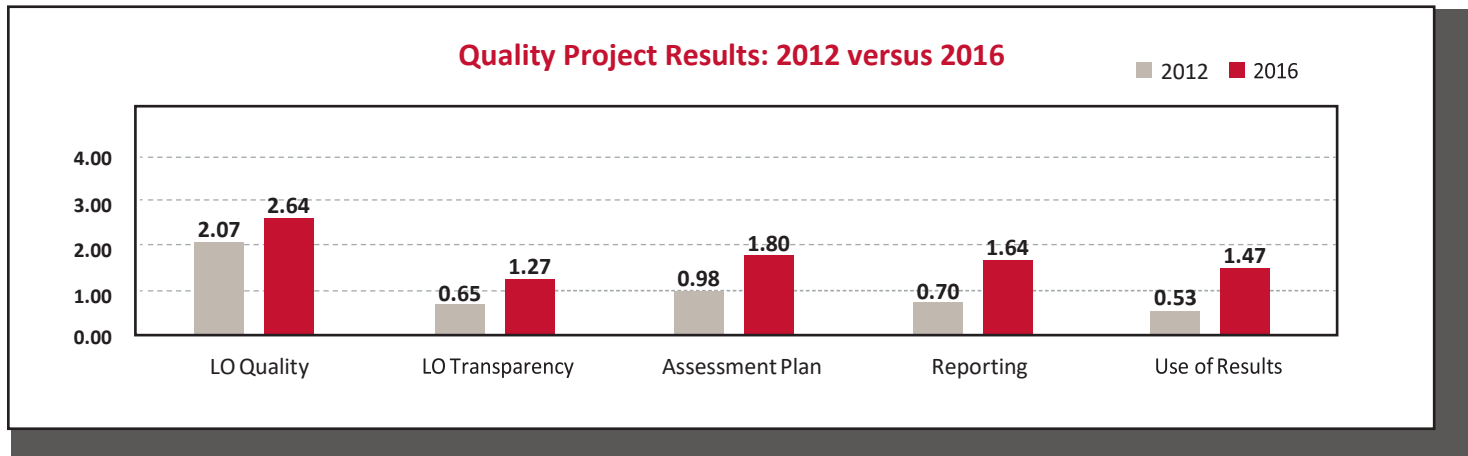
**High-Impact Educational Practices:** were identified as part of the Quality Project review to determine the types and pervasiveness of each high-impact educational practice within the program review documents. The high-impact practices identified included: Internship, field work, or practica (64%), Capstone or culminating projects (59%), Honors program (53%), First-year seminar (50%), Second-year seminars (48%), Collaborative assignment/projects (42%), Service learning (33%), Undergraduate learning (31%), and Global learning/study (30%). Reported percentages represent the number of programs utilizing the listed practices.

### **Appraisal and Projection**

In 2012, the NEASC Site Visit Team concluded, "Perhaps the single greatest challenge facing BSU in the coming years is improving the articulation and measurement of learning outcomes and using the evaluative information for continuous improvement" (NEASC Final Site Visit Team Report, p. 33-34). Within this challenge, the visiting team identified three major barriers to creating a robust culture of assessment at BSU: (1) an inconsistent system of assessment—especially for academic degree programs, (2) a lack of transparency of student learning outcomes including how results support continuous improvement, and (3) limited faculty involvement in assessment, despite commendations from NEASC on the newly formed Office of Assessment to help meet these goals.



Over the past five years, with continued support from the Provost and the Senior Associate Provost/Chief Data Officer, the Office of Assessment has made significant strides in each of the three identified areas of concern. As Banta, Jones, and Black (2009) note, “Effective assessment doesn’t just happen. It emerges over time as an outcome of thoughtful planning, and in the spirit of continuous improvement, it evolves as reflection on the processes of implementing and sustaining assessment suggests modifications (p.3).” In this spirit, the Office of Assessment embraced the iterative, non-linear, organic, and sometimes imperfect nature of assessment to document what students know and are able to do to help them succeed through continuous improvement at both the course and program level. The Quality Project, the Transparency Project, and work to improve faculty involvement through systematic and ad hoc efforts described above were developed to provide a structure as we build and strengthen a culture of assessment.



As noted in the response to the “areas for special emphasis,” the findings of the **Quality Project [2012 versus 2016]** are significant: In all cases, positive changes in a rating of quality were made in all five areas:

- **Quality of Student Learning Outcomes:** scored the highest (from 2.07 to 2.64) with 100% of programs having established learning outcomes.
- **Transparency of Outcomes:** increased moderately from .65 to 1.27 primarily due to the Office of Assessment listing all program outcomes and NEASC E-Series forms on its website (see Transparency Project below for details).
- **Assessment Planning:** showed a moderate gain from .98 to 1.80 with programs generally using one of two types of standard formats provided by the Office of Assessment.
- **Assessment Reporting and Use of Results:** were similar and had the largest gains from 2012 (.70 to 1.64, and .53 to 1.47, respectively), but still needs assistance with better reporting of the assessment work that is happening.

A culture of assessment doesn’t just happen, nor does effective assessment. While growth is evident, there is a need for more connected evidence from year-to-year. However, to the credit of the Office of Assessment, BSU has made positive changes in the way the faculty perceives assessment and the ways they assess student learning and use assessment for continuous improvement.

Bridgewater continues to make great strides in institutional assessment efforts of the Core Curriculum skill areas. Data results have driven several changes to date: logical reasoning assessment indicated the need for more focused student assistance resulting in the creation of a tutoring program and students struggling in certain skill subsets led to the alteration of course learning outcomes to focus on these central skills. Ten years of writing assessment results help maintain a campus wide emphasis on faculty development supports for writing intensive courses in the Core and in the major. Data results from the critical thinking and information literacy assessment pilots are still being analyzed.

With the appointment of the new Assistant Provost for High-Impact Educational Practices (HIPs), it is expected that the university will create an assessment framework for HIPs. BSU’s goals are to (a) create a more vigorous and cohesive HIPs

platform that connects efforts currently dispersed across various programs; (b) make the pathways to HIPs clear and open to all current and prospective students, not just those with the social and cultural capital to seek them out; and (c) embed HIPs more consistently in the Core Curriculum while it is undergoing a major revision, to ensure equitable access to transformative learning opportunities for our diverse student body.

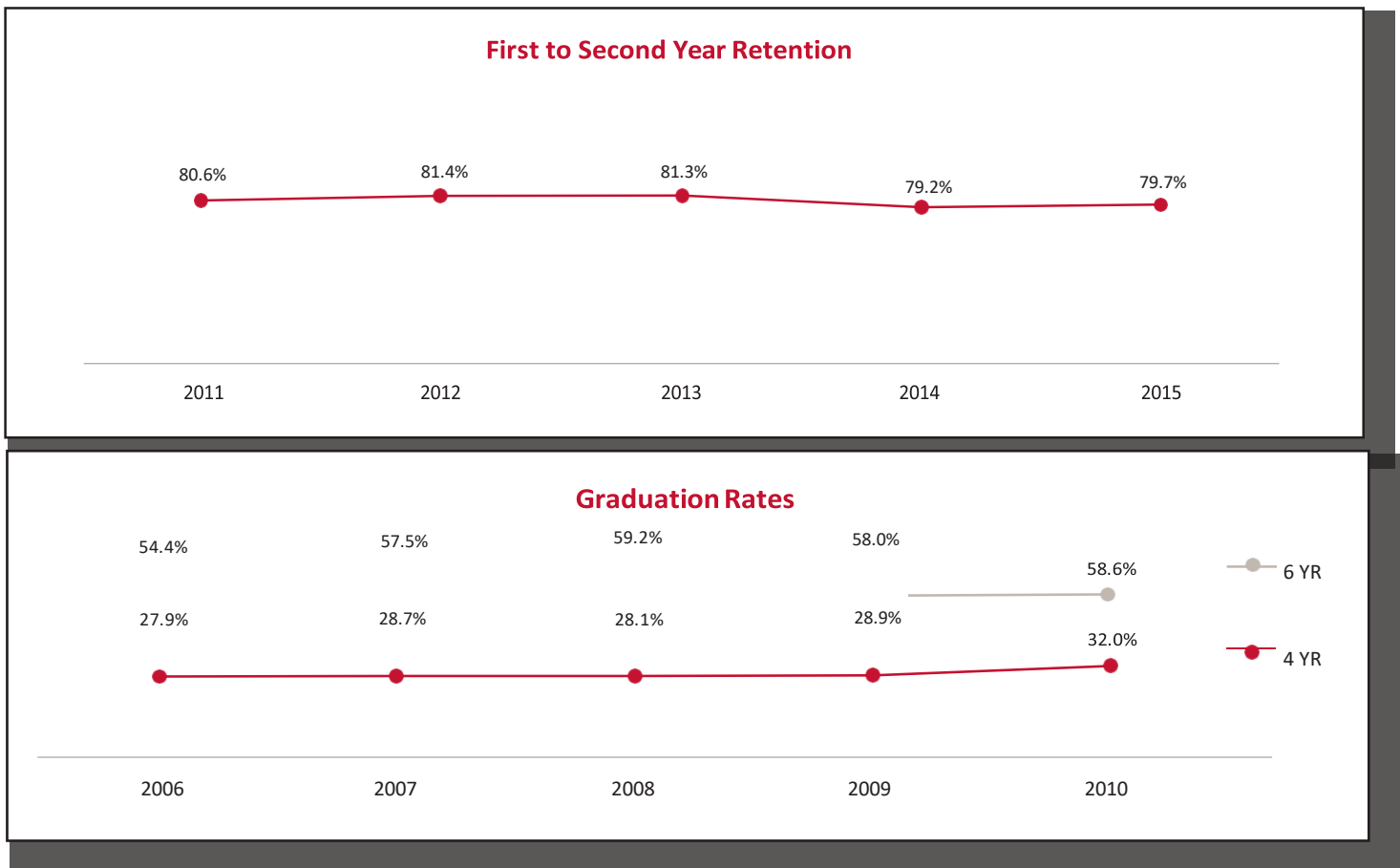
**Measures of student success, including retention and graduation**

**Description**

Bridgewater State University annually collects, analyzes, and reviews the retention and graduation rates of various groups of students as part of the university’s continuous improvement efforts and student success measures. Retention rates are measured as first to second year retention for official reporting purposes. As part of the work in the area of student success, more recently the university has also focused on the retention of students from first to second semester. The first to second semester analysis is used internally to allow early intervention to assist students to return to the university. Bridgewater views graduation rates in the traditional four- and six-year time spans used by IPEDS. These rates are imperfect as they focus heavily on the first-time full-time student population. These rates also do not account for students who start at Bridgewater but earn their four-year degree elsewhere. The following information summarizes 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.

**Findings and Analysis**

Overall retention and graduation rates for all first time, full time students are illustrated in the charts below. Approximately 80% of first-time, full-time students are retained from their first to second year of study. Graduation rates have increased by approximately 4% over the past five years, with the 2010 entering cohort of first-time full-time students boasting a four-year graduation rate of 32% and a six-year graduation rate of approximately 59%.





**Retention Rates**

First to second year retention rates for first-time, full-time freshmen entering in Fall 2011 to Fall 2015 were analyzed for various populations of BSU students. Overall, first to second year retention rates remained stable for the 2011 to 2013 cohorts at approximately 81%. Retention rates fell approximately 2.1% from 81.3% for the 2013 cohort to 79.2% for the 2014 cohort; increasing to 79.7% for the 2015 cohort.

The 2015 cohort marked the inclusion of disability status as a student category for retention rate data, comparing retention rates for students who are living with disabilities (those who have registered with Disability Services) with students who are not living with disabilities. First generation student data is included in this report, however, it is important to note that response rates for first generation status for the 2014 and 2015 cohorts were approximately 60% and 45% respectively, down from approximately 85% in previous years. This lower response rate may lead to issues with data reliability for this attribute, therefore, first generation status is not discussed in the one and five year retention trends below.

Student groups from the 2015 cohort with the lowest retention rates included students who were undeclared in their first semester (73.2%), students who declared a major in the Ricciardi College of Business (74.2%), students who were commuters in their first semester (74.7%), and male students (75.1%), particularly male students of color (72.4%) and male low income students (73.3%). Student groups from the 2015 cohort with the highest retention rates included students who declared a major in the College of Education and Allied Studies (83.3%) and female students (83.2%). A full list of demographic groups and retention rates are provided in the chart below:

**2015 Cohort Retention by Demographic Groups**

Female Not Low Income	84.0%
Female White Students	83.9%
College of Education and Allied Studies	83.3%
Female Students	83.2%
Female Low Income	82.8%
College of Humanities and Social Sciences	82.2%
Resident Students	81.5%
Female Students of Color	81.3%
Not Low Income	80.9%
White Students	80.7%
Bartlett College of Science and Mathematics	80.6%
Students Not Living with Disabilities	79.9%
All Students	79.7%
Low Income	78.8%
Students of Color	77.4%
Students Living with Disabilities	76.7%
Male Not Low Income	76.7%
Male White Students	76.3%
Male Students	75.1%
Commuter Students	74.7%
Ricciardi College of Business	74.2%
Male Low Income	73.3%
Undeclared	73.2%
Male Students of Color	72.4%

*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.*



### Appraisal and Projection

**One Year Retention Trends:** Student populations from the 2015 cohort who retained at lower rates than their counterparts and at lower rates than in the previous year are students who were commuters in their first semester at BSU (74.7%) and male students (75.1%). Male students with the greatest drops in retention rates from 2014 to 2015 were white male students (76.3%) and male low-income students (73.3%), both down 3.3% from the previous year. Male students of color remain the lowest retaining male group (72.4%) even though they retained at the same rate as the previous year. Students who declared a major in the College of Education and Allied Studies had a 2.2% drop in retention rates from 2014 to 2015, however, they retained at a rate higher than all other colleges (83.3%). The student groups that showed the most improvement from the 2014 to 2015 cohorts are low-income students (78.8%; up 3.2%), students of color (77.4%; up 3.9%), students declaring a major in the College of Humanities and Social Sciences (82.2%; up 3.1%), and female students (83.2%; up 3.1%). In particular, female students of color (81.3%) and female low-income students (82.8%) showed large improvements, up more than 7% from the previous year.

**Five Year Retention Trends:** Student groups that showed the greatest drop in retention from the 2011 to 2015 cohorts are students who are undeclared in their first semester (73.2%; down 5.2%) and commuter students (74.7%; down 2.3%). Retention rates for students who declare a major in the College of Education and Allied Studies are down 3% over the past five years, still maintaining the highest retention rate of all the colleges at 83.3%. Student groups that showed the greatest increase in retention from the 2011 to 2015 cohorts are students of color (77.4%; up 3.4%), students declaring a major in the College of Humanities and Social Sciences (82.2%; up 3.2%), female students of color (81.3%; up 7.3%) and female low-income students (82.8%; up 2.9%).

### Satisfactory levels of student achievement on mission-appropriate student outcomes

#### Description

In accordance with the Bridgewater State University goal to increase student success, a comprehensive study was conducted analyzing the path to degree for the 2012 undergraduate degree recipients. The purpose of the study was to identify factors that impacted time to graduation for both native students who began their college careers at BSU as well as transfer students.

**Methodology:** Institutional data files from the BSU student information system were used in this study. A comparative analysis was conducted on students that earned their bachelor degrees in January 2012, May 2012 and August 2012. BSU native students who began their college careers at BSU as well as students who transferred to BSU were analyzed. Both populations were then divided into cohort groups by time to graduation. For BSU native students, this included four-year, five-year and six-year graduates. For transfer students, this included graduates that completed within two-years, three-years and four years.<sup>2</sup>

Several factors that could have an impact on time to degree were examined, including prior academic preparation, number of credits transferred, academic performance, patterns of changing majors, patterns of stopping out and enrollment in and out of majors. For the purpose of this study, a change of major reflects movement from one department to another. If a student switched their major to another program of study within the same department (i.e. from Biomedical/Molecular Biology to Ecological Biology), this was not counted as a change of major. Students who entered as undeclared and then later declared a major were not counted as having changed their major. Analysis by major was based on students' first major.

**Sample:** The population consisted of 1,764 students, including 994 BSU native students, and 770 transfer students. For BSU native students, 63% (624) were female and 37% (307) were male, 11% were students of color, 86% were traditional age graduates, with the average age being 23 years old upon graduation. Ninety-six percent of these students were Massachusetts residents and began as full time, while 85% graduated as full time. Their average HS GPA

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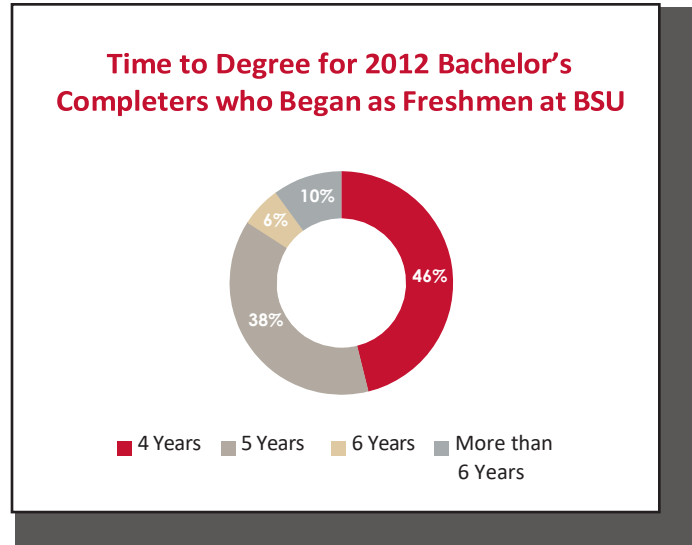
<sup>2</sup> For ease of analysis, students that took an extra semester were included in the designated time frames, e.g. some students took 2 and ½ semesters to complete their degrees—they were included in those who graduated “in two years.”

was 3.12 and their average SAT scores were 510 for Verbal and 514 for Math. Transfer graduates were comprised of 60% female students, 14% students of color and 87% began as full time with 71% graduating as full-time students. The average age of this population was 27 years old with 53% being between the ages of 22 and 24 upon graduation. The majority (96%) were Massachusetts residents. Sixty-percent (453) were from two-year colleges and 40% (296) were from four-year institutions. On average, transfer graduates transferred in 57 credits.

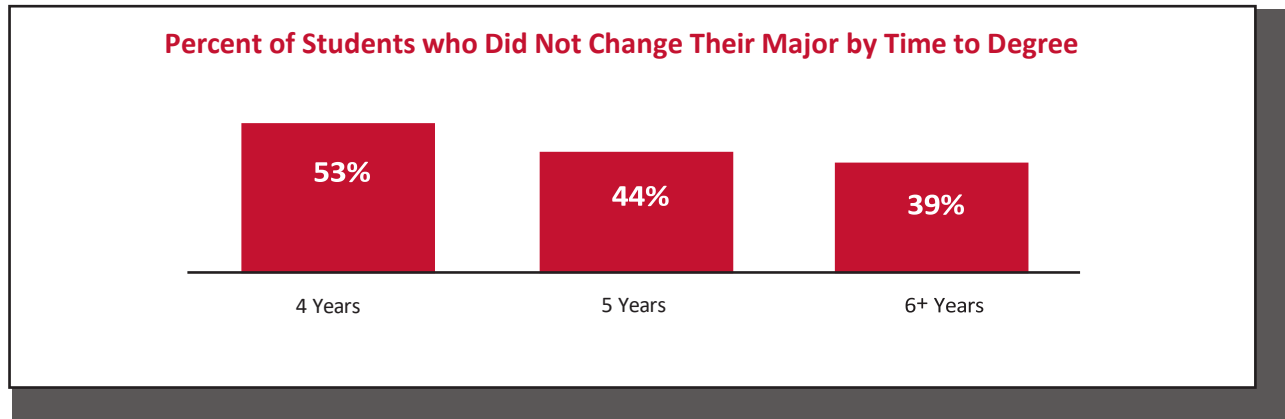
**Findings and Analysis**

**Key Findings: BSU Native Graduates (N=994)**

**Time to Graduation:** Of 994 graduates, 46% (454) graduated within four years, 38% (380) took five years to graduate, 6% (64) took six years to graduate and 10% (96) took more than six years to complete their degrees. Four-year graduates had significantly higher high school GPAs than five or six-year graduates and five year graduates had significantly higher GPAs than six-year graduates. Four-year graduates had significantly higher SAT scores in both Math and Verbal compared to five-year graduates, but not when compared to those graduates taking six years or more to graduate. A longer stay at BSU resulted in higher average credits earned: four-year graduates earned on average 123 credits while five-year graduates earned 128 credits and those taking six or more than six years to graduate, earned on average 130 credits.



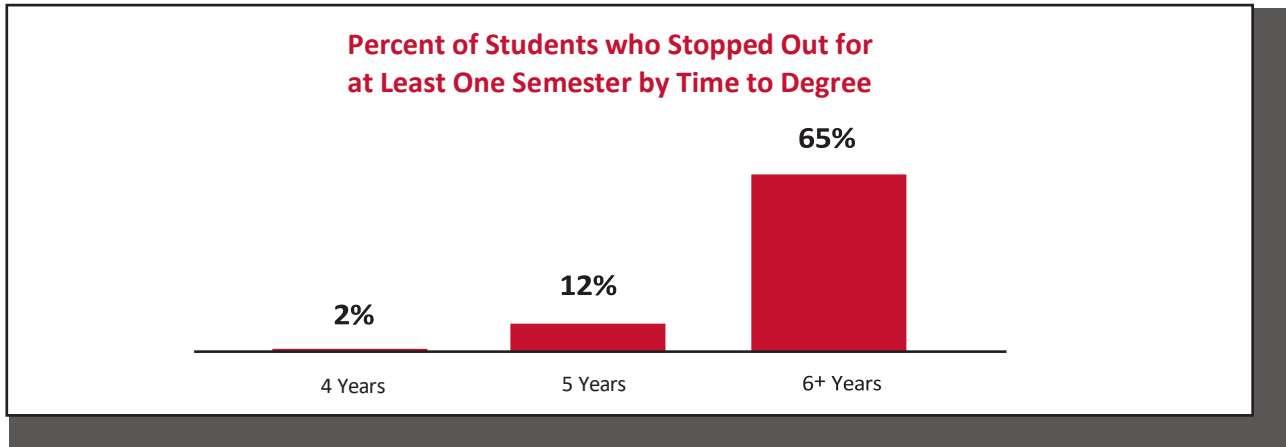
**Change of Major:** Of 994 students, 469 or 47% graduated with the same major they began with, while 53%<sup>3</sup> graduated with a different major. Fifty-three percent (53%) of four-year graduates ultimately graduated in the same major they began with compared to 44% of five-year graduates and 39% of graduates taking six or more years to complete their degree.<sup>4</sup>



<sup>3</sup> This includes 165 students that began as “undeclared.”

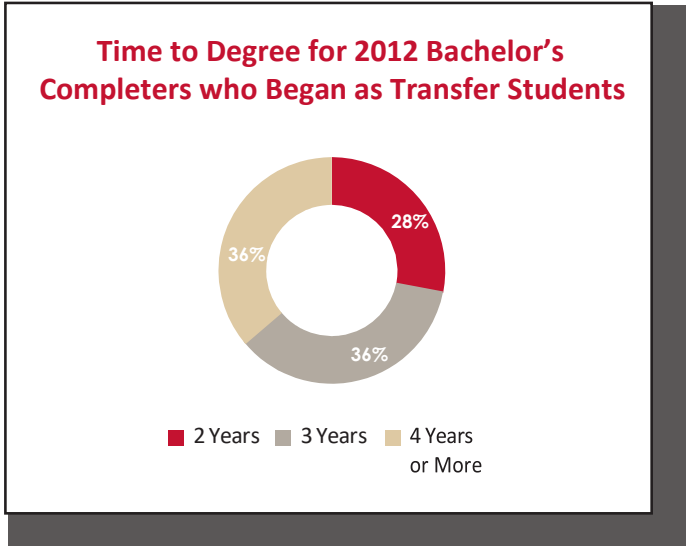
<sup>4</sup> Percentages reflect those that began and ended with the same major including students that may have jumped around to multiple majors before ultimately majoring in and graduating in their original major.

**Patterns of stop out<sup>5</sup>:** Sixteen percent (16%) of students ‘stopped out’ for at least one semester. Only 2% of students who graduated in four years stopped out compared with 12% of students who graduated in five years and 65% of students who graduated in six years or more. Twenty-one percent (21%) of males stopped out compared to 13% of females.<sup>6</sup>



**Key Findings Transfer Graduates (N=770)**

**Time to Graduation:** Of 770 transfer graduates, 28% graduated in two years, 36% in three years, and 36% took four or more years to graduate. Average time spent at BSU prior to graduating was seven semesters. Students who transferred from two-year colleges transferred in an average of 63 credits compared to 48 credits for transfers from four-year institutions. Graduates that transferred from four-year institutions had significantly higher cumulative GPAs compared to those who transferred in from two-year institutions upon graduation. Those graduating in two years had significantly higher cumulative GPA’s compared to those that graduated in three years; and three-year graduates had significantly higher cumulative GPA’s compared to those who graduated in four years. The higher the number of credits transferred, the higher the cumulative GPA upon graduation. Transfer graduates that majored in Elementary Education, Early Childhood Education, Political Science, Biology, Physics, and Aviation Science were more likely to take at least four or more years to complete their programs.<sup>7</sup>

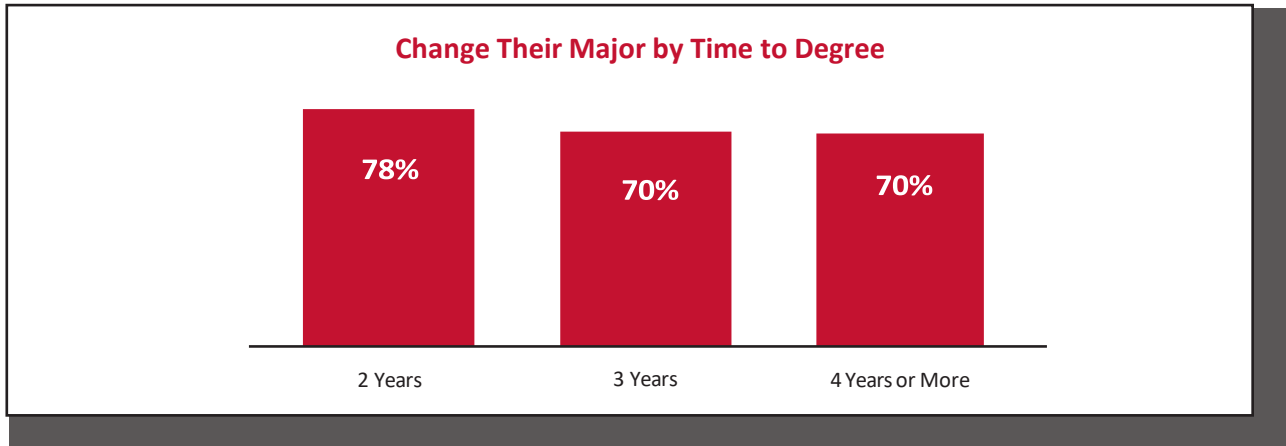


<sup>5</sup> Stop-Out is defined as a student whose enrollment is interrupted for at least 1 semester.

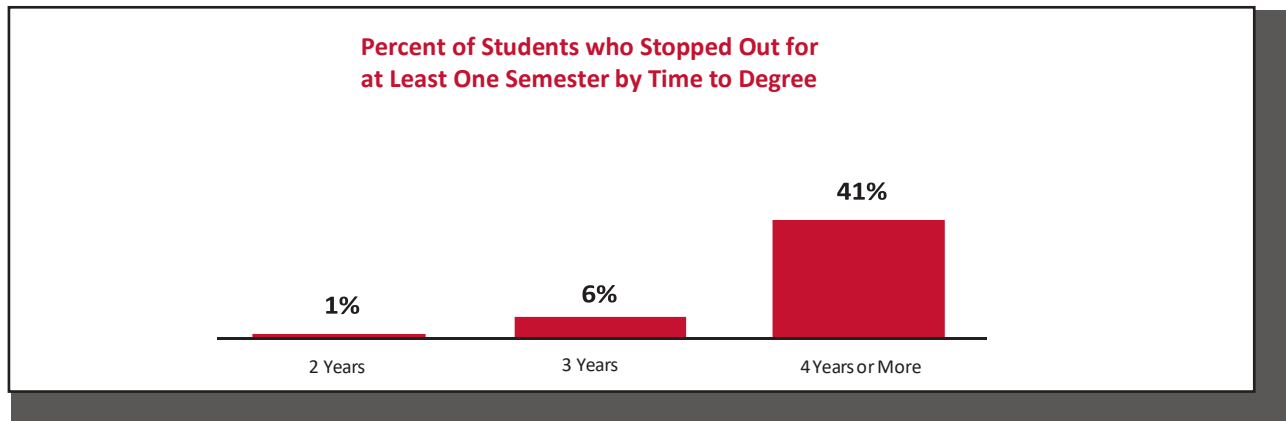
<sup>6</sup> 78 out of 370 males stopped out, while 80 out of 624 females stopped out.

<sup>7</sup> N’s for some populations are small; (combined N=50) please see complete study at <https://my.bridgew.edu/departments/IR/SitePages/Home.aspx>

**Change of Major:** Seventy-two percent (72%, or 554 students) graduated with the same major they initially declared, while 28% graduated with a different major. Twenty-two percent (22%) of two-year graduates, 30% of three-year graduates, and 30% of students that graduated in four or more years changed their major at least one time before graduating. Majors with the highest net gain of transfer students that entered with a different major and switched, or entered undeclared include: Psychology (46), Management (21), Communication (19), English (18) and Sociology (16).



**Patterns of stop out:** Seventeen percent (17%, or 132) of transfer students stopped out at least one semester. Less than 1% of students who graduated in two years stopped out compared with 6% of students who graduated in three years and 41% of students who graduated in four or more years. Of 307 males, 19% stopped out compared with 16% of females. Of those that stopped out, 43% (57) stopped out just one semester while 27% (35) stopped out at least five or more semesters. Of those that stopped out with type of transfer institution known (N=128) 65% (83) came from two-year institutions, while 35% (45) came from four-year institutions.



**Appraisal and Projection**

**Comparison of BSU Native Graduates (N=994) and Transfer Graduates (N=770)**

**Academic Achievement:** Both groups had an average cumulative GPA of 3.13. BSU Native students who graduated in four-years had the highest average cumulative GPA (3.31) followed closely by an average cumulative GPA of 3.29 for transfer graduates who completed their degree within two years. BSU Native graduates accumulated on average 126 credits, while transfer graduates accumulated a significantly higher number of credits, earning 130 credits on average upon graduation. As time at BSU increased, overall cumulative GPA decreased for both groups:

BSU Native Cumulative GPA	Time to Graduation	Transfer Graduate Cumulative GPA*	Time to Graduation
3.31*	Four years	3.29*	In 2 years
3.03*	Five Years	3.18*	In 3 years
2.88*	Six Years	3.04	In 4 years
2.86*	>Six years	2.88	>5 Years
3.13 AVG.		3.13 AVG.	
<i>*statistically significant differences were found between 4-year and 5-year graduates, <math>p &lt; .001</math>, between 4 year and 6-year graduates, <math>p &lt; .001</math>, between five year and 6-year graduates, <math>p &lt; .05</math>, and between 5 years and &gt;6 year graduates, <math>p &lt; .001</math></i>		<i>*statistically significant difference was found between those that graduated within 2 years and in 3 years, between 3 years and 4 years and 4 years and 5 or more years at the <math>p &lt; .01</math> level of significance.</i>	

**Change of Major:** Transfer graduates were less likely to change majors than BSU native graduates; 42% of BSU native graduates changed their majors at least once compared to only 28% of transfer graduates.<sup>8</sup> Changing majors was related to time to graduation with those taking longer to graduate having a higher percentage of changing majors. Female native graduates were most likely to change their majors prior to graduation; 44% of these students changed their majors at least once prior to graduating, while male transfer graduates were least likely to change their majors, with only 21% of this population doing so prior to completing their degrees. Academic majors common to both groups that had a high percentage (70% or more) of students graduating with their originally declared majors include: Anthropology, Communication Studies, Criminal Justice, Psychology, Art and Social Work. Fields of study common to both groups which lose more than 50% of their originally declared majors: Elementary Education, Early Childhood Education and Music.<sup>9</sup>

**Patterns of stop out:** Both groups had about the same percentage of students stopping out; 16% of BSU Native graduates stopped out while 17% of Transfer graduates stopped out. For both groups, the longer the time to graduation, the more likely it is to have stopped out. A higher number of males in both groups stopped out compared to females.

**DegreeWorks:** The data from this 2012 undergraduate degree recipients study provided evidence that clearly demonstrated a need for more thoughtful academic program planning by BSU students in order to successfully and efficiently navigate the path to graduation. In support of this identified need, the university invested in DegreeWorks, a platform that includes a better degree audit function than the one previously used at the university along with an Academic Planner function that allows students and their advisors to develop a four-year course plan. When fully implemented, the Planner function will allow students to gain a better picture of the impact a decision to change their major will have on their path to graduation. By running “what if” scenarios through the DegreeWorks program students can make informed decisions that may lead to better retention to the university and more timely graduation while also saving students from incurring additional debt. Progress on the success of DegreeWorks in achieving these aims will be monitored over the coming years.

<sup>8</sup> Numbers do not reflect those students that were initially “undeclared” and then subsequently changed their majors. These numbers are based upon students that had declared a major, and then changed to a different major.

<sup>9</sup> Ns for Music majors are small

**Conclusion**

Bridgewater State University is heavily invested in ensuring educational effectiveness in all academic programming, for all populations, in all instructional locations, at every level of instruction. The direct and indirect measures that have been described in this section emphasize some of the ways that BSU focuses on student success by using data to inform our understanding of the student experience and the quality of our academic offerings. Student success cannot be boiled down to a score on any given assessment – it is the combination of many aspects of the student experience that meet the university’s goal to prepare and inspire students to build purposeful lives of their choosing.



## INSTITUTIONAL PLANS

The best indicator of Institutional Plans for the coming five years lies in the goals, objectives, and strategic actions of the university's draft strategic plan. Under the leadership of President Frederick W. Clark Jr., Esq., Bridgewater State University began an inclusive and comprehensive strategic planning process, building on a foundation of institutional strategic planning at the university. Strategic planning is essential to the university's ability to advance its historic mission of providing access to a high-quality education for all students, promoting social justice and enhancing the quality of life for the residents of Southeastern Massachusetts through its position as a vital intellectual, economic and cultural resource in the region. Going forward, the plan will help the university to establish clear priorities, guide decision making, align its financial and human resources with its goals, and maximize the impact of its resources. This plan is a "living" document, a guidepost for decision making and one that will be referenced, revisited and revised on an ongoing basis.

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

Twelve key themes were revealed during Bridgewater's strategic planning process through both direct communications with stakeholders and data analysis. All of these key themes emerged from the inclusive planning process, which included listening tours and surveys of faculty, librarians, staff and students. The themes, integrated into both institutional and divisional plans, are Student Success, Academic Excellence, Employee Success, Regional and Global Outreach, Social Justice, Diversity, Affordability, Safety, Asset Management, Post-Traditional Learners, Communication and Transparency.

In addition to the input from internal stakeholders, the Bridgewater State University strategic planning process paid careful attention to include the Massachusetts Board of Higher Education's six Vision Project educational outcomes – College Participation, College Completion, Student Learning, Workforce Alignment, Preparing Citizens and Closing Achievement Gaps. Each of these educational outcomes is carefully integrated into the planning process.

The five goals of the institutional strategic plan are: (1) Focus resources and decisions on the overarching priority of student success; (2) Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative and professional growth; (3) Provide opportunities for personal and professional growth for faculty, librarians and staff in support of organizational progress; (4) Serve as a regional catalyst for economic, cultural and intellectual engagement; and, (5) Advance diversity and social justice with impact in the region and beyond.

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

***1A Prioritize and advance retention and graduation goals working to eliminate all achievement gaps*** • Increase enrollment of new first-time, full-time students, transfer students, graduate students and continuing studies students • Support the success of a diverse body of students (first-generation college-going, gender, race, Pell grant eligible, disability, veterans, GLBT) • Improve retention rates (first-year retention, fall-to-fall retention) • Improve graduation rates (four-year graduation rate, six-year graduation rate, six-year completion rate, number of degrees awarded)

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

***1C Create and advance a system of continuous assessment, planning, program review, and improvement with the use of Data Stream, Strategic Planning and Project Management*** • Focus on NEASC Accreditation five-year and full reviews • Ensure transparent planning, assessment and improvement processes

***1D Advance excellence in student success while building a sustainable financial future for the university*** • Leverage resources to ensure educational affordability • Optimize student employment practices with a focus on improving outcomes for students with unmet need • Develop and execute a successful campaign that builds a \$100-million endowment • Increase alumni engagement • Increase donor support for student success

***1E Leverage information technology, communication, and operations processes and systems with a focus on student success*** • Advance projects that optimize information technology infrastructure • Focus on capital and deferred maintenance plans to provide a safe and engaging learning environment • Enhance and improve internal and external communications • Design and implement an effective Enterprise Risk Management strategy • Focus on continuous improvement of campus safety and crisis management

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

**Goal Two: Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative and professional growth.** Bridgewater State University fosters a supportive teaching and learning environment, empowering students to achieve their educational, professional, and personal goals through excellence in academic and student affairs programming. Exceptional faculty, librarians and staff lead the university's commitment to students through innovative curricular offerings and high-impact practices. Bridgewater's rich academic environment advances and leads opportunities for undergraduate and graduate student growth and success. This goal focuses on excellence in academics.

***2A Build high-quality, innovative curricular offerings and programs at the undergraduate and graduate levels, focusing on high-impact practices*** • Complete revision and advancement of the Core Curriculum • Advance excellence in student learning • Support diversity and success in STEM enrollment and degree completion • Enhance student advising practices • Expand new academic programs that respond to student and regional economic needs • Enhance curricular innovation through the Academic Program Planning and Implementation Leadership Team

***2B Advance opportunities for excellence in faculty teaching, research and service***

***2C Expand internship, service learning and community service opportunities*** • Create opportunities for students to engage in internships, service learning and community service • Facilitate faculty leadership of service learning, civic engagement and community service opportunities for students • Provide opportunities for 1,000 funded internships annually

*2D Advance student life skills, citizenship, sportsmanship and institutional pride*

*2E Support student leadership, career planning and workforce development*

**Goal Three: Provide opportunities for personal and professional growth for faculty, librarians and staff in support of organizational progress.** Bridgewater State University believes that institutional accomplishments are rooted in and strengthened by the well being of its employees. The university supports the growth and engagement of team members, who are the heart of the institution. Bridgewater will continue to invest in the professional development and wellness of faculty, staff and librarians.

*3A Advance opportunities for faculty, librarian and staff professional development*

*3B Partner on employee wellness opportunities*

*3C Inspire institutional pride and engagement in university programs and activities in partnership with our employees, volunteers, alumni and students*

**Goal Four: Serve as a regional catalyst for economic, cultural and intellectual engagement.** Bridgewater State University is the central resource and convener for economic, cultural, and intellectual engagement and outreach in Southeastern Massachusetts. The university, through service, research and education, enriches the region and its citizens.

*4A Serve as a convener of partners across the region to build economic, cultural and intellectual capacity*

*4B Deepen the university's commitment to Gateway Cities*

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

*4D Prepare citizens for civic and community leadership throughout Southeastern Massachusetts*

*4E Lead regional research on workforce development and related educational needs of the community and students*

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

*5A Build college participation across Southeastern Massachusetts with an emphasis on student diversity*

*5B Advance institutional diversity practices, education and action through the leadership of the President's Cabinet*

*5C Support service opportunities for faculty, librarians, staff and students*

*5D Commit to social justice action, outreach and education through the leadership of the Martin Richard Institute for Social Justice*



**COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**  
 NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
 3 Burlington Woods, Suite 100, Burlington, MA 01803-4514  
 Voice: (781)425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.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 Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Credit_Hour">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Credit_Hour</a>
Print Publications	
Self-study/Interim Report Page Reference	Page 18

- 2. 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. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	<a href="http://catalog.bridgew.edu/content.php?catoid=4&amp;navoid=183">http://catalog.bridgew.edu/content.php?catoid=4&amp;navoid=183</a>
Print Publications	
Self-study/Interim Report Page Reference	Pages 18 and 27

- 3. 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 9.19.)

URL	<a href="http://handbook.bridgew.edu/Code.cfm">http://handbook.bridgew.edu/Code.cfm</a> <a href="http://www.bridgew.edu/maxient-reporting-forms">http://www.bridgew.edu/maxient-reporting-forms</a>
Print Publications	
Self-study/Interim Report Page Reference	Pages 19 and 27


- 4. 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. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Students must log into BSU’s student information portal (InfoBear) with their BSU credentials to register for their course(s) and again must login/authenticate to access BlackBoard and any web course material and assignments.
Self-study/Interim Report Page Reference	Pages 17 and 18

- 5. 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. (CIHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

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: 8-9-17

March, 2016



**Financial Statements  
and Supplementary Information**

**Bridgewater State University  
(An Agency of the Commonwealth  
of Massachusetts)**

**June 30, 2016 and 2015**



**Mayer Hoffman McCann P.C.**  
Tofias New England Division  
An Independent CPA Firm

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Financial Statements  
and Supplementary Information*

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**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Financial Statements  
and Supplementary Information*

*Reporting Under Government Auditing Standards:*

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*

54-55





500 Boylston Street ■ Boston, MA 02116  
Tel: 617.761.0600 ■ Fax: 617.761.0601 ■ www.cbiztofias.com

*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 aggregate discretely presented component units of Bridgewater State University (an Agency of the Commonwealth of Massachusetts) (the "University"), as of and for the year ended June 30, 2016 and 2015, 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 an opinion on these financial statements based on our audits. We did not audit the financial statements of the Bridgewater State University Foundation and the Bridgewater Alumni Association. Those statements were audited by other auditors whose reports have been furnished to us, and in our opinion, insofar as it relates to the amounts included for the Bridgewater State University Foundation and the Bridgewater Alumni Association, is based solely on the report of the other auditors. We conducted our audit 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 audit to obtain reasonable assurance about whether the financial statements are free of 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 auditor considers 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 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 opinion.

***Opinion***

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the business type activities and the aggregate discretely presented component units of Bridgewater State University as of June 30, 2016 and 2015, and the respective changes in its net position and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.



**Other Matters**

*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and certain information pertaining to the pension liability recorded in accordance with Government Accounting Standards Board Statement Number 68, *Accounting and Financial Reporting for Pensions*, as listed in the accompanying table of contents 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 audit 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.

*Other Supplemental Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the University's basic financial statements. The accompanying supplemental information is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying supplemental information is the responsibility of management and was derived from and relates to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplemental information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The accompanying supplemental information has not been subjected to the auditing procedures applied in the audit 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 a report dated October 12, 2016 on our consideration of the University's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is 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 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.

*Maya Hoffman McCann P.C.*

October 12, 2016  
Boston, Massachusetts

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

The following discussion and analysis offers readers of Bridgewater State University's (the "university") 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, 2016. 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.

Bridgewater State University is a comprehensive public four-year institution with more than 11,000 undergraduate and graduate students. Bridgewater State University is the largest of the nine Massachusetts state universities and the third largest of the 29 public college and university campuses in the Commonwealth of Massachusetts (the "Commonwealth"). Founded in 1840 by Horace Mann, Bridgewater 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, Bridgewater offers a broad range of graduate and undergraduate degree programs through its six colleges (Louis M. Ricciardi College of Business, College of Education and Allied Studies, College of Humanities and Social Sciences, Bartlett College of Science and Mathematics, College of Continuing Studies and College of Graduate Studies). Bridgewater State University awarded approximately 2,400 degrees in 2016, a 61 percent increase since 2003.

***Financial Highlights***

The university's financial position, as a whole, remained strong at June 30, 2016 with assets of \$220.7 million, deferred outflows of resources of \$23.7 million, liabilities of \$105.7 million and deferred inflows of resources of \$3.8 million. Net position, which represents the residual interest in the university's assets after liabilities and deferred inflows of resources are deducted and may serve over time as a useful indicator of the university's financial position, decreased \$9.8 million in fiscal year 2016 to \$134.9 million at June 30, 2016.

In 2015, the university's unrestricted net position was adversely impacted by the implementation of GASB 68 which required recording an unfunded pension liability. This implementation resulted in a reduction of the unrestricted net position of \$9.2 million to (\$13.7) million based on the recording of a net pension liability \$25.0 million and the related adjustments due to the implementation of GASB 68. Despite this reduction, the University's overall net position increased from \$66.4 million (restated) to \$144.7 million resulting from the capital appropriation for the new science building.

In 2016, the university continues to be impacted adversely from the implementation of GASB 68. The net position in 2016 was impacted by an additional pension expense of \$8.3 million, which was offset by \$2.9 million of deferred outflows for contributions made subsequent to the measurement date. The reduction to net position totaled \$5.5 million. During 2016, the net pension liability increased by \$27.0 million from \$25.0 million to \$52.0 million, however, deferred outflows were increased by \$18.0 million and deferred inflows decreased \$3.6 million. The increase in net pension liability was caused by the following factors:

- Overall Commonwealth of Massachusetts liability increased from \$7.0 billion in 2015 to \$11.4 billion in 2016;
- Decrease in current discount rate from 8.0% in 2015 to 7.5% in 2016;
- Change in mortality tables utilized in 2016 for actuarial valuation purposes (i.e. change in assumptions.)



**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(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 college. 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 *Statement of Net Position* presents information on all of Bridgewater State University's assets and liabilities, with the difference between the two 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 *Statement 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).

The *Statement 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). The GASB Statements 34 and 35 require this method to be used.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

*Overview of the Financial Statements (Continued)*

Bridgewater State University reports its activity as a business-type activity using the full accrual measurement focus and basis of accounting. The university is an Agency of the Commonwealth. 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*

As noted earlier, net position may serve over time as a useful indicator of Bridgewater State University's financial position. Bridgewater State University realized a decrease of \$9.8 million to net position in fiscal year 2016. This decrease was primarily attributable to \$12.0 million of depreciation expense, offset by capital appropriations as well as savings resulting from efficiencies in operating costs.

The university realized an increase of \$78.2 million to net position in fiscal year 2015. This increase was primarily attributed to appropriations for the improvements of the Mohler-Faria Science and Mathematics Center.

The university realized an increase of \$1.2 million to net position in fiscal year 2014. This increase was primarily attributed to appropriations for the improvements of University Park and conversion of the Central Steam Plant.

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.

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.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

*Financial Analysis of the University (Continued)*

A summary of the Statement of Net Position is presented below at June 30:

	<b>2016</b>	<b>2015</b>	<b>2014</b>
		*	* <i>Restated</i>
Current assets	\$ 43,841,043	\$ 42,789,870	\$ 56,057,229
Capital assets	172,169,425	181,238,141	181,124,058
Non-current assets	4,677,777	6,724,567	8,533,040
Total assets	220,688,245	230,752,578	245,714,327
Deferred outflows of resources	23,660,701	5,696,787	1,983,762
Current liabilities	26,819,949	28,972,332	120,120,406
Non-current liabilities	78,840,414	55,997,281	58,993,753
Total liabilities	105,660,363	84,969,613	179,114,159
Deferred inflows of resources	3,766,916	6,788,086	2,130,500
Net position:			
Net investment in capital assets	148,546,166	157,190,377	75,936,952
Restricted	1,155,364	1,163,441	1,153,760
Unrestricted	(14,779,863)	(13,662,152)	(10,637,282)
Total net position	\$ 134,921,667	\$ 144,691,666	\$ 66,453,430

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.

\* Reclassified non-current assets and current liabilities to reclassify Perkins loans receivables and accrued liabilities, with no impact to net position. In addition, deferred inflows for service concession agreements were reclassified to net investment in capital assets, from unrestricted net position, with no impact on net position.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

*Financial Analysis of the University (Continued)*

Bridgewater State University's changes in net position related to operations for the years ended June 30 are as follows:

	<b>2016</b>	<b>2015</b>	<b>2014</b> <i>Restated</i>
Operating revenues:			
Tuition and fees	\$ 96,402,691	\$ 89,665,488	\$ 87,326,130
Student financial aid (contra revenue)	(13,431,243)	(12,950,680)	(12,058,651)
Operating grants	19,966,803	20,405,558	19,420,622
Other operating revenue	2,201,100	1,073,329	1,078,624
Auxiliary enterprises	<u>26,814,973</u>	<u>26,147,322</u>	<u>24,623,224</u>
<b>Total operating revenues</b>	<u>131,954,324</u>	<u>124,341,017</u>	<u>120,389,949</u>
Operating expenses:			
Instruction	64,991,488	61,139,211	58,453,791
Public service	2,775,815	2,187,039	1,846,410
Academic support	23,796,119	22,674,733	20,693,405
Student services	23,769,685	22,360,467	21,561,475
Institutional support	22,390,446	17,036,747	16,887,940
Operation and maintenance of plant	16,479,057	18,203,719	13,955,958
Scholarships and fellowships	10,491,502	9,885,013	8,942,083
Depreciation and amortization	11,991,495	11,699,185	6,073,134
Auxiliary enterprises	<u>24,144,260</u>	<u>23,779,497</u>	<u>23,324,968</u>
<b>Total operating expenses</b>	<u>200,829,867</u>	<u>188,965,611</u>	<u>171,739,164</u>
<b>Net operating loss</b>	<u><u>\$ (68,875,543)</u></u>	<u><u>\$ (64,624,594)</u></u>	<u><u>\$ (51,349,215)</u></u>



BRIDGEWATER STATE UNIVERSITY

BRIDGEWATER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

*Management's Discussion and Analysis*

June 30, 2016  
(Unaudited)

*Financial Analysis of the University (Continued)*

	2016	2015	2014 <i>Restated</i>
Non-operating revenues (expenses):			
State appropriations, net	\$ 55,286,190	\$ 52,109,583	\$ 49,493,966
Gifts	1,326,816	1,252,301	899,221
Investment income	54,704	24,946	1,483
Interest expense	(760,885)	(2,568,943)	(844,091)
Loss on disposal of asset	(80,515)		
Other non-operating revenues (expenses)	1,859,725	1,815,620	2,493,850
<b>Net non-operating revenues (expenses)</b>	<b><u>57,686,035</u></b>	<b><u>52,633,507</u></b>	<b><u>52,044,429</u></b>
<b>Net income before capital appropriations</b>	<b>(11,189,508)</b>	<b>(11,991,087)</b>	<b>695,214</b>
Capital appropriations	1,419,509	90,229,323	532,100
<b>Total increase (decrease) in net position</b>	<b>(9,769,999)</b>	<b>78,238,236</b>	<b>1,227,314</b>
<b>Net position, beginning of year</b>	<b><u>144,691,666</u></b>	<b><u>66,453,430</u></b>	<b><u>65,226,116</u></b>
<b>Net position, end of year</b>	<b><u>\$ 134,921,667</u></b>	<b><u>\$ 144,691,666</u></b>	<b><u>\$ 66,453,430</u></b>

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

*State Appropriations*

Unless otherwise permitted by the Massachusetts Legislature, the university is required to remit tuition to the Commonwealth. Therefore, the university collects 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>2016</i>	<i>2015</i>	<i>2014</i>
Gross commonwealth appropriations	\$ 43,592,004	\$ 42,446,163	\$ 40,591,669
Plus: Fringe benefits*	12,368,534	11,095,648	10,358,595
	55,960,538	53,541,811	50,950,264
Less: Tuition remitted	(674,348)	(1,432,228)	(1,456,298)
	<b>\$ 55,286,190</b>	<b>\$ 52,109,583</b>	<b>\$ 49,493,966</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 \$19,966,803, \$20,405,558 and \$19,420,622 in grant and contract revenues for the fiscal years ended June 30, 2016, 2015 and 2014, respectively. Below presents the primary grants and contracts received for the following fiscal years ended June 30:

	<i>2016</i>	<i>2015</i>	<i>2014</i>
Pell grant	\$ 13,414,143	\$ 13,793,377	\$ 13,043,623
Tuition grants	1,947,451	1,901,058	1,753,001
Mass grants	1,779,385	1,718,077	1,402,050
Federal work study	419,672	441,938	441,938
Teach grant	109,973	126,075	174,471
Federal SEOG	234,769	227,914	199,846
Other	2,061,410	2,197,119	2,405,693
	<b>\$ 19,966,803</b>	<b>\$ 20,405,558</b>	<b>\$ 19,420,622</b>

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

***Enrollment***

Enrollments at the university have remained constant with a slight decrease this past academic year. Bridgewater's enrollment in fall 2015 was 11,089, which is a .9% decrease from 2014 fall enrollment of 11,187 and a .7% decrease from 2013 fall enrollment of 11,267.

Enrollments are expected to remain substantially stable for the next five years (although the mix between undergraduate and graduate students may shift slightly), but no assurances can be given that this expectation will be realized. No expectation is expressed for any period after the next five years.

***Tuition and Fees***

The university strives to provide students with the opportunity to obtain a quality education. 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>2016</u></b>						
Undergraduate	\$ 910	\$ 7,050	\$ 8,018	\$ 8,928	\$ 11,842	\$ 20,770
Graduate	1,675	1,675	8,018	9,693	11,842	21,535
 <b><u>2015</u></b>						
Undergraduate	\$ 910	\$ 7,050	\$ 7,443	\$ 8,353	\$ 11,452	\$ 19,805
Graduate	1,675	1,675	7,443	9,118	11,452	20,570
 <b><u>2014</u></b>						
Undergraduate	\$ 910	\$ 7,050	\$ 7,143	\$ 8,053	\$ 11,172	\$ 19,225
Graduate	1,675	1,675	7,143	8,818	11,172	19,990

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

*Capital Assets*

Capital assets are comprised of land, buildings and building improvements, furnishings and equipment, library materials, artwork and construction in progress.

As of June 30, 2016, 2015 and 2014, net capital assets were \$172.2 million, \$181.2 million and \$181.1 million, respectively. For the years ended June 30, 2016, 2015 and 2014, depreciation expense was \$12.0 million, \$11.7 million and \$6.1 million, respectively. Capital asset additions for the current fiscal year totaled \$3.3 million.

\$948 thousand of the \$3.3 million total capital asset additions during the year ended June 30, 2016 related to Construction in Progress for the following projects:

- Food Service Improvements to the Rondileau Campus Center Bear's Den of \$359,932
- Food Service Improvements, study and design to Tillinghast of \$119,100
- Library elevator study, design and repair of \$142,268
- Burnell generator of \$123,244
- Other improvements and renovations totaling \$203,679

The remaining \$2.4 million of the \$3.3 million total capital asset additions related to major purchases, renovations and projects that were considered completed.

The major items were comprised of the following:

- Construction of Welcome Center Building totaling \$339,528
- Improvements to the Cape Cod satellite location totaling \$134,659
- Tinsley Center boiler replacement of \$293,490
- Boyden Hall fire alarm system of \$303,903
- Burnell classroom renovations totaling \$154,272
- Gates house improvements of \$132,386
- Mohler-Faria Science and Mathematics Center additions and improvements of \$303,887
- Other improvements totaling \$688,141

\$263 thousand represents projects that began in prior fiscal years that were completed in fiscal year 2016; this amount was reclassified from Construction in Progress to capital assets subject to depreciation. The major items were comprised of the following:

- Burnell school re-use of \$148,358
- Other Improvements totaling \$114,662

In fiscal year 2015, capital asset additions totaled \$12.1 million. Major renovations and projects completed during fiscal year 2015 included \$6,373,378 Welcome Center construction, \$2,091,106 Cape Cod satellite location improvements, and \$987,824 food service improvements to Rondileau Campus Center Bear's Den.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

***Capital Assets (Continued)***

In fiscal year 2014, capital asset additions totaled \$11.5 million. Major renovations and projects completed during fiscal year 2014 included \$3,377,752 Rondileau Campus Center renovations, \$1,189,173 purchase of Hale Street Building, \$1,306,625 Mohler-Faria Science and Mathematics Center additions, and \$1,171,186 food service improvements to the East Campus Commons.

The university has initiated 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 10 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 has \$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 .96% and 0.50% at June 30, 2016 and 2015, respectively. MHEFA/Mass Development requires that the university maintain a debt service reserve fund held by a Trustee. The debt service reserve was \$294,812 and \$328,846 at June 30, 2016 and 2015, respectively. At June 30, 2016 and 2015, the balance on the bond was \$3,846,640 and \$4,300,877, 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 is based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2006A). Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting May 1, 2007 and ending May 1, 2026, at an annual variable coupon averaging 4.3%. MSCBA requires that the university maintain a debt service reserve fund. At June 30, 2016 and 2015, the debt service reserve was \$86,836. At June 30, 2016 and 2015, the balance on the bond was \$761,200 and \$847,415, 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 is based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2009B & 2009C). 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, 2030, at an annual variable coupon averaging 4.6%. At June 30, 2016 and 2015, the balance on the bond was \$3,814,204 and \$4,035,530, respectively.

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 is based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012A).

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

***Long-Term Debt (Continued)***

Through its agreement with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting October 1, 2012 and ending May 1, 2032, at an annual variable coupon averaging 3.9%. At June 30, 2016 and 2015, the balance on the bond was \$851,138 and \$888,655, respectively.

During fiscal year 2013, the university entered into a financing agreement with the MSCBA to renovate the main entrances to the Rondileau Campus Center. The source of financing the project is based upon the issuance of Project Revenue Bonds issued by MSCBA on behalf of the university (Series 2012C, as modified). Through its agreements with MSCBA, the university has an agreement to repay this debt in semi-annual installments, starting November 1, 2013 and ending February 21, 2032, at an annual variable coupon averaging 3.6%. At June 30, 2016 and 2015, the debt service reserve was \$79,335. At June 30, 2016 and 2015, the balance on the bond was \$4,568,114 and \$4,779,472, 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 Campus Center project. The transfer of principal was to fund the construction of the Welcome Center building. The source of financing the project is based upon the issuance of debt modification by the MSCBA on behalf of the university (Series 2012C modification). 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, 2032, at annual variable coupon averaging 3.6%. At June 30, 2016 and 2015, the debt service reserve was \$63,469 and \$63,468, respectively. At June 30, 2016 and 2015, the balance on the bond was \$3,654,360 and \$3,826,689, respectively, including reserves and premiums.

For more information relating to long-term debt activity, refer to Note 13 accompanying the basic financial statements.

***Operating and Capital Lease Obligations***

In fiscal year 2015, the university extended an existing lease with M Space Holdings, LLC to lease the Burrill Office Complex for an additional year ending June 2016. The payments cost the university approximately \$151,000 for the years ended June 30, 2016 and 2015. The University has not extended the lease agreement with M Space Holdings, LLC beyond June 2016. Instead, in 2017, the University executed a purchase of the modular office space for \$150,000.

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.



**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

*Operating and Capital Lease Obligations (Continued)*

In conjunction with the establishment of the flight training program, in fiscal year 2009, the university entered into a 5 year operating lease agreement with the City of New Bedford for a 10,480 square foot building located at the New Bedford Airport to house the university's flight school. In fiscal year 2014, the university extended the lease agreement with the City of New Bedford through May 2018. The payments cost the university approximately \$60,000 for the years ended June 30, 2016 and 2015.

Also, 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 new 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 \$183,000 for the fiscal year ended June 30, 2016 and \$182,000 for the fiscal year ended June 30, 2015.

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. Capital lease assets, net of accumulated depreciation, totaled \$5,743,295 and \$6,265,413 for the years ended June 30, 2016 and 2015. Capital lease obligations totaled \$5,031,601 and \$5,371,934 for the years ended June 30, 2016 and 2015, respectively.

For more detailed information relating to operating and capital lease activity, refer to Note 13 accompanying the basic financial statements.

*Factors Impacting Future Periods*

An inclusive and comprehensive strategic planning process to operationalize institutional goals and objectives is currently underway. The institutional strategic plan is built on data driven decision making, stakeholder inclusion, and careful stewardship of human and financial resources. The plan is anticipated to be completed by fiscal year end 2017.

The university has three collective bargaining agreements due to expire within the next year, as follows: American Federation of State, County and Municipal Employees (AFSME) – July 1, 2014 to June 30, 2017; Association of Professional Administrators (APA) – January 1, 2014 to December 31, 2016; Massachusetts State College Association (MSCA) - July 1, 2014 – June 30, 2017. The financial commitments negotiated in these state-wide contracts have not been fully funded by the Commonwealth in recent history. The results of these negotiations and funding level provided by the Commonwealth will potentially be a cost driver for tuition and fee levels in the future.

President Clark has approved a series of student billing practice modifications to be implemented over the next 5 academic semesters between the Fall 2016 and Fall 2018 semesters. These changes will align Bridgewater State University's payment/collection processes with industry best practices including a required student financial responsibility agreement and more timely collection procedures.



**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

***Factors Impacting Future Periods (Continued)***

In collaboration with the Board of Higher Education and the collective bargaining units, the university volunteered to participate in a retirement incentive plan for benefited employees who meet certain criteria. Part of the plan is the offer of a cash incentive based on eligible employee years of credible service at a Massachusetts public higher education institution. It appears that more employees will take advantage of this offer compared to prior years. Management is planning for the impact this will have on the fiscal 2017 budget.

On April 21, 2016, President Frederick Clark joined Governor Charlie Baker and higher education leaders to announce the Commonwealth Commitment, an innovative college affordability and completion plan to help more students achieve the dream of a college degree. The Commonwealth Commitment is the first agreement of its kind in the nation. The plan commits every public campus to providing 10 percent rebates at the end of each successfully completed semester to qualifying undergraduate students. Students pursuing a bachelor's degree who meet the program requirements will be able to realize an average savings of \$5,090 over the course of their college years. As part of the Commonwealth Commitment's goal to increase cost savings and predictability, tuition and mandatory fees will be frozen for program participants as of the date they enter the program.

The Commonwealth Commitment will help students and prospective students complete their education and will further enhance pathways between Bridgewater State University and Massasoit, Bristol and Cape Cod Community Colleges. The Commonwealth Commitment is an important plan which encompasses two overarching educational objectives: to close the achievement gap and strengthen the global competitiveness of Massachusetts' workforce and economy. It unites the Massachusetts public higher education sector in an energized drive to promote access and success for diverse communities to build an educated workforce that will drive the Commonwealth's high-tech community in the 21st Century.

Bridgewater State University was among an elite group of institutions chosen by the U.S. Department of State to host the "Mandela Washington Fellowship for Young African Leaders" (YALI.) Bridgewater State is one of four higher education institutions from New England out of thirty-seven nationwide to be selected as a university partner to host this program. Beginning in mid-June 2016, twenty-five of Africa's brightest emerging public administrators began their study at Bridgewater State for a six week academic and leadership institute. The flagship program of President Obama's Young African Leaders Initiative was launched in 2010 to support young African leaders as they spur growth and prosperity, strengthen democratic governance, and enhance peace and security across Africa.

The leadership institute empowers young African leaders through academic coursework, leadership training, mentoring, networking, professional opportunities and support for their activities in their communities. The cohort of 25 fellows are part of a larger group of 1000 Mandela Washington fellows being hosted across the United States. The Bridgewater program concluded at the end of July and the leaders met with President Obama during a summit in Washington D.C. in early August.

***Economic Factors and Next Year's Tuition and Student Fee Rates***

In June 2016, the university's Board of Trustees approved an increase in meal plans for the 2016-2017 academic year in addition to receiving a report of new residence hall rates, which were proposed by the MSCBA and adopted by the Massachusetts Board of Higher Education earlier this year.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Management's Discussion and Analysis*

*June 30, 2016*  
*(Unaudited)*

*Economic Factors and Next Year's Tuition and Student Fee Rates (Continued)*

Student fees will increase by an additional \$700 per year or \$350 per semester. The increase is approximately a 7.8% adjustment to current total tuition and fees to accommodate increases in our cost of providing education and services.

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 table below illustrates the FY17 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	\$ 1,545	\$ 780	\$ 2,325
Gold	1,666	370	2,036
Silver	1,431	550	1,981
Bronze	211	200	411

Costs at residence halls for 2016-2017, which reflect the MSCBA value-pricing, increased an average of 4%, as follows:

Great Hill Apartments, \$8,400 from \$8,080; Miles-DiNardo Hall, \$7,510 from \$7,220; Pope and Scott Halls, \$7,220 from \$6,940; Shea-Durgin Hall, \$7,220 from \$6,940; Woodward Hall, \$7,220 from \$6,940; East Hall, \$8,210 for singles from \$7,890; doubles will increase this fall to \$7,570 from \$7,280; Crimson for singles \$8,400 from \$8,080; doubles will increase to \$7,640 from \$7,350 and Weygand for singles \$8,400 from \$8,080; doubles \$7,870 from \$7,570.

***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, Boyden Hall, Room 109, 131 Summer Street, Bridgewater, Massachusetts 02325.

*Financial Statements*

# BRIDGEWATER STATE UNIVERSITY

## BRIDGEWATER STATE UNIVERSITY (An Agency of the Commonwealth of Massachusetts)

### Statements of Net Position

June 30, 2016 and 2015

	Primary Government		Component Units	
	2016 University	2015 University	2016 Combined	2015 Combined
<b>Assets</b>				
Current assets:				
Cash and cash equivalents	\$ 29,468,154	\$ 25,414,893	\$ 2,615,286	\$ 878,752
Deposits held by State Treasurer	2,933,323	2,859,923	-	-
Cash held by State Treasurer	1,122,926	496,644	-	-
Deposits held by MSCBA	516,907	516,907	-	-
Deposits held by DCAMM	93,139	762,667	-	-
Restricted cash and equivalents	2,362,322	5,486,954	-	-
Investments	-	-	32,655,774	32,851,586
Contributions receivable, net	-	-	3,970	344,555
Accounts receivable, net	6,463,894	6,573,967	-	-
Prepaid expenses and other assets	880,378	677,915	19,160	19,290
Total current assets	43,841,043	42,789,870	35,294,190	34,094,183
Non-current assets:				
Contributions receivable, net	-	-	559,455	449,979
Accounts receivable, net	2,920,475	3,172,430	-	-
Loans receivable, net	1,232,850	2,993,651	-	-
Debt service reserve fund	524,452	558,486	-	-
Capital assets, net	172,169,425	181,238,141	1,410,063	1,833,591
Total non-current assets	176,847,202	187,962,708	1,969,518	2,283,570
Total assets	220,688,245	230,752,578	37,263,708	36,377,753
<b>Deferred outflows of resources</b>				
Deferred outflows for pension	23,660,701	5,696,787	-	-
Total deferred outflows of resources	23,660,701	5,696,787	-	-
<b>Liabilities</b>				
Current liabilities:				
Accounts payable and accrued expenses	5,030,679	6,924,600	590,118	295,726
Accrued payroll	6,595,665	6,318,719	-	-
Accrued workers' compensation	267,798	275,211	-	-
Accrued compensated absences	6,785,926	6,695,292	-	-
State funds payable	562,871	690,248	-	-
Unearned revenues	6,055,640	6,601,799	-	-
Current portion of capital lease obligations	359,695	340,332	-	-
Current portion of bonds payable	1,161,675	1,126,131	-	-
Total current liabilities	26,819,949	28,972,332	590,118	295,726
Non-current liabilities:				
Accrued workers' compensation	1,001,387	987,227	-	-
Accrued compensated absences	3,340,828	3,297,681	-	-
Government advances refundable	1,416,678	4,090,767	-	-
Capital lease obligations	4,671,906	5,031,602	-	-
Bonds payable	16,333,981	17,552,507	-	-
Net pension liability	52,075,634	25,037,497	-	-
Total non-current liabilities	78,840,414	55,997,281	-	-
Total liabilities	105,660,363	84,969,613	590,118	295,726
<b>Deferred inflows of resources</b>				
Service concession arrangement	2,230,500	1,640,500	-	-
Deferred inflows from pension	1,536,416	5,147,586	-	-
Total deferred inflows of resources	3,766,916	6,788,086	-	-
<b>Net position</b>				
Net investment in capital assets	148,546,166	157,190,377	1,410,063	1,833,591
Restricted:				
Nonexpendable: scholarships and fellowships	23,000	23,000	17,226,272	14,658,378
Expendable: scholarships and grants	1,132,364	1,140,441	5,279,374	6,191,946
Unrestricted	(14,779,863)	(13,662,152)	12,757,881	13,398,112
Total net position	\$ 134,921,667	\$ 144,691,666	\$ 36,673,590	\$ 36,082,027

See Independent Auditors' Report and accompanying notes to the financial statements.

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**BRIDGEWATER STATE UNIVERSITY**

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Statements of Revenues, Expenses and Changes in Net Position*

*Years Ended June 30, 2016 and 2015*

	<i>Primary Government</i>		<i>Component Units</i>	
	<i>2016 University</i>	<i>2015 University</i>	<i>2016 Combined</i>	<i>2015 Combined</i>
Operating revenues:				
Tuition and fees	\$ 96,402,691	\$ 89,665,488	\$ -	-
Less: scholarships and fellowships	(13,431,243)	(12,950,680)	-	-
<b>Net tuition and fees</b>	<b>82,971,448</b>	<b>76,714,808</b>	<b>-</b>	<b>-</b>
Gifts and contributions	-	-	3,622,271	4,554,157
Federal, state and private grants and contracts	19,966,803	20,405,558	-	-
Auxiliary enterprises	26,814,973	26,147,322	-	-
Other operating revenues	2,201,100	1,073,329	1,774,420	2,010,292
<b>Total operating revenues</b>	<b>131,954,324</b>	<b>124,341,017</b>	<b>5,396,691</b>	<b>6,564,449</b>
Operating expenses:				
Educational and general:				
Instruction	64,991,488	61,139,211	-	-
Gifts and contributions	-	-	1,618,625	1,389,072
Public service	2,775,815	2,187,039	-	-
Academic support	23,796,119	22,674,733	-	-
Student services	23,769,685	22,360,467	-	-
Institutional support	22,390,446	17,036,747	1,983,686	2,209,531
Operation and maintenance of plant	16,479,057	18,203,719	-	-
Scholarships and fellowships	10,491,502	9,885,013	-	-
Depreciation and amortization	11,991,495	11,699,185	32,979	32,979
Auxiliary enterprises	24,144,260	23,779,497	-	-
<b>Total operating expenses</b>	<b>200,829,867</b>	<b>188,965,611</b>	<b>3,635,290</b>	<b>3,631,582</b>
<b>Net operating (loss) income</b>	<b>(68,875,543)</b>	<b>(64,624,594)</b>	<b>1,761,401</b>	<b>2,932,867</b>
Non-operating revenues (expenses):				
State appropriations, net	55,286,190	52,109,583	-	-
Gifts	1,326,816	1,252,301	-	-
Investment return	54,704	24,946	(908,832)	(1,063,153)
Interest expense	(760,885)	(2,568,943)	-	-
Rental income	-	-	36,000	36,000
Loss on disposal of asset	(80,515)	-	(261,508)	-
Other non-operating revenues (expenses)	1,859,725	1,815,620	(35,498)	(26,177)
<b>Net non-operating revenues (expenses)</b>	<b>57,686,035</b>	<b>52,633,507</b>	<b>(1,169,838)</b>	<b>(1,053,330)</b>
<b>Net income before capital appropriations</b>	<b>(11,189,508)</b>	<b>(11,991,087)</b>	<b>591,563</b>	<b>1,879,537</b>
Capital appropriations	1,419,509	90,229,323	-	-
<b>Total increase (decrease) in net position</b>	<b>(9,769,999)</b>	<b>78,238,236</b>	<b>591,563</b>	<b>1,879,537</b>
<b>Net position, beginning of year</b>	<b>144,691,666</b>	<b>66,453,430</b>	<b>36,082,027</b>	<b>34,202,490</b>
<b>Net position, end of year</b>	<b>\$ 134,921,667</b>	<b>\$ 144,691,666</b>	<b>\$ 36,673,590</b>	<b>\$ 36,082,027</b>

See Independent Auditors' Report and accompanying notes to the financial statements.

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# BRIDGEWATER STATE UNIVERSITY

## BRIDGEWATER STATE UNIVERSITY (An Agency of the Commonwealth of Massachusetts)

### Statements of Cash Flows

Years Ended June 30, 2016 and 2015

	<i>Primary Government</i>	
	<i>2016</i> <i>University</i>	<i>2015</i> <i>University</i>
<b>Cash flows from operating activities:</b>		
Tuition and fees	\$ 82,884,392	\$ 76,876,601
Grants and contracts	19,951,213	20,549,338
Payments to employees	(105,419,015)	(103,119,524)
Payments to suppliers and vendors	(32,845,243)	(30,916,151)
Payments to students	(8,730,701)	(11,214,487)
Auxiliary enterprises charges	(24,144,260)	(23,779,497)
Auxiliary enterprises	26,814,973	26,147,322
Excess capital to Department of Education	(2,674,089)	-
Other	2,675,384	1,836,288
Other non-operating revenues	2,189,725	1,815,620
	<b>(39,297,621)</b>	<b>(41,804,490)</b>
<b>Cash flows from non-capital financing activities:</b>		
State appropriations	42,917,656	41,013,935
Gifts	1,899,614	762,301
	<b>44,817,270</b>	<b>41,776,236</b>
<b>Cash flows from capital financing activities:</b>		
Capital appropriation	646,101	1,026,700
Purchase of capital assets	(3,011,505)	(11,422,158)
Principal paid on capital leases	(340,333)	(322,013)
Payments of capital debt	(1,182,982)	(1,107,025)
Increase (decrease) in debt service reserve	34,034	33,829
Interest paid on capital debt and leases	(760,885)	(808,011)
	<b>(4,615,570)</b>	<b>(12,598,678)</b>
<b>Cash flows from investing activities:</b>		
Interest on investments	54,704	24,946
	<b>54,704</b>	<b>24,946</b>
<b>Net increase (decrease) in cash and cash equivalents</b>	<b>958,783</b>	<b>(12,601,986)</b>
<b>Cash and cash equivalents, beginning of year</b>	<b>35,537,988</b>	<b>48,139,974</b>
<b>Cash and cash equivalents, end of year</b>	<b>\$ 36,496,771</b>	<b>\$ 35,537,988</b>
<b>Reconciliation of net operating loss to net cash used in operating activities:</b>		
Net operating loss	\$ (68,875,543)	\$ (64,624,594)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation and amortization	11,991,495	11,699,185
Fringe benefits provided by State	12,368,534	11,095,648
Other non-operating revenues	2,189,725	1,815,620
Changes in assets and liabilities:		
Accounts and loan receivable, net	2,122,829	(229,890)
Prepaid expenses and other assets	(203,163)	(306,208)
Accounts payable and accrued expenses	(2,021,298)	(148,954)
Accrued payroll and benefits	417,474	(1,136,808)
Deferred outflow for pension	(17,967,191)	(3,709,748)
Unearned revenues	(76,638)	477,078
Government advances refundable	(2,674,089)	-
Net pension liability	27,038,137	(1,880,128)
Deferred inflows from pension	(3,607,893)	5,144,309
	<b>\$ (39,297,621)</b>	<b>\$ (41,804,490)</b>

See Independent Auditors' Report and accompanying notes to the financial statements.

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**BRIDGEWATER STATE UNIVERSITY**

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**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Statements of Cash Flows (Continued)*

*Years Ended June 30, 2016 and 2015*

	<i>Primary Government</i>	
	<i>2016</i>	<i>2015</i>
<u>Cash Flow Information</u>	<i>University</i>	<i>University</i>
For purposes of the statement of cash flows, cash and cash equivalents are comprised of the following at June 30:		
Cash and cash equivalents	\$ 29,468,154	\$ 25,414,893
Deposits held by State Treasurer	2,933,323	2,859,923
Cash held by State Treasurer	1,122,926	496,644
Deposits held by MSCBA	516,907	516,907
Deposits held by DCAMM	93,139	762,667
Restricted cash and equivalents	2,362,322	5,486,954
	<b>\$ 36,496,771</b>	<b>\$ 35,537,988</b>

The following summarizes the non-cash transactions for the years ended June 30:

Fringe benefits provided by the state	\$ 12,368,534	\$ 11,095,648
Acquisition of capital assets through capital bond appropriations	303,887	386,799
Acquisition of capital assets through capital appropriations	469,521	
Acquisition of donated artwork	17,202	
Service concession agreement gift - deferred inflow of resources	1,350,000	
Capital grants - amortization of deferred inflows of resources - service concession agreements	760,000	490,000

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*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 masters degrees. The university also offers, through the College of Continuing Studies, credit and noncredit courses as well as a variety of summer workshop programs. The university is governed by its Board of Trustees under the direction of the Massachusetts Department of Higher Education. The university is accredited by the New England Association of Schools and Colleges. The university’s main campus is located in Bridgewater, Massachusetts.

The university is an Agency of the Commonwealth of Massachusetts. 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 GASB standards. Although the university does not control the timing or the amount of receipts from the Foundation and 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.

***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 the Governmental Accounting Standards Board (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 Statement 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



**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

*Basis of Presentation and Accounting (Continued)*

activities including the university's operating and capital appropriations from the Commonwealth of Massachusetts ("Commonwealth"), net investment income, interest expense and non-capital gifts.

*Classification of Assets and Liabilities*

The university presents current and non-current assets and liabilities in the Statement 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 invested 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.

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.

The university has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

*Cash and Cash Equivalents*

The university's cash and cash equivalents are cash on hand, cash held with the Commonwealth's Treasurer and the Massachusetts State College Building Authority (MSCBA) and the Division of Capital Asset Management and Maintenance (DCAMM), and short-term, highly liquid investments with original maturities of three months or less from the date of purchase. Cash and cash equivalents held by MSCBA and DCAMM are for capital project type items.

*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 Statement of Revenues, Expenses and Changes in Net Position. Gains and losses on the disposition of investments are determined based on specific identification of securities sold. Investment income is recognized when earned.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

***Fair Value Measurements***

In accordance with GASB 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 has 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;
- 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.

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.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

***Loans Receivable, Net of Allowance***

Loans receivable represent student loans issued under the Perkins Loan Program as established by the United States Department of Education. Generally, such amounts become available to be reloaned upon collection of existing balances. A reserve has been established based on the evaluation of collectability as well as realizability.

***Capital Assets***

Capital assets are controlled but not owned by the university. 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 or, in the case of gifts, at fair value at date of donation. Capital assets received in 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 an orderly market transaction. In accordance with the Commonwealth's capitalization policy, non-collection items with a unit cost of more than \$50,000 are capitalized. 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 and at fair value for donated items. The cost of library material and related accumulated depreciation is disposed for financial statement purposes after five years.

***Bond Premium***

Bond premiums are being amortized on a straight-line basis over the terms of the related debt agreements.

***Pension Plan***

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources relate to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employee's 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.

***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.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

***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, 2016 and 2015. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of state service at June 30, 2016 and 2015. 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 and other advance payments are recognized as revenue in accordance with the underlying agreement.

***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 student are generally reflected as expenses.

***Tax Status***

The university is an Agency of the Commonwealth of Massachusetts and is therefore generally exempt from federal and 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, loans receivable, and useful lives of capital assets.

***Recently Issued Governmental Accounting Pronouncements***

GASB 74 and 75, *Financial Reporting for Postemployment Benefit Plans Other Than Pensions*, is required for periods beginning after June 15, 2016. The statement requires measurement of obligations of benefit programs. The university is evaluating these standards which could have a significant impact.

GASB 77, *Tax Abatement Disclosures*, is required for periods beginning after December 15, 2015. The statement requires disclosures of tax abatements. Since the university does not have taxing powers, there will be no impact.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 1 - Summary of Significant Accounting Policies (Continued)*

*Recently Issued Governmental Accounting Pronouncements (Continued)*

GASB 78, *Pensions Provided through Certain Multiple-Employer Defined Benefit Pension Plans*, is required for periods beginning after December 15, 2015. The statement amends the scope and applicability of GASB 68 to exclude certain pensions. The university does not expect any material impact.

GASB 80, *Blending Requirements for Certain Component Units*, is required for periods beginning after June 15, 2016. The university does not expect any material impact.

GASB 81, *Irrevocable Split Interest Agreements*, is required for periods beginning after December 15, 2016. The statement requires that a government that receives resources pursuant to an irrevocable split-interest agreement recognize assets, liabilities, and deferred inflows of resources at the inception of the agreement. The university does not expect any material impact.

GASB 82, *Pension Issues*, is required for periods beginning after June 15, 2016. The statement addresses, among other things: (a) presentation of payroll related measures in required supplementary information; (b) selection of assumptions and the treatment of deviations from guidance in Actuarial Standards of Practice for financial reporting purposes; and (c) classification of payments made by employers to satisfy plan member contribution requirements. The university is currently evaluating the potential impact of this standard.

*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, 2015.

*Subsequent Events*

For purposes of determining the effects on these financial statements, Management has evaluated events subsequent to June 30, 2016 and through October 12, 2016, the date which the financial statements were available to be issued and determined that there were no matters requiring recognition or disclosure to the accompanying financial statements.

*Note 2 - Cash and Cash Equivalents*

Custodial credit risk is risk associated with the failure of a depository financial institution. At June 30, 2016 and 2015, the university's deposits were collateralized up to the maximum of \$81 million and \$54 million, respectively, by Santander Bank through pooled collateral being held at the Bank of New York in New York City. At June 30, 2016 and 2015, the carrying amount of the university's deposits, net of deposits and disbursements in transit, was \$31,830,476 and \$30,901,847, respectively. Of the carrying amount, \$618,411 and \$615,811 were held by Massachusetts Municipal Depository Trust (MMDT) at June 30, 2016 and 2015, respectively.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 2 - Cash and Cash Equivalents (Continued)*

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.

*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 \$1,122,926 and \$496,644 at June 30, 2016 and 2015, respectively. The university has recorded a comparable dollar amount of cash held by the 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 Cash Equivalents*

Restricted cash and equivalents are as follows at June 30:

	<i>2016</i>	<i>2015</i>
Construction	\$ 921,667	\$ 1,435,840
Debt service funds	563,875	541,603
Federal Perkins Loan Fund	337,930	3,032,920
Other	538,850	476,591
	<b>\$ 2,362,322</b>	<b>\$ 5,486,954</b>

*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>2016</i>	<i>2015</i>
Equity mutual funds	\$ -	\$ 25,968,781
Bond mutual funds	-	6,882,805
Corporate equity securities	20,360,691	-
Corporate bonds	892,171	-
Government bonds	1,523,333	-
Mutual funds	9,879,579	-
	<b>\$ 32,655,774</b>	<b>\$ 32,851,586</b>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 5 - Investments - Component Units (Continued)*

The following schedule summarizes the investment return of the combined component units for the years ended June 30:

	<i>2016</i>	<i>2015</i>
Interest income and dividends (net of investment fees)	\$ 623,656	\$ 651,956
Net realized/unrealized losses	<u>(1,532,488)</u>	<u>(1,715,109)</u>
<b>Total investment return</b>	<b>\$ <u>(908,832)</u></b>	<b>\$ <u>(1,063,153)</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, 2016.

*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.

*Corporate Equity Securities:* Valued at quoted market value of the shares held at fiscal year-end.

*Corporate and Government Bonds:* Valued at the closing price reported on the active market on which the individual securities are traded.

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 believes 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.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

**Note 6 - Fair Value Measurements - Component Units**

The following tables set forth, by level, within the fair value hierarchy, the component unit's investment assets measured at fair value on a recurring basis as of June 30, 2016:

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Total</i>
<b>Marketable Securities:</b>				
Corporate equities	\$ 20,360,691	\$ -	\$ -	\$ 20,360,691
Corporate bonds	892,171	-	-	892,171
Government bonds	1,523,333	-	-	1,523,333
Mutual funds	6,772,569	3,107,010	-	9,879,579
<b>Annuities payable:</b>				
Annuities payable	-	-	(178,331)	(178,331)
<b>Total assets and liabilities at fair value</b>	<b>\$ <u>29,548,764</u></b>	<b>\$ <u>3,107,010</u></b>	<b><u>(178,331)</u></b>	<b>\$ <u>32,477,443</u></b>

The following tables set forth, by level, within the fair value hierarchy, the component unit's investment assets measured at fair value on a recurring basis as of June 30, 2015:

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Total</i>
<b>Marketable Securities:</b>				
Equity mutual funds	\$ 25,968,781	\$ -	\$ -	\$ 25,968,781
Bond mutual funds	6,882,805	-	-	6,882,805
<b>Annuities payable:</b>				
Annuities payable	-	-	(190,209)	(190,209)
<b>Total assets and liabilities at fair value</b>	<b>\$ <u>32,851,586</u></b>	<b>\$ <u>-</u></b>	<b><u>(190,209)</u></b>	<b>\$ <u>32,661,377</u></b>



**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

*Note 7 - Accounts Receivable, Net*

Accounts receivable is comprised of the following at June 30:

	<i>2016</i>		<i>2015</i>
Students	\$ 10,765,970	\$	10,781,719
Grants	270,617		329,035
Other	303,533		805,018
	11,340,120		11,915,772
Less: allowance for doubtful accounts	(1,955,751)		(2,169,375)
	9,384,369		9,746,397
Less current portion	(6,463,894)		(6,573,967)
	\$ <b>2,920,475</b>	\$	<b>3,172,430</b>

*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>2016</i>		<i>2015</i>
Amounts due in:			
Less than one year	\$ 9,000	\$	350,150
One to five years	620,047		512,500
	629,047		862,650
Less: unamortized discounts	(15,622)		(18,116)
Less: allowance for uncollectible accounts	(50,000)		(50,000)
	<b>563,425</b>		<b>794,534</b>
Less: current portion	3,970		344,555
	<b>\$ 559,455</b>	\$	<b>449,979</b>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

**Note 9 - Loans Receivable - Perkins**

Loans receivable consist of the Federal Perkins Loan Program. The university is no longer lending under this program and is working to collect prior amounts when due and to effect the final wind down of this program.

Loans receivable - Perkins were as follows at June 30:

	<i>2016</i>	<i>2015</i>
Perkins loans receivable	\$ 2,787,983	\$ 3,602,878
Less: allowance for losses	(1,555,133)	(609,227)
	<u>                    </u>	<u>                    </u>
<b>Net loans receivable</b>	<b><u>\$ 1,232,850</u></b>	<b><u>\$ 2,993,651</u></b>

**Note 10 - Capital Assets**

Capital asset activity for the year ended June 30, 2016 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		\$ 2,486,395	\$ 174,645	\$ -	\$ -	2,661,040
Artwork		530,573	74,217			604,790
Construction in progress		751,337	948,223	(121,250)	(263,021)	1,315,289
Total not depreciated		<u>3,768,305</u>	<u>1,197,085</u>	<u>(121,250)</u>	<u>(263,021)</u>	<u>4,581,119</u>
Capital assets depreciated:						
Buildings, including improvements (including cost of capital leases)	11-40	249,202,085	1,659,884	(297,998)	198,021	250,761,992
Furnishings and equipment	3-10	14,279,668	300,778	(546,502)	65,000	14,098,944
Library materials	5	132,150	140,743			272,893
Total depreciated		<u>263,613,903</u>	<u>2,101,405</u>	<u>(844,500)</u>	<u>263,021</u>	<u>265,133,829</u>
Total capital assets		<u>267,382,208</u>	<u>3,298,490</u>	<u>(965,750)</u>	<u>-</u>	<u>269,714,948</u>
Less accumulated depreciation:						
Buildings, including improvements		81,033,141	10,509,669	(42,837)		91,499,973
Furnishings and equipment		5,097,711	1,453,837	(546,502)		6,005,046
Library materials		13,215	27,289			40,504
Total accumulated depreciation		<u>86,144,067</u>	<u>11,990,795</u>	<u>(589,339)</u>	<u>-</u>	<u>97,545,523</u>
<b>Capital assets, net</b>		<b><u>\$ 181,238,141</u></b>	<b><u>\$ (8,692,305)</u></b>	<b><u>\$ (376,411)</u></b>	<b><u>\$ -</u></b>	<b><u>\$ 172,169,425</u></b>

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

**Note 10 - Capital Assets (Continued)**

Capital asset activity for the year ended June 30, 2015 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		\$ 2,486,395	\$ -	\$ -	\$ -	2,486,395
Artwork		497,372	31,100	-	2,101	530,573
Construction in progress		97,367,674	542,225	(290,070)	(96,868,492)	751,337
Total not depreciated		<u>100,351,441</u>	<u>573,325</u>	<u>(290,070)</u>	<u>(96,866,391)</u>	<u>3,768,305</u>
Capital assets depreciated:						
Buildings, including improvements (including cost of capital leases)	11-40	147,974,545	10,887,918	-	90,339,622	249,202,085
Furnishings and equipment	3-10	7,247,265	505,634	-	6,526,769	14,279,668
Library materials	5	787,962	132,150	(787,962)	-	132,150
Total depreciated		<u>156,009,772</u>	<u>11,525,702</u>	<u>(787,962)</u>	<u>96,866,391</u>	<u>263,613,903</u>
Total capital assets		<u>256,361,213</u>	<u>12,099,027</u>	<u>(1,078,032)</u>	<u>-</u>	<u>267,382,208</u>
Less accumulated depreciation:						
Buildings, including improvements		70,605,719	10,427,422	-	-	81,033,141
Furnishings and equipment		3,843,474	1,254,237	-	-	5,097,711
Library materials		787,962	13,215	(787,962)	-	13,215
Total accumulated depreciation		<u>75,237,155</u>	<u>11,694,874</u>	<u>(787,962)</u>	<u>-</u>	<u>86,144,067</u>
<b>Capital assets, net</b>		<u>\$ <b>181,124,058</b></u>	<u>\$ <b>404,153</b></u>	<u>\$ <b>(290,070)</b></u>	<u>\$ <b>-</b></u>	<u>\$ <b>181,238,141</b></u>

At June 30, 2016 and 2015, capital assets included capital lease assets of \$10,442,355 and \$10,442,355, respectively, net of accumulated depreciation on capital lease assets of \$4,699,060 and \$4,176,942, respectively.

**Note 11 - Unearned Revenues**

Unearned revenues include tuition received in advance from students for summer courses commencing after June 30, the subsequent fall semester, and capital grants received in advance.

Unearned revenues of the university are considered current liabilities and include the following at June 30:

	<i>2016</i>	<i>2015</i>
Tuition and fees	\$ 5,034,704	\$ 5,010,132
Deferred capital appropriation	804,790	1,274,311
Grants	163,026	237,034
Other	<u>53,120</u>	<u>80,322</u>
<b>Total unearned revenues</b>	<u>\$ <b>6,055,640</b></u>	<u>\$ <b>6,601,799</b></u>

The unearned capital appropriation represents funding by the Commonwealth of Massachusetts 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 disbursed.

**BRIDGEWATER STATE UNIVERSITY**  
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*Notes to Financial Statements*

**Note 12 - Deferred Inflows of Resources – Service Concession Arrangement**

A component of deferred inflows of resources at June 30, 2016 and 2015 in the amounts of \$2,230,500 and \$1,640,500, respectively, consists of the unamortized balances of a food service agreement with an outside party. The vendor has contributed a total of \$6,250,000 over fiscal years 2008 through 2016, to upgrade the food service facilities and for the installation of an air conditioning system in the food service facility. The contributions are being amortized at a rate of \$760,000 per year through fiscal year 2019, with final amortization of \$270,000 in fiscal year 2020.

**Note 13 - Long-Term Liabilities**

Long-term liabilities of the university at June 30, 2016 consist of:

	<i>Beginning Balance</i>	<i>Additions</i>	<i>Reductions</i>	<i>Ending Balance</i>	<i>Current Portion</i>
Capital leases and bonds payable:					
Bonds payable	\$ 18,678,638	\$ -	\$ 1,182,982	17,495,656	\$ 1,161,675
Capital lease obligations	<u>5,371,934</u>	<u>-</u>	<u>340,333</u>	<u>5,031,601</u>	<u>359,695</u>
	<u>24,050,572</u>	<u>-</u>	<u>1,523,315</u>	<u>22,527,257</u>	<u>1,521,370</u>
Other long-term liabilities:					
Accrued worker's compensation	1,262,438	1,269,185	1,262,438	1,269,185	267,798
Accrued compensated absences	9,992,973	10,126,754	9,992,973	10,126,754	6,785,926
Government advances refundable	4,090,767		2,674,089	1,416,678	-
Net pension liability	<u>25,037,497</u>	<u>52,075,634</u>	<u>25,037,497</u>	<u>52,075,634</u>	<u>-</u>
Total other long-term liabilities	<u>40,383,675</u>	<u>63,471,573</u>	<u>38,966,997</u>	<u>64,888,251</u>	<u>7,053,724</u>
<b>Total long-term liabilities</b>	<b><u>\$ 64,434,247</u></b>	<b><u>\$ 63,471,573</u></b>	<b><u>\$ 40,490,312</u></b>	<b><u>\$ 87,415,508</u></b>	<b><u>\$ 8,575,094</u></b>

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*Notes to Financial Statements*

**Note 13 - Long-Term Liabilities (Continued)**

Long-term liabilities of the university at June 30, 2015 consist of:

	<i>Beginning Balance</i>	<i>Additions</i>	<i>Reductions</i>	<i>Ending Balance</i>	<i>Current Portion</i>
Capital leases and bonds payable:					
Bonds payable	\$ 19,785,663	\$ -	\$ 1,107,025	\$ 18,678,638	\$ 1,126,131
Capital lease obligations	<u>5,693,947</u>	<u>-</u>	<u>322,013</u>	<u>5,371,934</u>	<u>340,332</u>
	25,479,610	-	1,429,038	24,050,572	1,466,463
Other long-term liabilities:					
Accrued worker's compensation	1,222,059	1,262,438	1,222,059	1,262,438	275,211
Accrued compensated absences	8,862,235	9,992,973	8,862,235	9,992,973	6,695,292
Government advances refundable	4,090,767	-	-	4,090,767	-
Net pension liability	<u>26,917,625</u>	<u>-</u>	<u>1,880,128</u>	<u>25,037,497</u>	<u>-</u>
Total other long-term liabilities	<u>41,092,686</u>	<u>11,255,411</u>	<u>11,964,422</u>	<u>40,383,675</u>	<u>6,970,503</u>
<b>Total long-term liabilities</b>	<b><u>\$ 66,572,296</u></b>	<b><u>\$ 11,255,411</u></b>	<b><u>\$ 13,393,460</u></b>	<b><u>\$ 64,434,247</u></b>	<b><u>\$ 8,436,966</u></b>

***Bonds Payable***

Bonds payable outstanding at June 30, 2016 and 2015, respectively, are as follows:

	<i>2016</i>	<i>2015</i>
Tinsley Center		
Bonds through MHEFA at variable interest of .96% and .50%, maturing 1/15/2023	\$ 3,846,640	\$ 4,300,877
Parking lot		
Bonds through MSCBA at average interest of 4.3%, maturing 5/1/2026	761,200	847,415
Athletic field		
Bonds through MSCBA at average interest of 4.6%, maturing 5/1/2030	3,814,204	4,035,530
University Park		
Bonds through MSCBA at average interest of 3.9%, maturing 5/1/2032	851,138	888,655
Campus center		
Bonds through MSCBA at average interest of 3.6%, maturing 2/21/2032	4,568,114	4,779,472
Welcome Center		
Bonds through MSCBA at average interest of 3.6%, maturing 5/1/2032	<u>3,654,360</u>	<u>3,826,689</u>
	<b><u>\$ 17,495,656</u></b>	<b><u>\$ 18,678,638</u></b>

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*Notes to Financial Statements*

*Note 13 - Long-Term Liabilities (Continued)*

*Bonds Payable (Continued)*

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, 2016 and 2015 was \$471,340 and \$500,147, respectively.

Maturities of the bonds payable subsequent to June 30, 2016 are as follows:

<i>Fiscal Years Ending June 30,</i>	<i>Principal</i>	<i>Interest</i>	<i>Total</i>
2017	\$ 1,161,675	\$ 482,093	\$ 1,643,768
2018	1,210,497	453,298	1,663,795
2019	1,264,775	423,102	1,687,877
2020	1,329,048	387,236	1,716,284
2021	1,385,324	352,627	1,737,951
2022-2026	5,953,644	1,229,448	7,183,092
2027-2031	4,498,225	510,871	5,009,096
2032	<u>692,468</u>	<u>19,948</u>	<u>712,416</u>
	<u>\$ 17,495,656</u>	<u>\$ 3,858,623</u>	<u>\$ 21,354,279</u>

*Operating and Capital Leases*

The university leases certain premises under operating lease agreements for satellite locations in New Bedford, Cape Cod, and Attleboro. Original lease terms range from 5 years to 20 years. The leases are set to expire in fiscal years 2018, 2020, 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.

The university also leases certain assets under capital lease arrangements including tax exempt financing leases for various energy improvements.

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*Notes to Financial Statements*

*Note 13 - Long-Term Liabilities (Continued)*

*Operating and Capital Leases (Continued)*

The following schedule summarizes future minimum payments under non-cancellable leases subsequent to June 30, 2016:

<i>Fiscal Years</i>	<i>Capital Leases</i>		<i>Operating</i>	<i>Total</i>
	<i>Principal</i>	<i>Interest</i>		
<i>Ending June 30,</i>				
2017	\$ 359,695	\$ 270,183	\$ 226,589	\$ 856,467
2018	380,160	249,718	221,589	851,467
2019	401,790	228,087	241,763	871,640
2020	424,652	205,225	136,522	766,399
2021	448,817	181,061	136,522	766,400
2022-2026	2,657,567	491,820	682,610	3,831,997
2027-2028	358,920	8,504	273,044	640,468
	<u>\$ 5,031,601</u>	<u>\$ 1,634,598</u>	<u>\$ 1,918,639</u>	<u>\$ 8,584,838</u>

Interest expense on capital lease payable for the years ended June 30, 2016 and 2015 was \$289,545 and \$307,864, respectively. Rental expense for operating leases was \$603,867 and \$634,870 for the years ended June 30, 2016 and 2015, respectively.

*Note 14 - Government Advances Refundable*

The university participates in the Federal Perkins Loan Program. This program is funded through a combination of Federal and institutional resources. The portion of this program that has been funded with Federal funds is ultimately refundable to the U.S. government upon the termination of the university's participation in the program. Government advances refundable total \$1,416,678 and \$4,090,767 for the years ended June 30, 2016 and 2015, respectively.

*Note 15 - Restricted Net Position*

The university's restricted net position at June 30 is as follows:

	<i>2016</i>	<i>2015</i>
Restricted - nonexpendable:		
Scholarships and fellowships	\$ <u>23,000</u>	\$ <u>23,000</u>
Restricted - expendable:		
Grants	\$ <u>1,132,364</u>	\$ <u>1,140,441</u>

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*Notes to Financial Statements*

*Note 15 - Restricted Net Position (Continued)*

The component units' restricted-expendable net position consists of funds whose income is mainly used for scholarships and grants. The component units' 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.

*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:

In 2014, the university identified certain issues in the administration of the Perkins loan program. As management worked through the past issues, an additional potential at risk population was identified. The university has taken charges to operations of \$945,906 and \$2,370,159 in the years ended June 30, 2016 and 2015, respectively. There are still uncertainties relative to the ultimate wind down of this program, but management believes it has taken needed reserves associated with these past issues and thus does not expect a significant impact of future financial statements.

During the year ended June 30, 2016, the Department of Education performed a program review over the administration of financial aid. A final report has not been issued but management believes no significant issues came up during the site visit and accordingly expects this to close out in the ordinary course.

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 bench mark.



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*Notes to Financial Statements*

*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>2016</i>	<i>2015</i>
Compensation and benefits	\$ 127,430,767	\$ 116,177,960
Supplies and services	50,916,103	51,203,453
Depreciation and amortization	11,991,495	11,699,185
Scholarships and fellowships	10,491,502	9,885,013
	<b>\$ 200,829,867</b>	<b>\$ 188,965,611</b>

*Note 18 - Interest Expense*

Interest expense for the years ended June 30, 2016 and 2015 is comprised of the following:

	<i>2016</i>	<i>2015</i>
Interest on capital leases	\$ 289,545	\$ 307,864
Interest on bonds payable	471,340	500,147
Perkins interest	-	1,760,932
	<b>\$ 760,885</b>	<b>\$ 2,568,943</b>

*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, 2016 and 2015. Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Education Audited Financial Statements*.

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*Notes to Financial Statements*

*Note 19 - Massachusetts Management Accounting and Reporting System (Continued)*

The university's state appropriations are composed of the following for the years ended June 30:

	<i>2016</i>	<i>2015</i>
Direct unrestricted appropriations	\$ 43,592,004	\$ 42,446,163
Add: Fringe benefits for benefited employees on the state payroll	12,368,534	11,095,648
Less: Day school tuition remitted to the state and included in tuition and fee revenue	<u>(674,348)</u>	<u>(1,432,228)</u>
 Total unrestricted appropriations	 55,286,190	 52,109,583
Capital appropriations	<u>1,419,509</u>	<u>90,229,323</u>
 <b>Total appropriations</b>	 <b><u>\$ 56,705,699</u></b>	 <b><u>\$ 142,338,906</u></b>

*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, 2016 and 2015 were as follows (see State appropriations under Note 19).

	<i>2016</i>	<i>2015</i>
Commonwealth's retirement system contributions	\$ 4,409,762	\$ 4,601,825
Employer's share of health care premium	\$ 7,958,772	\$ 6,493,823

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*Notes to Financial Statements*

**Note 21 - Retirement Plan**

*Plan Description*

Substantially all of the university's non-student full-time employees are covered and must participate in the Massachusetts State Employee's Retirement System (MSERS). MSERS is administered by the Massachusetts State Retirement Board, which is a public employee retirement system (PERS). Certain employees of the university participate in MSERS, a cost-sharing multiple-employer defined benefit pension plan. 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.

*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 MSER'S 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
1979 to present	An additional 2% of regular compensation in excess of \$30,000

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*Notes to Financial Statements*

*Note 21 - Retirement Plan (Continued)*

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 State. The rate was 9.45% and 10.39% of annual covered payroll for the fiscal years ended June 30, 2016 and 2015, respectively. The university contributed \$2,860,857 and \$2,864,147 for the fiscal years ended June 30, 2016 and 2015, respectively, equal to 100% of the required contributions for the year. Annual covered payroll was approximately 85% and 79% of total related payroll for fiscal years ended 2016 and 2015, respectively.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources*

At June 30, 2016, the university reported a net pension liability of \$52,075,634 for its proportionate share of the net pension liability related to its participation in MSERS. At July 1, 2015, the university had a net pension liability of \$25,037,497 for its proportionate share of the net pension liability related to its participation in MSERS. The net pension liability was measured as of June 30, 2015, 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, 2015 rolled forward to June 30, 2015. The fiscal year ended June 30, 2015 net pension liability was measured as of June 30, 2014, 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, 2014 rolled forward to June 30, 2014. The university's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed the university for the fiscal year 2015. The Commonwealth's proportionate share was based on actual employer contributions to the MSERS for fiscal year 2015 and 2014 relative to total contributions of all participating employers for those fiscal years. At June 30, 2015 and 2014, the university's proportion was .500% and .368%, respectively. For the years end June 2016 and 2015, the university recognized pension expense of \$5,463,053 and \$2,418,580, respectively.

At June 30, 2016 and 2015, the university reported deferred outflows and deferred inflows of resources related to pensions from the following sources:

Deferred Outflows of Resources		<b>2016</b>		<b>2015</b>
Change in plan actuarial assumptions	\$	9,018,433	\$	281,449
Contributions subsequent to the measurement date		2,860,857		2,864,147
Difference between projected and actual experience		1,029,358		-
Change in proportion		<u>10,752,053</u>		<u>2,551,191</u>
<b>Total deferred outflows of resources</b>		<b><u>\$ 23,660,701</u></b>		<b><u>\$ 5,696,787</u></b>
Deferred Inflows of Resources				
Difference between projected and actual earnings on plan investments	\$	1,496,437	\$	5,138,917
Change in proportion		<u>39,979</u>		<u>8,669</u>
<b>Total deferred inflows of resources</b>		<b><u>\$ 1,536,416</u></b>		<b><u>\$ 5,147,586</u></b>

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*Notes to Financial Statements*

*Note 21 - Retirement Plan (Continued)*

Contributions of \$2,860,857 and 2,864,147 reported as deferred outflows of resources related to pensions resulting from the university contributions in fiscal years 2016 and 2015, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability for the year ended June 30, 2017 and 2016, respectively. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as a reduction in pension expense as follows:

<i>Fiscal Years</i>	
<i>Ending June 30,</i>	
2017	\$ 4,086,060
2018	4,086,060
2019	4,086,060
2020	5,057,015
2021	1,948,233
<b>Total</b>	<b>\$ <u>19,263,428</u></b>

*Actuarial Assumptions*

The total pension liability was determined using the following actuarial assumptions, applied to the periods included in the measurement:

	<b>2015</b>	<b>2014</b>
Cost of living increases	3.00%	3.00%
Salary increases	3.5% to 9.0%	3.5% to 9.0%
Investment rate of return	7.50%	8.00%

Actuarial Assumptions Used in the January 1, 2015 Valuation were as follows:

Mortality rates were based on pre-retirement of RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) and post-retirement of Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct). Mortality rates for disability were assumed to be in accordance with the RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct).

The actuarial assumptions used in the January 1, 2015 valuation rolled forward to June 30, 2015 and the calculation of the total pension liability at June 30, 2015 were consistent with the results of actuarial experience study performed as of January 1, 2015.

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*Notes to Financial Statements*

*Note 21 - Retirement Plan (Continued)*

Actuarial Assumptions Used in the January 1, 2014 Valuation were as follows:

Mortality rates were based on pre-retirement of RP-2000 Employees table projected 20 years with Scale AA (gender distinct) and post-retirement of Healthy Annuitant table projected 15 years with Scale AA (gender distinct). Mortality rates for disability were assumed to be in accordance with the RP-2000 table projected 5 years with Scale AA (gender distinct) set forward 3 years for males.

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, 2016 and 2015 are summarized in the following table:

<i>Asset Class</i>	<i>Target Allocation</i>	<b>Long-term Expected Real Rate of Return</b>	
		<i>2015</i>	<i>2014</i>
Global Equity	40.00%	6.90%	7.20%
Core Fixed Income	13.00%	2.40%	2.50%
Hedge Funds	9.00%	5.80%	5.50%
Private Equity	10.00%	8.50%	8.80%
Real Estate	10.00%	6.50%	6.30%
Value Added Fixed Income	10.00%	5.80%	6.30%
Portfolio Completion Strategie	4.00%	5.50%	
Timber/Natural Resources	4.00%	6.60%	5.00%
<b>Total</b>	<b><u>100.00%</u></b>		

*Discount Rate*

The discount rate used to measure the total pension liability was 7.50% and 8.0% for the fiscal year ended June 30, 2016 and 2015, 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 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.

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*Notes to Financial Statements*

**Note 21 - Retirement Plan (Continued)**

*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 of 7.5%, 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.

<i>Fiscal Year Ended June 30,</i>	<i>1% Decrease to 6.5%</i>	<i>Current Discount Rate 7.5%</i>	<i>1% Increase to 8.5%</i>
2015	\$ 70,787,946	\$ 52,075,634	\$ 35,936,103

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate of 8.0%, 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.

<i>Fiscal Year Ended June 30,</i>	<i>1% Decrease to 7%</i>	<i>Current Discount Rate 8%</i>	<i>1% Increase to 9%</i>
2014	\$ 36,247,596	\$ 25,037,497	\$ 15,415,683

**Note 22 - Fringe Benefits for Current Employees and Post Employment Obligations - Pension and Non-pension**

The university participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment 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.

On-behalf of payments of fringe benefits for benefited employees on the Commonwealth's payroll are recognized as revenues and expenses in the university's financial statements in each of the fiscal years presented.

*Post Employment Other Than Pensions*

In addition to providing pension benefits, 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 is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

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*Notes to Financial Statements*

***Note 22 - Fringe Benefits for Current Employees and Post Employment Obligations - Pension and Non-pension (Continued)***

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 amount of municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the university.

The GIC administers a plan included within the State Retire Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums of benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution ratios.

The GIC does not issue separately audited financial statements. 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.

The GIC is a quasi-independent state agency governed by 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 year ended June 30, 2016, the GIC provided health insurance for its members through indemnity, PPO-type, POS, EPO (HMO-type) and HMO plans. During the fiscal year ended June 30, 2015, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administered carve-outs for the pharmacy benefit and mental health and substance abuse benefits for certain of its health plans for the years ended June 30, 2016 and 2015. 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).

***Note 23 - Pass-through Grants***

The university distributed \$53,626,260 and \$54,714,299 for student loans through the U.S. Department of Education Federal Direct Lending Program for the years ended June 30, 2016 and 2015, respectively. The university also distributed private alternative loans of \$3,639,479 and \$3,524,465 through the Massachusetts Educational Financing Authority and \$9,515,517 and \$8,523,870 through Elm Resources for the years ended June 30, 2016 and 2015, respectively. These distributions and related funding sources that 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.



**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Notes to Financial Statements*

*Note 24 - 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 MSCBA to pay principal and interest due on its long-term debt obligation. 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, 2016 and 2015 were \$14,912,441 and \$15,001,733, respectively. All facilities and obligations of MSCBA are included in the financial statements of MSCBA.

*Required Supplementary Information*

BRIDGEWATER STATE UNIVERSITY

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**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Required Supplementary Information*  
*Schedule of the University's Proportionate Share of the Net Pension Liability*

*June 30, 2016 and 2015*

	<i>2016</i>	<i>2015</i>
University's proportionate share of the net pension liability (asset)	\$ 52,075,634	\$ 25,037,497
University's covered-employee payroll	\$ 62,138,172	\$ 54,976,688
University's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	83.81%	45.54%
Plan fiduciary net position as a percentage of the total pension liability	67.87%	76.32%

Note: The amounts presented for each fiscal year determined as of 6/30. This schedule is intended to present 10 years of data. Additional years will be presented when available.

**BRIDGEWATER STATE UNIVERSITY**

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**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

***Required Supplementary Information***  
***Schedule of University Contributions***

*June 30, 2016 and 2015*

	<b>2016</b>		<b>2015</b>
Contractually required contribution	\$ 6,874,047	\$	7,258,129
Contributions in relation to the contractually required contribution	(6,874,047)		(7,258,129)
Contribution deficiency (excess)	\$ _____ -	\$	_____ -
University's covered-employee payroll	\$ 62,138,172	\$	54,976,688
Contributions as a percentage of covered-employee payroll	11.06%		13.20%

Note: This schedule is intended to present 10 years of data. Additional years will be presented when available.

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Required Supplementary Information*  
*Notes to Schedule of the University's Proportionate Share of the*  
*Net Pension Liability and Schedule of University Contributions*

*June 30, 2016 and 2015*

*Note 1 - Changes of Assumptions*

Chapter 176 of the Acts of 2011, *An Act Providing for Pension Reform and Benefit Modernization*, among other things, increased the normal retirement age by two years, increased the age (early retirement) reduction factor for ages below the maximum age and increased the period for determining a member's average annual compensation (from 3 years to 5 years) for all members hired after April 1, 2012.

The actuarial assumptions used in the January 1, 2015 valuation included a change in mortality rates. Mortality rates were based on pre-retirement of RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender district) and post-retirement of Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct.) Mortality rates for disability were assumed to be in accordance with RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct.)

Mortality rates included in the January 1, 2014 valuation were based on pre-retirement of RP-2000 Employees table projected 20 years with Scale AA (gender district) and post-retirement of Healthy Annuitant table projected 15 years with Scale AA (gender distinct.) Mortality rates for disability were assumed to be in accordance with RP-2000 Table projected 5 years with Scale AA (gender distinct) set forward 3 years for males.

The actuarial assumptions used in the January 1, 2015 valuation included a change in the investment rate of return and discount rate from 8.0% to 7.5%. The projection of cash flows used to determine the investment rate of return and discount rate assumed that plan member contributions will be made at the current contribution rates and the member rates.

*Supplementary Information*

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Supplemental Schedules of Net Position - Dormitory Trust Fund Report*

*June 30, 2016 and 2015*

	2016	2015
<b>Assets</b>		
Current assets:		
Cash and cash equivalents	\$ 1,317,132	\$ 1,313,855
Deposits at State Treasurer	401,263	222,475
Prepaid expenses		428
Accounts receivable, net	542,261	685,528
<b>Total assets</b>	<b>\$ 2,260,656</b>	<b>\$ 2,222,286</b>
<b>Liabilities and Net Position</b>		
Current liabilities:		
Accounts payable and accrued payroll	\$ 131,740	\$ 136,839
Accrued employee benefits	455,299	514,202
Total current liabilities	587,039	651,041
Net position	1,673,617	1,571,245
<b>Total liabilities and net position</b>	<b>\$ 2,260,656</b>	<b>\$ 2,222,286</b>

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Supplemental Schedules of Revenues, Expenses and Changes in Net Position -  
Dormitory Trust Fund Report*

*June 30, 2016 and 2015*

	<i>2016</i>	<i>2015</i>
Revenues:		
Residence hall rents, building authority	\$ 23,138,284	\$ 23,148,522
Other	<u>598,651</u>	<u>651,161</u>
<b>Total revenues</b>	<b><u>23,736,935</u></b>	<b><u>23,799,683</u></b>
Expenses:		
Regular employee compensation	3,788,337	3,549,803
Regular employee related	55,820	149,142
Special employee compensation	472,516	720,851
Pension and insurance related	1,179,470	1,059,245
Administrative	72,058	164,744
Facility operational	492,805	499,040
Energy cost and space rental	2,251,730	2,251,730
Equipment leases	10,620	9,490
Benefit program	398,766	406,062
Payments to the building authority	<u>14,912,441</u>	<u>15,001,733</u>
<b>Total expenses</b>	<b><u>23,634,563</u></b>	<b><u>23,811,840</u></b>
<b>Total decrease in net position</b>	<b>102,372</b>	<b>(12,157)</b>
<b>Net position, beginning of year</b>	<b><u>1,571,245</u></b>	<b><u>1,583,402</u></b>
<b>Net position, end of year</b>	<b><u>\$ 1,673,617</u></b>	<b><u>\$ 1,571,245</u></b>

See Independent Auditors' Report.



# BRIDGEWATER STATE UNIVERSITY

## BRIDGEWATER STATE UNIVERSITY (An Agency of the Commonwealth of Massachusetts)

### Supplemental Schedule of Combining Statements of Net Position - Component Units

June 30, 2016  
(With Comparative Totals at June 30, 2015)

Assets	2016			2015
	Foundation	Alumni Association	Combined	Combined
<b>Current assets:</b>				
Cash and cash equivalents	\$ 2,340,153	\$ 275,133	\$ 2,615,286	\$ 878,752
Deposits held by State Treasurer	-	-	-	-
Cash held by State Treasurer	-	-	-	-
Deposits held by MSCBA	-	-	-	-
Restricted cash and equivalents	-	-	-	-
Investments	28,703,876	3,951,898	32,655,774	32,851,586
Contributions receivable, net	3,970	-	3,970	344,555
Accounts receivable, net	-	-	-	-
Prepaid expenses and other assets	19,160	-	19,160	19,290
Total current assets	31,067,159	4,227,031	35,294,190	34,094,183
<b>Non-current assets:</b>				
Contributions receivable, net	559,455	-	559,455	449,979
Loans receivable	-	-	-	-
Debt service reserve fund	-	-	-	-
Capital assets, net	1,410,063	-	1,410,063	1,833,591
Total non-current assets	1,969,518	-	1,969,518	2,283,570
Total assets	33,036,677	4,227,031	37,263,708	36,377,753
<b>Deferred outflows of resources</b>				
Deferred outflows for pension	-	-	-	-
Total deferred outflows of resources	-	-	-	-
<b>Liabilities</b>				
<b>Current liabilities:</b>				
Accounts payable and accrued expenses	549,736	40,382	590,118	295,726
Accrued compensated absences	-	-	-	-
State funds payable	-	-	-	-
Deferred revenues	-	-	-	-
Current portion of capital lease obligations	-	-	-	-
Current portion of bonds payable	-	-	-	-
Total current liabilities	549,736	40,382	590,118	295,726
<b>Non-current liabilities:</b>				
Accrued workers' compensation	-	-	-	-
Accrued compensated absences	-	-	-	-
Government advances refundable	-	-	-	-
Capital lease obligations	-	-	-	-
Deferred revenues	-	-	-	-
Bonds payable	-	-	-	-
Total non-current liabilities	-	-	-	-
Total liabilities	549,736	40,382	590,118	295,726
<b>Deferred inflows of resources</b>				
Service concession arrangement	-	-	-	-
Deferred inflows from pension	-	-	-	-
Total deferred inflows of resources	-	-	-	-
<b>Net position</b>				
Net investment in capital assets	1,410,063	-	1,410,063	1,833,591
Restricted:				
Nonexpendable: scholarships and fellowships	16,204,269	1,022,003	17,226,272	14,658,378
Expendable: scholarships and grants	3,965,789	1,313,585	5,279,374	6,191,946
Unrestricted	10,906,820	1,851,061	12,757,881	13,398,112
Total net position	\$ 32,486,941	\$ 4,186,649	\$ 36,673,590	\$ 36,082,027

See Independent Auditors' Report.

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**BRIDGEWATER STATE UNIVERSITY**

**BRIDGEWATER STATE UNIVERSITY**  
**(An Agency of the Commonwealth of Massachusetts)**

*Supplemental Schedule of Combining Statements of Revenues, Expenses and Changes in Net Position - Component Units*

*Year Ended June 30, 2016*  
*(With Comparative Totals for the Year Ended June 30, 2015)*

	<i>2016</i>			<i>2015</i> <i>Combined</i>
	<i>Foundation</i>	<i>Alumni Association</i>	<i>Combined</i>	
Operating revenues:				
Tuition and fees	\$ -	\$ -	\$ -	\$ -
Less: scholarships and fellowships	-	-	-	-
<b>Net tuition and fees</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Gifts and contributions	3,432,368	189,903	3,622,271	4,554,157
Federal, state and private grants and contracts	-	-	-	-
Auxiliary enterprises	-	-	-	-
Other operating revenues	967,243	807,177	1,774,420	2,010,292
<b>Total operating revenues</b>	<b><u>4,399,611</u></b>	<b><u>997,080</u></b>	<b><u>5,396,691</u></b>	<b><u>6,564,449</u></b>
Operating expenses:				
Educational and general:				
Instruction	-	-	-	-
Gifts and contributions	1,469,549	149,076	1,618,625	1,389,072
Public service	-	-	-	-
Academic support	-	-	-	-
Student services	-	-	-	-
Institutional support	1,158,870	824,816	1,983,686	2,209,531
Operation and maintenance of plant	-	-	-	-
Other	-	-	-	-
Scholarships and fellowships	-	-	-	-
Depreciation and amortization	32,979	-	32,979	32,979
<b>Total operating expenses</b>	<b><u>2,661,398</u></b>	<b><u>973,892</u></b>	<b><u>3,635,290</u></b>	<b><u>3,631,582</u></b>
<b>Net operating income (loss)</b>	<b><u>1,738,213</u></b>	<b><u>23,188</u></b>	<b><u>1,761,401</u></b>	<b><u>2,932,867</u></b>
Non-operating revenues (expenses):				
State appropriations, net	-	-	-	-
Gifts	-	-	-	-
Investment income (loss)	(814,558)	(94,274)	(908,832)	(1,063,153)
Interest expense	-	-	-	-
Rental income	36,000	-	36,000	36,000
Loss on disposal of asset	(261,508)	-	(261,508)	-
Other non-operating revenues (expenses)	(35,498)	-	(35,498)	(26,177)
<b>Net non-operating revenues (expenses)</b>	<b><u>(1,075,564)</u></b>	<b><u>(94,274)</u></b>	<b><u>(1,169,838)</u></b>	<b><u>(1,053,330)</u></b>
<b>Net income before capital appropriations</b>	<b>662,649</b>	<b>(71,086)</b>	<b>591,563</b>	<b>1,879,537</b>
Capital appropriations	-	-	-	-
<b>Total increase in net position</b>	<b>662,649</b>	<b>(71,086)</b>	<b>591,563</b>	<b>1,879,537</b>
<b>Net position, beginning of year</b>	<b><u>31,824,292</u></b>	<b><u>4,257,735</u></b>	<b><u>36,082,027</u></b>	<b><u>34,202,490</u></b>
<b>Net position, end of year</b>	<b><u>\$ 32,486,941</u></b>	<b><u>\$ 4,186,649</u></b>	<b><u>\$ 36,673,590</u></b>	<b><u>\$ 36,082,027</u></b>

See Independent Auditors' Report.

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*Reporting Under Government Auditing Standards*



Mayer Hoffman McCann P.C.  
Tofias New England Division  
An Independent CPA Firm

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*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 the 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 and the aggregate discretely presented component units of Bridgewater State University (an Agency of the Commonwealth of Massachusetts) (the "University") as of and for the year ended June 30, 2016 and the related notes to the financial statements which collectively comprise Bridgewater State University's basic financial statements, and have issued our report thereon dated October 12, 2016. Our report includes a reference to other auditors who audited the financial statements of the University's component units as described in our report on the University's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

***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) to determine 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 determination of financial statement amounts. 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.

*Mayer Hoffman McCann P.C.*

October 12, 2016  
Boston, Massachusetts

**AUDITOR'S MANAGEMENT LETTER**

Bridgewater State University has not received an Auditor's Management Letter, therefore nothing is provided.





**Commission on Institutions of Higher Education**  
**New England Association of Schools and Colleges**  
**3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803**  
**phone: (781)-425-7785 • fax: (781) 425-1001**  
**<https://cihe.neasc.org>**

**INTERIM REPORT FORMS**  
**Revised April 2016; Effective July 1, 2016**

**General instructions:**

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 34 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

Cells shaded **green** indicate where data should be entered. Cells with a dash ("-") or a zero (\$) indicate where figures will be calculated automatically based on data entered in other cells.

**Interim Report forms are protected** to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. However, you are encouraged to **add rows to insert additional information as needed or adjust column widths**. To do so, unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. **The required password is "ark" (lower case, no quotation marks).**

**Instructions and definitions are embedded in each form.** To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: <https://cihe.neasc.org>.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the CIHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.



**INTERIM REPORT FORMS  
GENERAL INFORMATION**

Institution Name:

OPE ID:

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	<input style="width: 20px;" type="text" value="U"/>	<input style="width: 90%; border: none;" type="text" value="06/30"/>	
Most Recent Year	<input style="width: 20px;" type="text" value="U"/>	2015	Yes      Unqualified
1 Year Prior		2014	Yes      Unqualified
2 Years Prior		2013	Yes      Unqualified

Fiscal Year Ends on:  (month/day)

Budget / Plans

Current Year	2016
Next Year	2017

Contact Person:

Title:

Telephone No:

E-mail address:

# BRIDGEWATER STATE UNIVERSITY

## 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="http://www.bridgew.edu/the-university/president-leadership/mission-university">http://www.bridgew.edu/the-university/president-leadership/mission-university</a>	April 21, 1998

## Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
<b>Strategic Plans</b>			
Immediately prior Strategic Plan	In process	2017-2027	<a href="http://www.bridgew.edu/the-university/strategic-plan">http://www.bridgew.edu/the-university/strategic-plan</a>
Current Strategic Plan	NA	NA	NA
Next Strategic Plan			

Other institution-wide plans*	Year completed	Effective Dates	Website location
Master plan			
Academic plan			
Financial plan			
Technology plan			
Enrollment plan			
Development plan			

Plans for major units (e.g., departments, library)*	Year completed	Effective Dates	Website location

EVALUATION	Website location
<b>Academic program review</b>	
Program review system (colleges and departments). System last updated: Program review schedule (e.g., every 5 years)	<a href="https://my.bridgew.edu/departments/AcademicPlanningandAdministration/Shared%20Documents/Academic%20Program%20Review%20Handbook%20September%205%202013.pdf#_ga=1.40071333.643195458.1433266512">https://my.bridgew.edu/departments/AcademicPlanningandAdministration/Shared%20Documents/Academic%20Program%20Review%20Handbook%20September%205%202013.pdf#_ga=1.40071333.643195458.1433266512</a> every 5 years

\*Insert additional rows, as appropriate.

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

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	
Website location of documentation of relationship	

### Governing Board

Website location
By-laws <a href="https://www.bridgew.edu/sites/default/files/relatedfiles/Board-of-Trustees-Bylaws.Revised%202016.pdf">https://www.bridgew.edu/sites/default/files/relatedfiles/Board-of-Trustees-Bylaws.Revised%202016.pdf</a>
Board members' names and affiliations <a href="https://www.bridgew.edu/board-of-trustees/board-members">https://www.bridgew.edu/board-of-trustees/board-members</a>

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 (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
Main campus	Bridgewater, MA	1/1/1840	13,180	12,777	13,116
Other principal campuses	NA				
Branch campuses (US)	NA				
Other instructional locations (US)	Cape Cod - Yarmouth, MA	1/1/2015	24	48	76
	Attleboro, MA	9/1/2007	0	14	31
	Brockton, MA	9/1/2003	26	11	10
	Cohasset, MA	1/22/2014	0	0	0
	Marshfield, MA	9/1/2008	40	17	1
	New Bedford, MA	9/1/2014	52	18	10
	Orleans, MA	9/1/2014	20	23	0
	Randolph, MA	1/19/2011	58	31	1
	Swansea, MA	1/22/2014	14	0	0
	Taunton, MA	1/1/2017	NA	NA	5
Branch campuses (overseas)	NA				
Other instructional locations (overseas)	Quito, Ecuador	9/1/07	52	0	0
	Guayaquil, Ecuador	9/1/14	NA	6	0

**Educational modalities**

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2015)	1 year prior (FY 2016)	Current year (FY 2017)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	M.Ed. In Educational Leadership		63	42	39
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

**BRIDGEWATER STATE UNIVERSITY**

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**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 & Post-Master's Certificates	Total Degree-Seeking
Main Campus FT	7,776	401	29	5	8,211
Main Campus PT	1,579	581	85	41	2,286
Other Principal Campus FT					0
Other Principal Campus PT					0
Branch campuses FT					0
Branch campuses PT					0
Other Locations FT	13	3	5	0	21
Other Locations PT	19	23	8	5	55
Overseas Locations FT					0
Overseas Locations PT					0
Distance education FT	0	6	0	0	6
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>	9,387	1,036	127	51	10,601
<b>Total FTE</b>	8,231.40	589.29	66.79	21.50	8,908.98
<b>Enter FTE definition:</b>	Undergraduate FTE=semester credit hours/15. Graduate FTE=semester credit hours/12.				
<b>Degrees Awarded, Most Recent Year</b>	2,004	463	47	17	2,531

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

**BRIDGEWATER STATE UNIVERSITY**

**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	0	22	22	44	8,211	8,255
Main Campus PT	19	318	16	353	2,286	2,639
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	21	21
Other Locations PT				0	55	55
Overseas Locations FT				0	0	0
Overseas Locations PT				0	0	0
Distance education FT				0	6	6
Distance education PT				0	22	22
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
<b>Unduplicated Headcount Total</b>	19	340	38	397	10,601	10,998
<b>Total FTE</b>	5.75	114.42	24.80	145	8,908.98	9,053.95
<b>Enter FTE definition:</b>	Undergraduate FTE=semester credit hours/15. Graduate FTE=semester credit hours/12.					
<b>Certificates Awarded, Most Recent Year</b>	11					

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  
(Headcount by UNDERGRADUATE Program Type)**

	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
For Fall Term, as of Census Date	<b>(Fall 2013)</b>	<b>(Fall 2014)</b>	<b>(Fall 2015)</b>	<b>(Fall 2016)</b>	<b>(Fall 2017 )</b>
<b>Certificate</b>					
<b>Associate</b>					
<b>Baccalaureate</b>	9489	9500	9497	9387	9868
<b>Total Undergraduate</b>	9,489	9,500	9,497	9,387	9,868

**Standard 4: The Academic Program  
(Headcount by GRADUATE Program Type)**

	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
For Fall Term, as of Census Date	<b>(Fall 2013)</b>	<b>(Fall 2014)</b>	<b>(Fall 2015)</b>	<b>(Fall 2016)</b>	<b>(Fall 2017 )</b>
<b>Master's</b>	1086	1051	1067	1036	1248
<b>Doctorate</b>					
<b>First Professional</b>					
<b>Other</b>	222	199	183	197	200
<b>Total Graduate</b>	1,308	1,250	1,250	1,233	1,448

**Standard 4: The Academic Program  
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
	<b>(FY 2014)</b>	<b>(FY 2015)</b>	<b>(FY 2016)</b>	<b>(FY 2017)</b>	<b>(FY 2018)</b>
<b>Undergraduate</b>	265,092	265,778	266,328	261,042	262,000
<b>Graduate</b>	23,905	23,940	22,665	23,615	24,000
<b>Total</b>	288,997	289,718	288,993	284,657	286,000

**Standard 4: The Academic Program  
(Information Literacy sessions)**

Main campus					
Sessions embedded in a class	0	0	0	0	5
Free-standing sessions	280	304	263	251	325
Branch/other locations					
Sessions embedded in a class	N/A	N/A	N/A	N/A	5
Free-standing sessions	N/A	N/A	N/A	N/A	5
Online sessions	N/A	0	0	0	5
<b>URL of Information Literacy Reports</b>					

Please enter any explanatory notes in the box below

Revised April 2016

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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

	<b>3 Years Prior (FY 2014)</b>	<b>2 Years Prior (FY 2015)</b>	<b>1 Year Prior (FY 2016)</b>	<b>Current Year (FY 2017)</b>	<b>Goal (specify year) (FY 2018)</b>
<b>Freshmen - Undergraduate</b>					
Completed Applications	5,918	5,799	5,868	6,007	6,000
Applications Accepted	4,651	4,599	4,736	4,863	4,800
Applicants Enrolled	1,474	1,540	1,528	1,420	1,525
% Accepted of Applied	78.6%	79.3%	80.7%	81.0%	80.0%
% Enrolled of Accepted	31.7%	33.5%	32.3%	29.2%	31.8%
Percent Change Year over Year					
Completed Applications	na	-2.0%	1.2%	2.4%	-0.1%
Applications Accepted	na	-1.1%	3.0%	2.7%	-1.3%
Applicants Enrolled	na	4.5%	-0.8%	-7.1%	7.4%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
SAT Verbal/Math	492/501	492/501	494/497	493/497	495/500
<b>Transfers - Undergraduate</b>					
Completed Applications	1,667	1,659	1,700	1,788	1,700
Applications Accepted	1,559	1,569	1,609	1,676	1,600
Applications Enrolled	1,019	996	1,041	1,130	1,025
% Accepted of Applied	93.5%	94.6%	94.6%	93.7%	94.1%
% Enrolled of Accepted	65.4%	63.5%	64.7%	67.4%	64.1%
<b>Master's Degree</b>					
Completed Applications	501	591	517	559	660
Applications Accepted	356	410	381	425	525
Applications Enrolled	259	276	284	311	408
% Accepted of Applied	71.1%	69.4%	73.7%	76.0%	79.5%
% Enrolled of Accepted	72.8%	67.3%	74.5%	73.2%	77.7%
<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

**Standard 5: Students  
(Enrollment, 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 (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
<b>UNDERGRADUATE</b>		<b>?</b>				
First Year	Full-Time Headcount	1,696	1,737	1,766	1,634	1,750
	Part-Time Headcount	64	86	85	107	100
	Total Headcount	1,760	1,823	1,851	1,741	1,850
	Total FTE	<b>?</b> 1,665	1,730	1,767	1,647	1,783
Second Year	Full-Time Headcount	1,915	1,886	1,824	1,924	1,900
	Part-Time Headcount	173	161	148	184	185
	Total Headcount	2,088	2,047	1,972	2,108	2,085
	Total FTE	1,925	1,899	1,843	1,955	1,850
Third Year	Full-Time Headcount	2,142	2,118	2,046	2,069	2,050
	Part-Time Headcount	426	431	450	420	450
	Total Headcount	2,568	2,549	2,496	2,489	2,500
	Total FTE	2,248	2,235	2,177	2,175	2,200
Fourth Year	Full-Time Headcount	2,226	2,221	2,266	2,162	2,200
	Part-Time Headcount	847	863	912	887	900
	Total Headcount	3,073	3,084	3,178	3,049	3,100
	Total FTE	2,503	2,492	2,568	2,454	2,575
Unclassified	Full-Time Headcount	<b>?</b> 55	57	31	37	40
	Part-Time Headcount	71	68	80	138	150
	Total Headcount	126	125	111	175	190
	Total FTE	71	71	51	76	80
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	8,034	8,019	7,933	7,826	7,940
	Part-Time Headcount	1,581	1,609	1,675	1,736	1,785
	Total Headcount	9,615	9,628	9,608	9,562	9,725
	Total FTE	8,411	8,426	8,406	8,307	8,488
	% Change FTE Undergraduate	na	0.2%	-0.2%	-1.2%	2.2%
<b>GRADUATE</b>		<b>?</b>				
	Full-Time Headcount	<b>?</b> 439	433	457	456	470
	Part-Time Headcount	<b>?</b> 1,213	1,126	1,024	980	1,011
	Total Headcount	1,652	1,559	1,481	1,436	1,481
	Total FTE	<b>?</b> 818	788	770	747	740
	% Change FTE Graduate	na	-3.8%	-2.2%	-3.0%	-0.9%
<b>GRAND TOTAL</b>						
	Grand Total Headcount	11,267	11,187	11,089	10,998	11,316
	Grand Total FTE	9,230	9,214	9,176	9,054	9,228
	% Change Grand Total FTE	na	-0.2%	-0.4%	-1.3%	1.9%

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)

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

<http://www.bridgew.edu/the-university/president-leadership/mission-university>

**P** Three-year Cohort Default Rate

**P** Three-year Loan repayment rate  
(from College Scorecard)

(FY 2011)	(FY 2012)	(FY 2013)
7.90%	5.10%	4.20%
not available	not available	62%

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

**P** Student Financial Aid

Total Federal Aid	\$65,080,574	\$65,896,621	\$63,982,491	\$63,986,342	\$64,185,000
Grants	\$13,446,655	\$14,145,493	\$13,771,750	\$13,856,654	\$13,995,000
Loans	\$50,981,969	\$51,137,087	\$49,654,114	\$49,540,437	\$49,600,000
Work Study	\$651,950	\$614,041	\$556,627	\$589,251	\$590,000
Total State Aid	\$6,446,085	\$6,554,523	\$7,240,581	\$7,680,983	\$8,142,000
Total Institutional Aid	\$4,388,448	\$4,873,169	\$4,966,050	\$5,439,734	\$5,900,000
Grants	\$4,388,448	\$4,873,169	\$4,966,050	\$5,439,734	\$5,900,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$6,013,620	\$9,927,363	\$10,839,681	\$11,251,770	\$11,702,000
Grants	\$0	\$0	\$0	\$0	\$0
Loans	\$6,013,620	\$9,927,363	\$10,839,681	\$11,251,770	\$11,702,000

**Student Debt**

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

Undergraduates	53%	52%	59%	64%	60%
Graduates	27%	20%	31%	34%	30%
First professional students					

For students with debt:

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

Undergraduates	\$30,733	\$31,144	\$31,706	\$32,300	\$33,000
Graduates	\$36,307	\$25,837	\$38,169	\$37,500	\$38,000
First professional students					

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

Undergraduates	\$18,025	\$18,052	\$18,663	\$18,250	\$18,300
Graduate Students	\$24,090	\$20,372	\$27,006	\$23,800	\$24,000
First professional students					

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

English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	14%	16%	8%	7%	7%
Math	20%	24%	28%	27%	25%
Other					

Please enter any explanatory notes in the box below

Unable to locate historical three-year loan repayment rate from the College Scorecard. Only most recent percentage is available.

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

3 Years Prior	2 Years Prior	1 Year Prior
(FY 2014)	(FY 2015)	(FY 2016)

**?** **Number of Faculty by category**

Full-time	328	332	335
Part-time	456	478	475
Adjunct			
Clinical			
Research			
Visiting			
Other; specify below:			
<b>Total</b>	<b>784</b>	<b>810</b>	<b>810</b>

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

55.00%	54.00%	56.00%
--------	--------	--------

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

Professor	115	117	118
Associate	87	84	80
Assistant	115	119	123
Instructor	11	12	14
Other; specify below:			
<b>Total</b>	<b>328</b>	<b>332</b>	<b>335</b>

**?** **Number of Academic Staff by category**

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

Please enter any explanatory notes in the box below



**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	
	(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty Appointed</b>								
Professor							1	
Associate					1		1	
Assistant	20		20		16		19	
Instructor	1		4		3		4	
No rank								
Other		32		39		38		20
Total	21	32	24	39	20	38	25	20
<b>Number of Faculty in Tenured Positions</b>								
Professor	115		117		118		117	
Associate	83		82		72		87	
Assistant	12		14		12		13	
Instructor								
No rank								
Other								
Total	210	0	213	0	202	0	217	0
<b>Number of Faculty Departing</b>								
Professor							1	
Associate			2		3		1	
Assistant			6		9		3	
Instructor								
No rank								
Other								
Total	0	0	8	0	12	0	5	0
<b>Number of Faculty Retiring</b>								
Professor			6		5		4	
Associate			1				1	
Assistant			1		1		1	
Instructor								
No rank								
Other								
Total	0	0	8	0	6	0	6	0

Please enter any explanatory notes in the box below

**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		
	(FY 2014)			(FY 2015)			(FY 2016)			(FY 2017)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	334	456	790	338	478	816	335	475	810	365	405	770
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	8		8	7		7	8		8	8		8
Library Technicians	15		15	14		14	14		14	14		14
Archivists, Curators, Museum staff	1		1	1		1	1		1	1		1
Student and Academic Affairs			0			0	6		6			0
Management Occupations	29		29	32		32	32		32	31		31
Business and Financial Operations	183		183	201		201	210		210	231		231
Computer, Engineering and Science	54		54	54		54	54		54	52		52
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	31		31	29		29	28		28	24		24
Healthcare Practitioners and Technical	13		13	11		11	9		9	11		11
Service Occupations	164		164	162		162	171		171	168		168
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	155		155	162		162	163		163	161		161
Natural Resources, Construction, Maintenance	42		42	44		44	43		43	39		39
Production, Transportation, Material Moving	4		4	5		5	5		5	5		5
<b>Total</b>	<b>1,033</b>	<b>456</b>	<b>1,489</b>	<b>1,060</b>	<b>478</b>	<b>1,538</b>	<b>1,085</b>	<b>475</b>	<b>1,560</b>	<b>1,110</b>	<b>405</b>	<b>1,515</b>

Please enter any explanatory notes in the box below

**BRIDGEWATER STATE UNIVERSITY**

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

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year 2016	Percent Change		
				2 yrs-1 yr prior	1 yr-most recent	
<b>ASSETS (in 000s)</b>						
?	Cash and Short Term Investments	\$43,595,363	\$33,060,173	\$35,055,808	-24.2%	6.0%
?	Cash held by State Treasurer	\$1,394,661	\$496,644	\$1,122,926	-64.4%	126.1%
?	Deposits held by State Treasurer	\$4,878,737	\$2,859,923	\$2,933,323	-41.4%	2.6%
?	Accounts Receivable, Net	\$10,845,981	\$9,746,397	\$9,384,369	-10.1%	-3.7%
?	Contributions Receivable, Net	\$693,292	\$794,534	\$563,425	14.6%	-29.1%
?	Inventory and Prepaid Expenses	\$295,663	\$674,113	\$878,867	128.0%	30.4%
?	Long-Term Investments	\$30,476,757	\$32,851,586	\$32,655,774	7.8%	-0.6%
?	Loans to Students	\$3,425,109	\$2,993,651	\$1,232,850	-12.6%	-58.8%
?	Funds held under bond agreement	\$592,315	\$558,486	\$524,452	-5.7%	-6.1%
?	Property, plants, and equipment, net	\$182,729,288	\$183,071,732	\$173,579,488	0.2%	-5.2%
?	Other Assets	\$2,066,143	\$5,719,879	\$23,681,372	176.8%	314.0%
	<b>Total Assets</b>	<b>\$280,993,309</b>	<b>\$272,827,118</b>	<b>\$281,612,654</b>	<b>-2.9%</b>	<b>3.2%</b>
<b>LIABILITIES (in 000s)</b>						
?	Accounts payable and accrued liabilities	\$26,016,593	\$24,794,456	\$23,612,401	-4.7%	-4.8%
?	Deferred revenue & refundable advances	\$94,949,052	\$6,601,799	\$6,055,640	-93.0%	-8.3%
?	Due to state	\$753,242	\$690,248	\$562,871	-8.4%	-18.5%
?	Due to affiliates			-	-	
?	Annuity and life income obligations			-	-	
?	Amounts held on behalf of others			-	-	
?	Long-term investments	\$25,479,610	\$24,050,572	\$22,527,257	-5.6%	-6.3%
?	Refundable government advances	\$4,090,767	\$4,090,767	\$1,416,678	0.0%	-65.4%
?	Other long-term liabilities	\$29,048,125	\$31,825,583	\$55,842,550	9.6%	75.5%
	<b>Total Liabilities</b>	<b>\$180,337,389</b>	<b>\$92,053,425</b>	<b>\$110,017,397</b>	<b>-49.0%</b>	<b>19.5%</b>
<b>NET ASSETS (in 000s)</b>						
	Unrestricted net assets					
	Institutional	(\$12,767,782)	(\$13,662,152)	(\$14,779,863)	7.0%	8.2%
?	Foundation	\$14,264,410	\$13,398,112	\$12,757,881	-6.1%	-4.8%
	<b>Total</b>	<b>\$1,496,628</b>	<b>(\$264,040)</b>	<b>(\$2,021,982)</b>	<b>-117.6%</b>	<b>665.8%</b>
	Temporarily restricted net assets					
	Institutional	\$79,198,212	\$158,330,818	\$149,678,530	99.9%	-5.5%
?	Foundation	\$8,632,638	\$8,025,537	\$6,689,437	-7.0%	-16.6%
	<b>Total</b>	<b>\$87,830,850</b>	<b>\$166,356,355</b>	<b>\$156,367,967</b>	<b>89.4%</b>	<b>-6.0%</b>
	Permanently restricted net assets					
	Institutional	\$23,000	\$23,000	\$23,000	0.0%	0.0%
?	Foundation	\$11,305,442	\$14,658,378	\$17,226,272	29.7%	17.5%
	<b>Total</b>	<b>\$11,328,442</b>	<b>\$14,681,378</b>	<b>\$17,249,272</b>	<b>29.6%</b>	<b>17.5%</b>
	<b>Total Net Assets</b>	<b>\$100,655,920</b>	<b>\$180,773,693</b>	<b>\$171,595,257</b>	<b>79.6%</b>	<b>-5.1%</b>
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$280,993,309</b>	<b>\$272,827,118</b>	<b>\$281,612,654</b>	<b>-2.9%</b>	<b>3.2%</b>

Please enter any explanatory notes in the box below



**BRIDGEWATER STATE UNIVERSITY**

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

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
<b>OPERATING REVENUES (in 000s)</b>					
P Tuition and fees	\$87,326,130	\$89,665,488	\$96,402,691	\$102,119,654	\$104,162,047
P Room and board					
P Less: Financial aid	-\$12,058,651	-\$12,950,680	-\$13,431,243	-\$14,198,326	-\$14,686,089
Net student fees	\$75,267,479	\$76,714,808	\$82,971,448	\$87,921,328	\$89,475,958
P Government grants and contracts	\$18,954,811	\$20,144,741	\$19,733,694	\$18,904,352	\$19,376,961
P Private gifts, grants and contracts	\$465,811	\$260,817	\$233,109	\$250,000	\$250,000
P Other auxiliary enterprises	\$24,623,224	\$26,147,322	\$26,814,973	\$27,705,292	\$28,259,397
Endowment income used in operations	\$2,767,806	\$5,396,637	\$4,673,377	\$4,083,177	\$4,491,494
P Other revenue (specify):	\$1,203,573	\$3,083,621	\$3,975,520	\$3,411,659	\$3,028,072
Other revenue (specify):					
Net assets released from restrictions	-\$796,716	-\$842,480	-\$1,051,106	-\$896,767	-\$896,767
<b>Total Operating Revenues</b>	<b>\$122,485,988</b>	<b>\$130,905,466</b>	<b>\$137,351,015</b>	<b>\$141,379,041</b>	<b>\$143,985,115</b>
<b>OPERATING EXPENSES (in 000s)</b>					
P Instruction	\$58,453,791	\$61,139,211	\$64,991,488	\$67,903,107	\$69,526,263
P Research					
P Public Service	\$1,846,410	\$2,187,039	\$2,775,815	\$3,053,397	\$3,291,561
P Academic Support	\$20,693,405	\$22,674,733	\$23,796,119	\$25,921,112	\$27,671,150
P Student Services	\$21,561,475	\$22,360,467	\$23,769,685	\$25,119,803	\$26,015,676
P Institutional Support	\$17,179,138	\$19,246,278	\$24,374,132	\$26,706,736	\$28,677,320
Fundraising and alumni relations	\$1,112,245	\$1,389,072	\$1,618,625	\$1,780,488	\$1,919,366
P Operation, maintenance of plant (if not allocated)	\$13,955,958	\$18,203,719	\$16,479,057	\$15,246,424	\$14,605,991
P Scholarships and fellowships (cash refunded by public institution)	\$8,942,083	\$9,885,013	\$10,491,502	\$10,040,520	\$10,241,330
P Auxiliary enterprises	\$23,324,968	\$23,779,497	\$24,144,260	\$24,443,649	\$24,251,815
P Depreciation (if not allocated)	\$6,106,113	\$11,732,164	\$12,024,474	\$12,325,086	\$12,633,213
P Other expenses (specify):					
Other expenses (specify):					
<b>Total operating expenditures</b>	<b>\$173,175,586</b>	<b>\$192,597,193</b>	<b>\$204,465,157</b>	<b>\$212,540,322</b>	<b>\$218,833,685</b>
<b>Change in net assets from operations</b>	<b>-\$50,689,598</b>	<b>-\$61,691,727</b>	<b>-\$67,114,142</b>	<b>-\$71,161,281</b>	<b>-\$74,848,570</b>
<b>NON OPERATING REVENUES (in 000s)</b>					
P State appropriations (net)	\$49,493,966	\$52,109,583	\$55,286,190	\$57,224,998	\$58,618,250
P Investment return	\$4,853,944	-\$1,038,207	-\$854,128	-\$657,648	-\$822,060
P Interest expense (public institutions)	-\$844,091	-\$2,568,943	-\$760,885	-\$800,338	-\$703,016
Gifts, bequests and contributions not used in operations	\$899,221	\$1,252,301	\$1,326,816	\$1,459,498	\$1,605,448
P Other (specify):	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
Other (specify):	\$0	\$0	-\$342,023	\$0	\$0
Other (specify):	\$2,401,509	\$1,789,443	\$1,824,227	\$1,530,060	\$1,688,393
<b>Net non-operating revenues</b>	<b>\$56,840,549</b>	<b>\$51,580,177</b>	<b>\$56,516,197</b>	<b>\$58,792,570</b>	<b>\$60,423,015</b>
<b>Income before other revenues, expenses, gains, or losses</b>	<b>\$6,150,951</b>	<b>-\$10,111,550</b>	<b>-\$10,597,945</b>	<b>-\$12,368,711</b>	<b>-\$14,425,555</b>
P Capital appropriations (public institutions)	\$532,100	\$90,229,323	\$1,419,509	\$965,430	\$965,430
P Other (specify):					
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$6,683,051</b>	<b>\$80,117,773</b>	<b>-\$9,178,436</b>	<b>-\$11,403,281</b>	<b>-\$13,460,125</b>



**BRIDGEWATER STATE UNIVERSITY**

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

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Year (FY 2017)	Next Year Forward (FY 2018)
	<b>Debt</b>					
	Beginning balance	\$26,736,341	\$25,479,610	\$24,050,572	\$22,527,257	\$21,005,887
	Additions					
	Reductions	(\$1,256,731)	(\$1,429,038)	(\$1,523,315)	(\$1,521,370)	(\$1,590,657)
	Ending balance	<b>\$25,479,610</b>	<b>\$24,050,572</b>	<b>\$22,527,257</b>	<b>\$21,005,887</b>	<b>\$19,415,230</b>
	Interest paid during fiscal year	\$844,091	\$808,011	\$760,885	\$752,276	\$703,016
	Current Portion	\$1,395,212	\$1,466,463	\$1,521,370	\$1,590,657	\$1,666,565
	<b>Bond Rating</b>	AA/Aa2	AA/Aa2	AA/Aa2	AA/Aa2	AA/Aa2

**Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.**

Interest rates for MSCBA debt range from 3.6% to 4.6%, while MHEFA debt is a variable interest rate of .96% a of June 30, 2016. MSCBA payments are due twice a year in October and January. MHEFA payments are due once a year in January. Capital lease payments for energy improvements are due on a monthly basis. Certain MSCBA bonds require debt service reserves. Covenants for HEFA include that the University will maintain its existence as a State Institution, authorized to exist and operate in the Commonwealth of Massachusetts as a public institution for higher education and shall not, without approval, merge, consolidate or transfer assets to another entity. Collateral pledged for MSCBA debt include: Pledged funds and Pledged appropriations. As additional security for MSCBA bonds, other than guaranteed bonds, the Massachusetts Board of Higher Education (BHE) under the contracts pledges a portion of the University's non-appropriated funds or other revenues legally available to the University, including without limitation, tuition, fees and other charges in an amount equal to 25% of the average annual aggregate debt service costs allocable to the State University projects. The BHE also pledges the entirety of the annual appropriation made by the Legislature on behalf of the University to secure bonds other than guaranteed bonds.

**Line(s) of Credit: List the institutions line(s) of credit and their uses.**

No line of credit currently utilized by the University.

**Future borrowing plans (please describe)**

None currently planned.

**Please enter any explanatory notes in the box below**

Debt service schedule above represents both Bonds and Capital Leases payable. The most recent debt issued by the MSCBA was assigned an AA bond rating by Standard and Poors and an Aa2 rating by Moody's.

**BRIDGEWATER STATE UNIVERSITY**

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

<b>FISCAL YEAR ENDS month &amp; day (06/30)</b>	<b>3 Years Prior (FY2014)</b>	<b>2 Years Prior (FY2015)</b>	<b>Most Recently Completed Year (FY 2016)</b>	<b>Current Year (FY 2017)</b>	<b>Next Year Forward (FY 2018)</b>
<b>NET ASSETS</b>					
Net assets beginning of year	\$93,972,869	\$100,655,920	\$180,773,693	\$171,595,257	\$160,191,976
Total increase/decrease in net assets	\$6,683,051	\$80,117,773	(\$9,178,436)	(\$11,403,281)	(\$13,460,125)
Net assets end of year	<b>\$100,655,920</b>	<b>\$180,773,693</b>	<b>\$171,595,257</b>	<b>\$160,191,976</b>	<b>\$146,731,851</b>
<b>FINANCIAL AID</b>					
Source of funds					
Unrestricted institutional	\$5,069,601	\$5,931,186	\$6,047,389	\$6,168,337	\$6,291,704
Federal, state and private grants	<b>\$18,140,322</b>	<b>\$18,979,003</b>	<b>\$19,042,467</b>	\$19,423,316	\$19,811,783
Restricted funds	<b>\$121,000</b>	<b>\$126,810</b>	<b>\$155,698</b>	<b>\$179,053</b>	<b>\$205,911</b>
Total	<b>\$23,330,923</b>	<b>\$25,036,999</b>	<b>\$25,245,554</b>	<b>\$25,770,706</b>	<b>\$26,309,397</b>
% Discount of tuition and fees	26.7%	27.9%	26.2%	25.2%	25.3%
? % Unrestricted discount	5.8%	6.8%	6.9%	7.1%	7.2%
<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>					
? SCORE	N/A	N/A	N/A	N/A	N/A
<b>Please indicate your institution's endowment spending policy:</b>					
<p>Massachusetts law requires non-for-profit organizations that receive donor contributions to operate in conformity with Uniform Prudent Management of Institutional Funds Act (UPMIFA.) In the absence of overriding explicit donor stipulations, UPMIFA prescribes guidelines for expenditures of donor restricted funds and focuses on the prudent spending of the entire donor restricted fund, including accumulated earnings, rather than the historical dollar concept. UPMIFA's requirement that amounts may be appropriated for expenditure only after careful consideration of the seven factors outlined in its spending guidelines is bolstered by its intent to have the governing board of the organization make its decisions in light of the donor's intended purposes of the endowment fund, stipulated or otherwise. The Foundation and Alumni Association's board classifies donor restricted funds and earnings thereon in accordance with applicable state law as interpreted by the Attorney General. Endowment fund assets are appropriated for expenditure in accordance with the directions and/or intent of the donor. Unrealized losses that reduce fair value to an amount below the donated value are charged to unrestricted net assets. Unrealized gains will be classified as unrestricted net assets to the extent fair value equals donated cost, at which time unrealized gains will be classified in accordance with the Foundation's spending policy. The Foundation's investment policy for endowment funds is intended to preserve capital to the extent possible and provide a reasonable predictable stream of revenue to provide additional funding to the programs supported by endowment funds.</p>					

**Please enter any explanatory notes in the box below**

Significant increase in net assets in 2015 due to \$90 million capital appropriation recognized for construction of Conant Science Center. Decrease of net assets in 2016 due to the following: \$12.0 million in depreciation expense, \$5.4 million increase in pension expense due to continued implementation of GASB 68 and increases in student fees, as well as savings from operating results. The Financial Aid Sources of Funds noted above does not include pass-through awards such as direct lending and alternative loans in the amounts of \$66.8 million for FY16, \$66.8 million for FY15 and \$65.9 million for FY14. Per NACUBO Advisory Report 98-1 public institutions are not evaluated using the ratio methodology requiring composite scores, therefore the composite scoring is N/A for BSU.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
<b>IPEDS Retention Data</b>					
Associate degree students					
Bachelors degree students	81%	81%	79%	80%	80%
<b>? IPEDS Graduation Data (150% of time)</b>					
Associate degree students					
Bachelors degree students	58%	59%	58%	59%	59%
<b>? IPEDS Outcomes Measures Data</b>					
<b>First-time, full time students</b>					
Awarded a degree within six years	52%	54%	58%	59%	59%
Awarded a degree within eight years	55%	57%	60%	62%	62%
Not awarded within eight years but still enrolled	2%	1%	1%	1%	1%
<b>First-time, part-time students</b>					
Awarded a degree within six years	7%	10%	15%	26%	26%
Awarded a degree within eight years	21%	10%	15%	29%	29%
Not awarded within eight years but still enrolled	7%	3%	6%	3%	3%
<b>Non-first-time, full-time students</b>					
Awarded a degree within six years	62%	63%	64%	67%	67%
Awarded a degree within eight years	63%	64%	66%	70%	70%
Not awarded within eight years but still enrolled	1%	1%	1%	1%	1%
<b>Non-first-time, part-time students</b>					
Awarded a degree within six years	39%	36%	40%	39%	39%
Awarded a degree within eight years	43%	38%	45%	44%	44%
Not awarded within eight years but still enrolled	1%	3%	4%	3%	3%
<b>? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1 First Time Full Time Students of Color	81%	78%	74%	77%	77%
2 First Time Full Time First Generation Students	82%	80%	80%	83%	83%
3 First Time Full Time Low Income Students	80%	78%	76%	79%	79%
4 First Time Full Time Male Students	80%	79%	78%	75%	75%
5 First Time Full Time Female Students	83%	83%	81%	83%	83%
6 Full Time Transfer Students	82%	82%	81%	80%	80%
<b>? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1 First Time Full Time Students of Color	48%	54%	52%	53%	53%
2 First Time Full Time First Generation Students	na	55%	55%	57%	57%
3 First Time Full Time Low Income Students	51%	57%	53%	55%	55%
4 First Time Full Time Male Students	49%	54%	56%	55%	55%
5 First Time Full Time Female Students	63%	62%	59%	61%	61%
6 Full Time Transfer Students	64%	68%	65%	66%	66%
<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 (data not available prior to 2008 cohort). 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 Rates 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>	2010		2012	
Degree from original institution	59%	36%		
Not graduated, still enrolled at original institution	3%	27%		
Degree from a different institution	9%	4%		
Transferred to a different institution	12%	15%		
Not graduated, never transferred, no longer enrolled	17%	18%		
<b>First-time, Part-time Students</b>				
Degree from original institution	14%	4%		
Not graduated, still enrolled at original institution	7%	10%		
Degree from a different institution	10%	10%		
Transferred to a different institution	24%	38%		
Not graduated, never transferred, no longer enrolled	45%	38%		
<b>Non-first-time, Full-time Students</b>				
Degree from original institution	65%	59%		
Not graduated, still enrolled at original institution	2%	8%		
Degree from a different institution	6%	3%		
Transferred to a different institution	9%	11%		
Not graduated, never transferred, no longer enrolled	18%	19%		
<b>Non-first-time, Part-time Students</b>				
Degree from original institution	35%	31%		
Not graduated, still enrolled at original institution	4%	17%		
Degree from a different institution	7%	3%		
Transferred to a different institution	19%	15%		
Not graduated, never transferred, no longer enrolled	35%	35%		

	Measures of Student Achievement and Success/Institutional Performance and Goals				
	Bachelor's Degree Recipients				Next Year Forward (goal)
	2012-13	2013-14	2014-15	2015-16	2016-17

**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	23%	22%	19%	13%	15%
2	Bachelor's degree recipients who have completed graduate programs	14%	12%	6%	2%	3%
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 and graduated from any graduate program, either at BSU or another institution, by July 2017. Graduate programs include Doctorate, Master's, Post-Baccalaureate Certificate, Postdoctorate, First Professional Graduate and Unspecified Graduate/Professional.
2	

**BRIDGEWATER STATE UNIVERSITY**

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

	3-Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Most Recent Year (FY 2016)		
<b>State Licensure Examination 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	Massachusetts Tests for Educator Licensure	2,495	2,094	2,489	2,095	2,502	2,093	2,836	2,148
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)	17	14	32	24	63	45	not avail.	not avail.
2	Association for Social Work Boards (Masters)	43	36	60	45	67	54	not avail.	not avail.
3	Association for Social Work Boards (Clinical)	39	30	39	27	32	22	not avail.	not avail.
4	Federal Aviation Administration Practical Tests	46	38	53	48	41	38	42	48
5	Certified Public Accountant	not avail.	64%	not avail.	42%	not avail.	40%	not avail.	not avail.

<b>Job Placement Rates</b>										
		# Survey Sent to	# of Respondents	# Survey Sent to	# of Respondents	# Survey Sent to	# of Respondents			
		1898	325	1979	637	1963	846			
	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		194	160	349	281	445	371	not avail.	not avail.
2	College of Education & A S		51	44	109	95	156	131	not avail.	not avail.
3	College of Business		46	41	110	103	152	137	not avail.	not avail.
4	College of Math & Science		34	29	69	58	93	71	not avail.	not avail.
5										

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

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid					
	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
<b>Completion Rates</b>					
1					
2					
3					
4					
5					
<b>Placement Rates</b>					
1					
2					
3					
4					
5					

**Completion Rates**

1					
2					
3					
4					
5					

**Placement Rates**

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
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<b>Master's Programs (Add definitions/methodology in #1 below)</b>					
Retention rates first-to-second year	81%	75%	78%	74%	78%
Graduation rates @ 150% time	60%	69%	63%	63%	65%
Average time to degree	2.06	2.39	2.24	2.06	2.06
Other measures, specify:					

<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>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	85%	86%	86%	86%	86%
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
Other measures, specify:					

<b>Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)</b>					
Course completion rates	NA	NA	95%	95%	95%
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
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. Data not available prior to Fall 2015.	



# BRIDGEWATER STATE UNIVERSITY

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		<b>Undergraduate:</b> <a href="http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=718#Academic_Integrity_and_Classroom_Conduct">http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=718#Academic_Integrity_and_Classroom_Conduct</a> <b>Graduate:</b> <a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=858#academic-integrity">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=858#academic-integrity</a>	Academic Policy Committee and Graduate Education Council
Intellectual property rights		<a href="http://microsites.bridgew.edu/library/ipr-bscpolicies">http://microsites.bridgew.edu/library/ipr-bscpolicies</a>	Intellectual Property Rights Advisory Board
Conflict of interest		<a href="http://www.mass.gov/ethics/">http://www.mass.gov/ethics/</a>	Human Resources/State Ethics Commission
Privacy rights	7/2016	<a href="https://my.bridgew.edu/departments/Registrar/SitePages/FERPA.aspx#_ga=1.86667679.643195458.1433266512">https://my.bridgew.edu/departments/Registrar/SitePages/FERPA.aspx#_ga=1.86667679.643195458.1433266512</a>	Academic Affairs/Registrar
Fairness for students	8/2016	<a href="http://handbook.bridgew.edu/Code.cfm">http://handbook.bridgew.edu/Code.cfm</a>	Student Affairs
Fairness for faculty	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf">http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf</a>	Academic Affairs/MSCA
Fairness for faculty	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf">http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf</a>	Academic Affairs/DGCE
Fairness for staff	7/2014	<a href="http://www.afscme1067.org/contract/">http://www.afscme1067.org/contract/</a>	Human Resources/AFSCME
Fairness for staff	1/2014	<a href="http://www.maapa.org/images/apa-agreement-1416.pdf">http://www.maapa.org/images/apa-agreement-1416.pdf</a>	Human Resources/APA
Academic freedom	4/25/2011	<a href="http://microsites.bridgew.edu/library/intellectual-freedom">http://microsites.bridgew.edu/library/intellectual-freedom</a>	Academic Affairs/Library
Research		<a href="https://my.bridgew.edu/departments/irb/SitePages/Federal%20Agencies%20and%20Policies.aspx#_ga=1.41750949.643195458.1433266512">https://my.bridgew.edu/departments/irb/SitePages/Federal%20Agencies%20and%20Policies.aspx#_ga=1.41750949.643195458.1433266512</a>	Academic Affairs/IRB
Title IX	March 15, 2015	<a href="https://my.bridgew.edu/departments/affirmativeaction/Sexual%20Misconduct%20and%20Relationship%20Violence/Policies%20and%20Grievance%20Procedures.pdf">https://my.bridgew.edu/departments/affirmativeaction/Sexual%20Misconduct%20and%20Relationship%20Violence/Policies%20and%20Grievance%20Procedures.pdf</a>	Equal Opportunity Office
Other, specify:			

Non-discrimination policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Recruitment and admissions		<a href="http://www.mass.edu/forinstitutions/admissions/admissionsstandards">http://www.mass.edu/forinstitutions/admissions/admissionsstandards</a>	Student Affairs/Admissions/Department of Higher Education
Employment	March 2016	<a href="https://my.bridgew.edu/departments/HR/SitePages/Home.aspx">https://my.bridgew.edu/departments/HR/SitePages/Home.aspx</a>	Human Resources
		<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=900#Policy_on_Nondiscrimination_and_Affirmative_Action">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=900#Policy_on_Nondiscrimination_and_Affirmative_Action</a>	Equal Opportunity Office
Evaluation	March 2016	<a href="https://my.bridgew.edu/departments/HR/SitePages/Home.aspx">https://my.bridgew.edu/departments/HR/SitePages/Home.aspx</a>	Human Resources
	7/2014	<a href="http://www.afscme1067.org/contract/">http://www.afscme1067.org/contract/</a>	Human Resources/AFSCME
	1/2014	<a href="http://www.maapa.org/images/apa-agreement-1416.pdf">http://www.maapa.org/images/apa-agreement-1416.pdf</a>	Human Resources/APA
	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf">http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf</a>	Academic Affairs/MSCA
	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf">http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf</a>	Academic Affairs/DGCE
Disciplinary action	March 2016	<a href="https://my.bridgew.edu/departments/HR/SitePages/Home.aspx">https://my.bridgew.edu/departments/HR/SitePages/Home.aspx</a>	Human Resources
	7/2014	<a href="http://www.afscme1067.org/contract/">http://www.afscme1067.org/contract/</a>	Human Resources/AFSCME
	1/2014	<a href="http://www.maapa.org/images/apa-agreement-1416.pdf">http://www.maapa.org/images/apa-agreement-1416.pdf</a>	Human Resources/APA
	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf">http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf</a>	Academic Affairs/MSCA
	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf">http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf</a>	Academic Affairs/DGCE
Advancement	March 2016	<a href="https://my.bridgew.edu/departments/HR/SitePages/Home.aspx">https://my.bridgew.edu/departments/HR/SitePages/Home.aspx</a>	Human Resources
	7/2014	<a href="http://www.afscme1067.org/contract/">http://www.afscme1067.org/contract/</a>	Human Resources/AFSCME
	1/2014	<a href="http://www.maapa.org/images/apa-agreement-1416.pdf">http://www.maapa.org/images/apa-agreement-1416.pdf</a>	Human Resources/APA
	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf">http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf</a>	Academic Affairs/MSCA
Other, specify		<a href="http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf">http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf</a>	Academic Affairs/DGCE
Recruitment and admissions - Undergraduate	AY 2016-2017	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=914">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=914</a>	Student Affairs/Admissions
Recruitment and admissions - Graduate	AY 2016-2017	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=905">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=905</a>	Student Affairs/Admissions

Resolution of grievances	Last Updated	Website location where policy is posted	Responsible Office or Committee
Students		<a href="http://www.bridgew.edu/maxient-reporting-forms">http://www.bridgew.edu/maxient-reporting-forms</a>	Student Affairs/Academic Affairs/Title IX/Care Team/
Faculty - Full Time/Day Unit	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf">http://mscaunion.org/wp-content/uploads/2015/03/MSCA-Day-CBA-2014-2017-final-revised.pdf</a>	Academic Affairs/MSCA
Faculty - DGCE	9/8/14	<a href="http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf">http://mscaunion.org/wp-content/uploads/2016/05/DGCE-2015-2017-Revised-Final-Agreement-with-TOC.pdf</a>	Academic Affairs/DGCE
Staff - Professional	1/2014	<a href="http://www.maapa.org/images/apa-agreement-1416.pdf">http://www.maapa.org/images/apa-agreement-1416.pdf</a>	Human Resources/APA
Staff - Classified	7/2014	<a href="http://www.afscme1067.org/contract/">http://www.afscme1067.org/contract/</a>	Human Resources/AFSCME
Other, specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

**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="http://www.bridgew.edu/admissions-aid">http://www.bridgew.edu/admissions-aid</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://www.bridgew.edu/sites/default/files/relatedfiles/BSUAnnualFinancialReport1516.pdf">https://www.bridgew.edu/sites/default/files/relatedfiles/BSUAnnualFinancialReport1516.pdf</a>
Processes for admissions	<a href="http://www.bridgew.edu/admissions-aid">http://www.bridgew.edu/admissions-aid</a>
Processes for employment	<a href="https://www.bridgew.edu/human-resources-and-talent-management">https://www.bridgew.edu/human-resources-and-talent-management</a>
Processes for grading	<b>Undergraduate:</b> <a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Credit_Hour">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Credit_Hour</a>
	<b>Graduate:</b> <a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=858#grades-grading-system">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=858#grades-grading-system</a>
Processes for assessment	<a href="https://my.bridgew.edu/departments/IAssessment/SitePages/Home.aspx">https://my.bridgew.edu/departments/IAssessment/SitePages/Home.aspx</a>
	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Institutional%20Learning%20Outcomes">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Institutional%20Learning%20Outcomes</a>
Processes for student discipline	<a href="http://handbook.bridgew.edu/Code.cfm">http://handbook.bridgew.edu/Code.cfm</a>
	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851</a>
	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=858">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=858</a>
Processes for consideration of complaints and appeals	<a href="http://www.bridgew.edu/maxient-reporting-forms">http://www.bridgew.edu/maxient-reporting-forms</a>

<b>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.</b>	
Statement/Promise	Website location and/or publication where valid documentation can be found
Drawing on the talent and commitment of a highly credentialed faculty, the college offers a wide range of opportunities for graduate study designed to broaden perspectives, advance careers, increase earning potential and transform lives.	<a href="http://www.bridgew.edu/academics/colleges-departments/college-graduate-studies">http://www.bridgew.edu/academics/colleges-departments/college-graduate-studies</a>
We are committed to providing excellence in academic and clinical education to prepare students to meet the challenges of the 21st century.	<a href="https://my.bridgew.edu/departments/CommunicationSciencesandDisorders/SitePages/Vision">https://my.bridgew.edu/departments/CommunicationSciencesandDisorders/SitePages/Vision</a>
All programs in the college are devoted to developing professionals who are committed to excellence, understand best practices and research and work collaboratively in their chosen areas.	<a href="http://catalog.bridgew.edu/preview_entity.php?catoid=10&amp;ent_oid=456">http://catalog.bridgew.edu/preview_entity.php?catoid=10&amp;ent_oid=456</a>
Graduates of programs leading to initial licensure are ready to enter the profession of teaching.	<a href="http://catalog.bridgew.edu/preview_entity.php?catoid=10&amp;ent_oid=456">http://catalog.bridgew.edu/preview_entity.php?catoid=10&amp;ent_oid=456</a>
Philosophy Department Program Goals/Student Learning Outcomes	<a href="https://my.bridgew.edu/departments/Philosophy/SitePages/outcomes.aspx">https://my.bridgew.edu/departments/Philosophy/SitePages/outcomes.aspx</a>
Institutional Learning Outcomes Assessment Statement	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Institutional%20Learning%20Outcomes">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=851#Institutional%20Learning%20Outcomes</a>
BSU Political Science Department Learning Outcomes	<a href="https://my.bridgew.edu/departments/PoliSci/SitePages/Learning%20Outcomes.aspx">https://my.bridgew.edu/departments/PoliSci/SitePages/Learning%20Outcomes.aspx</a>
English Department Program Learning Outcomes	<a href="https://my.bridgew.edu/departments/English/SitePages/GradMissionStatement.aspx">https://my.bridgew.edu/departments/English/SitePages/GradMissionStatement.aspx</a>
School of Social Work Learning Contracts: BSW Senior and MSW Generalist Year, MSW Specialization Year	<a href="https://my.bridgew.edu/departments/SocialWork/SitePages/BSW%20Program.aspx">https://my.bridgew.edu/departments/SocialWork/SitePages/BSW%20Program.aspx</a>
Learning Outcomes for HIST396: Proseminar in History	<a href="https://my.bridgew.edu/departments/History/SitePages/HIST%20396.aspx">https://my.bridgew.edu/departments/History/SitePages/HIST%20396.aspx</a>
Communication Studies Department Learning Outcomes	<a href="https://my.bridgew.edu/departments/Comm/SitePages/Home.aspx">https://my.bridgew.edu/departments/Comm/SitePages/Home.aspx</a>
The Global Religious Studies program is designed to ensure that students completing the minor achieve the following learning outcomes:	<a href="http://catalog.bridgew.edu/preview_program.php?catoid=10&amp;pooid=3257&amp;returnto=920">http://catalog.bridgew.edu/preview_program.php?catoid=10&amp;pooid=3257&amp;returnto=920</a>
FYS courses address learning outcomes designed to prepare and orient students toward productive and fulfilling college careers. These outcomes include the development of written fluency, the ability to read texts purposefully, and the capacity to gather topic-appropriate research materials.	<a href="https://my.bridgew.edu/departments/Registration/SitePages/FYSeminar.aspx">https://my.bridgew.edu/departments/Registration/SitePages/FYSeminar.aspx</a>

## BRIDGEWATER STATE UNIVERSITY

Our undergraduates learn current social work methods, skills, theories, values and ethics for practice with various communities – in particular, our region’s diverse and vulnerable populations. Our graduates prepare for an advanced level of practice. The programs build on a liberal arts perspective and foster critical thinking, effective communication and ethical behavior.	<a href="http://www.bridgew.edu/academics/colleges-departments/school-social-work">http://www.bridgew.edu/academics/colleges-departments/school-social-work</a>
Our graduates are eligible to sit for the LSW exam and have been placed in more than 200 agencies throughout New England.	<a href="http://www.bridgew.edu/academics/colleges-departments/school-social-work">http://www.bridgew.edu/academics/colleges-departments/school-social-work</a>
Learning Outcomes for 2017 Mandela Washington Fellows	<a href="http://www.bridgew.edu/sites/default/files/2017%20Academic%20Program%20revision_IRE_X_DS%20edits.pdf">http://www.bridgew.edu/sites/default/files/2017%20Academic%20Program%20revision_IRE_X_DS%20edits.pdf</a>
Department of Computer Science MS program Learning Outcomes	<a href="https://my.bridgew.edu/departments/ComputerScience/SiteAssets/SitePages/Home/NEASC-LearningOutcomes-2015-2016.pdf">https://my.bridgew.edu/departments/ComputerScience/SiteAssets/SitePages/Home/NEASC-LearningOutcomes-2015-2016.pdf</a>
Georgia Travel Course learning outcomes	<a href="https://my.bridgew.edu/departments/StudyAbroad/Shared%20Documents/Study%20Tours/Georgia%20Spring%202017.pdf">https://my.bridgew.edu/departments/StudyAbroad/Shared%20Documents/Study%20Tours/Georgia%20Spring%202017.pdf</a>
Israel Travel Course learning outcomes	<a href="https://my.bridgew.edu/departments/StudyAbroad/Shared%20Documents/Study%20Tours/Israel%20Summer%202017.pdf">https://my.bridgew.edu/departments/StudyAbroad/Shared%20Documents/Study%20Tours/Israel%20Summer%202017.pdf</a>
Communication Sciences and Disorders undergraduate Program Data Review Report	<a href="https://my.bridgew.edu/departments/CommunicationSciencesandDisorders/Shared%20Documents/2016%20C.OMD%20Assessment%20CEAS%20Program%20Data%20Review%20Form.pdf">https://my.bridgew.edu/departments/CommunicationSciencesandDisorders/Shared%20Documents/2016%20C.OMD%20Assessment%20CEAS%20Program%20Data%20Review%20Form.pdf</a>
Athletic Training Program Clinical Outcomes	<a href="https://my.bridgew.edu/departments/TransferCentral/Documents/Athletic%20Training2015bsu%20atp.pdf">https://my.bridgew.edu/departments/TransferCentral/Documents/Athletic%20Training2015bsu%20atp.pdf</a>
Bridgewater State University’s College of Education and Allied Studies offers a rich partnership with schools, institutions and agencies across the state, providing internship opportunities within preschools, elementary schools, middle schools, high schools and special education programs. Administrators and field coordinators work closely with you to identify placements that best meet your particular learning needs and professional interests.	<a href="http://www.bridgew.edu/academics/graduate-studies/postbaccalaureate-licensure-programs">http://www.bridgew.edu/academics/graduate-studies/postbaccalaureate-licensure-programs</a>
The mission of the Department of Psychology is to provide our majors with an understanding of psychology and what psychologists do, to provide our majors with a background in psychology that will help them do their jobs better, to provide our majors with sufficient training to enhance their opportunities for vocational placement in psychology-related occupations, and to provide our majors who intend to become professional psychologists with sufficient preparation to permit them to be competitive in achieving admission to and success in graduate schools.	<a href="http://www.bridgew.edu/academics/colleges-departments/department-psychology">http://www.bridgew.edu/academics/colleges-departments/department-psychology</a>
The Field Placement Office in the College of Education and Allied Studies at BSU places over 500 students in quality clinical placements throughout the academic year.	<a href="http://www.bridgew.edu/academics/colleges-departments/college-education-allied-studies">http://www.bridgew.edu/academics/colleges-departments/college-education-allied-studies</a>
The MSW program offers you a wide range of placement opportunities in Southeastern Massachusetts and the Greater Boston area.	<a href="http://www.bridgew.edu/msw">http://www.bridgew.edu/msw</a>
The Bridgewater State University College of Education and Allied Studies offers a rich partnership with schools, institutions and agencies across the state, providing internship opportunities within special education programs for students with disabilities that may include traumatic brain injury, combined deafness and blindness, autism, visual impairments, orthopedic impairments, multiple disabilities, hearing impairments, emotional disturbance, intellectual disabilities, speech or language impairments, specific learning disabilities and other health impairments. Administrators and field coordinators will work closely with you to identify placements that best meet your particular learning needs and professional interests.	<a href="http://www.bridgew.edu/academics/graduate-studies/master-education-special-education">http://www.bridgew.edu/academics/graduate-studies/master-education-special-education</a>
The university’s growing number of innovative academic programs helps to ensure that Bridgewater State University students are prepared to think critically, communicate effectively and act responsibly within a context of personal and professional ethics.	<a href="http://www.bridgew.edu/the-university/president-leadership/mission-university">http://www.bridgew.edu/the-university/president-leadership/mission-university</a>
Bridgewater’s challenging, research-based graduate programs are designed to advance your career and transform your life. We offer 35 graduate degree programs and 32 licensure programs, in full-time or part-time formats, all designed to increase your earning potential and give you a competitive edge.	<a href="http://www.bridgew.edu/admissions-aid/graduate">http://www.bridgew.edu/admissions-aid/graduate</a>

## BRIDGEWATER STATE UNIVERSITY

Through BSU's internship program, you will gain work experience, build your resume, and expand your network of professional contacts.	<a href="http://www.bridgew.edu/internships/students">http://www.bridgew.edu/internships/students</a>
Bridgewater State University has established a solid reputation for preparing its graduates to meet the needs of today's workplace...Academically, Bridgewater State University prepares students to enter the work force as well as to become leaders in their field.	<a href="http://microsites.bridgew.edu/careerservices/employer-services">http://microsites.bridgew.edu/careerservices/employer-services</a>
Class of 2015 Employer List	<a href="https://microsites.bridgew.edu/sites/default/files/u92/Classof2015EmployerList.pdf">https://microsites.bridgew.edu/sites/default/files/u92/Classof2015EmployerList.pdf</a>
94% Full-time faculty holding doctorates or other terminal degrees	<a href="https://www.bridgew.edu/the-university">https://www.bridgew.edu/the-university</a>
Our rigorous and dynamic academic environment encourages students and faculty to develop their strengths and become leaders in their fields.	<a href="https://www.bridgew.edu/the-university">https://www.bridgew.edu/the-university</a>
With a broad range of high-caliber undergraduate and graduate programs, Bridgewater offers outstanding educational opportunities and tremendous flexibility for all of its students – day, evening, residents and commuters – full time or part time. As a state-supported university, we maintain a firm commitment to providing greater access to higher education in the region. Our faculty and facilities are second to none.	<a href="https://www.bridgew.edu/admissions-aid">https://www.bridgew.edu/admissions-aid</a>
Whether you want to get ahead in your current profession, switch careers or simply fulfill the dream of getting your undergraduate degree, we have a program that will work for you.	<a href="https://www.bridgew.edu/ccs">https://www.bridgew.edu/ccs</a>
Bridgewater State University offers tremendous value – a first-rate education, an exceptional faculty and a dynamic college community, made more accessible through state-supported tuition rates.	<a href="https://www.bridgew.edu/admissions-aid/cost-attending">https://www.bridgew.edu/admissions-aid/cost-attending</a>
Bridgewater's Undergraduate Research program provides extraordinary support for student research and creative work in all majors—advancing the university's culture of scholarly excellence and helping students realize their professional goals.	<a href="https://www.bridgew.edu/undergraduate-research">https://www.bridgew.edu/undergraduate-research</a>
Bridgewater's professors – many of them scholar-practitioners – are resolutely down-to-earth and known for their commitment to their students. For all their accomplishments, they will listen to your ideas with respect and genuine interest. They'll make a point of knowing your name. At every turn, they are ready to serve as mentors, guides and the guardians of your greatest aspirations.	<a href="https://www.bridgew.edu/academics/meet-our-faculty">https://www.bridgew.edu/academics/meet-our-faculty</a>
Innovation, creativity, and commitment are hallmarks of the faculty of Bridgewater State University...Another outcome of our faculty's commitment to excellence is a variety of centers and institutes, special programs, and two academic journals.	<a href="https://www.bridgew.edu/leadership-and-service">https://www.bridgew.edu/leadership-and-service</a>
Global Village Learning Outcomes	<a href="https://my.bridgew.edu/departments/RLH/SitePages/GlobalVillage.aspx">https://my.bridgew.edu/departments/RLH/SitePages/GlobalVillage.aspx</a>
<b>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.</b>	
<b>Statement/Promise</b>	<b>Website location and/or publication where valid documentation can be found</b>
... its programs and initiatives have drawn state and national recognition and acclaim	University Profile (UP): p. 2
Highest first-time CPA pass rate (88.2%) of any university in MA	University Profile (UP): p. 2
Top 57 undergraduate research programs in the US by Council on Undergraduate Research	University Profile (UP): p. 2
... traditionally underserved and at-risk populations of students (low-income, first generation, students of color) at Bridgewater are achieving at levels that are increasingly on par with the student body as a whole	University Profile (UP): p. 7
92 percent of the Class of 2014 report that they are either working in a career related to their field of study or are attending graduate school	University Profile (UP): p. 8
BSU graduates earn above average salaries	University Profile (UP): p. 8
Enhanced opportunities for mentoring while keeping classes small improves the likelihood of student success	University Profile (UP): p. 9
The undergraduate program at Bridgewater State University is designed with one primary goal in mind: student success, which we deliver through an abundance of bachelor's degree programs, small class sizes taught by professors (not teaching assistants) and by providing academic advising and support.	Majors & Minors: p. 1

**BRIDGEWATER STATE UNIVERSITY**

These degree programs combine rigorous and relevant curricula with accomplished and supportive faculty. They are enhanced by numerous opportunities to put classroom learning into practice through undergraduate research projects, internships and service learning opportunities.	Majors & Minors: p. 1
Our faculty are committed to their students' success. That means they are more than teachers: they also serve as mentors, advisers and sources of networking contacts. They are available and accessible, in or out of the class or lab	Majors & Minors: p. 3
Learning at Bridgewater is a transformative experience	Majors & Minors: p. 3
The Dana Mohler-Faria Science and Mathematics Center, a stunning 211,000 square-foot facility with 78 labs and equipment that is commonly only available in graduate schools	Majors & Minors: p. 5
Employers commonly seek our graduates because they find them capable, dedicated, very well educated and loyal.	Majors & Minors: p. 5
Intensive research experiences make our graduates highly competitive for technical positions and to consistently place into outstanding graduate programs in the biological sciences.	Majors & Minors: p. 6
Graduates have gone on to both graduate school programs and software groups at companies of all sorts, such as startups, defense contractors, medical data companies, financial corporations and more.	Majors & Minors: p. 8
These opportunities help to propel our students into rewarding careers and excellent graduate programs. (Geological Sciences)	Majors & Minors: p. 9
A BS in physics from Bridgewater provides students with the necessary skills and knowledge to pursue successful careers in research, teaching, graduate and professional programs, industry, engineering and many other fields.	Majors & Minors: p. 11
Bridgewater prepares more teachers than any other university – public or private – in Massachusetts.	Majors & Minors: p. 12
The College of Education & Allied Studies produces more teachers than any other institution in the commonwealth; additionally, Bridgewater State University is the most prolific generator of science and mathematics teachers in Massachusetts.	Majors & Minors: p. 17
The College of Humanities and Social Sciences ... build critical thinking, speaking and writing skills, as well as to prepare students for success in a wide range of fields and disciplines, from business to social services and nonprofit agencies	Majors & Minors: p. 19
Students completing the cultural anthropology concentration are well positioned to enter a profession requiring global understanding and graduate study in anthropology or related fields	Majors & Minors: p. 20
Students are well prepared to bring anthropological skills to the workplace or to enter a broad-based graduate program in anthropology	Majors & Minors: p. 20
Criminal justice programs at Bridgewater are designed to provide students with excellent preparation for further study in graduate or professional schools, as well as for careers in the broad criminal justice field.	Majors & Minors: p. 22
Many of our alumni have entered graduate programs and/or become career artists (Dance)	Majors & Minors: p. 22
...our students develop strong critical analysis and writing skills, as well as an appreciation and knowledge of literature and the writing process	Majors & Minors: p. 23
Our graduates have gone on to careers in performance, administration and education; others have pursued graduate studies in a variety of fields	Majors & Minors: p. 24
Students in our philosophy programs develop heightened reasoning and analytical abilities, creative problem-solving skills, improved writing skills and greater confidence in spoken argument and discussion.	Majors & Minors: p. 25
Students ... will be qualified to enter the fields of journalism, business, social welfare, teaching and law, as well as public service at the federal, state and local levels (political science)	Majors & Minors: p. 25
Our graduates are eligible to sit for the Massachusetts LSW exam and are employed in human service agencies and businesses throughout New England. They also are well prepared for graduate study and may be eligible for advanced standing at select graduate schools of social work.	Majors & Minors: p. 26
Many of our alumni have entered graduate programs and/or become career artists (theatre)	Majors & Minors: p. 27
The accounting profession prepares students for a variety of positions leading to management-level careers in corporate and public accounting, auditing and taxation	Majors & Minors: p. 30
The aviation management concentration is designed to prepare graduates for managerial and supervisory positions throughout the air transportation industry	Majors & Minors: p. 30
Graduate students of the Ricciardi College of Business have the highest first-time CPA pass rate (88.2%) of any university in Massachusetts	Majors & Minors: p. 31
These concentrations (management) ... develop the skills and knowledge that will enable students to assume management responsibilities competently and confidently after they graduate	Majors & Minors: p. 31

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More than 125 prominent employers attend our job fairs ready to hire Bridgewater graduates	Look-book
We rank 9 <sup>th</sup> in the nation for supporting the success of all of our students and are broadly recognized for closing the achievement gap	Look-book
Our alumni have made their marks in fields ranging from business to politics to education to entertainment	Look-book
Bridgewater offers a robust liberal arts education that provides students with the essential critical thinking skills to excel in the workplace or in further academic pursuits	Look-book
...you will form meaningful relationships with our world-class faculty. Bridgewater professors are more than teachers. They act as mentors, advisers, cheerleaders and colleagues to their students, supporting their academic and personal needs to ensure that every Bridgewater student has the opportunity to succeed.	Look-book
The initiative and dedication required to complete these projects (undergraduate research) ensure these students are well positioned for success after graduation – whether in the workplace or at a competitive graduate program	Look-book

# BRIDGEWATER STATE UNIVERSITY

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

Information	Website location
Institutional catalog	<a href="http://catalog.bridgew.edu/#_ga=1.40614053.643195458.1433266512">http://catalog.bridgew.edu/#_ga=1.40614053.643195458.1433266512</a>
Obligations and responsibilities of students and the institution	<a href="http://catalog.bridgew.edu/#_ga=1.40614053.643195458.1433266512">http://catalog.bridgew.edu/#_ga=1.40614053.643195458.1433266512</a> <a href="http://handbook.bridgew.edu/index.cfm">http://handbook.bridgew.edu/index.cfm</a>
Information on admission and attendance	<a href="http://catalog.bridgew.edu/#_ga=1.40614053.643195458.1433266512">http://catalog.bridgew.edu/#_ga=1.40614053.643195458.1433266512</a> <a href="http://handbook.bridgew.edu/index.cfm">http://handbook.bridgew.edu/index.cfm</a>
Institutional mission and objectives	<a href="http://www.bridgew.edu/the-university/president-leadership/mission-university">http://www.bridgew.edu/the-university/president-leadership/mission-university</a>
Expected educational outcomes	<a href="https://my.bridgew.edu/departments/IAssessment/SitePages/Learning%20Outcomes%20Archive.aspx">https://my.bridgew.edu/departments/IAssessment/SitePages/Learning%20Outcomes%20Archive.aspx</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf">https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf</a>
Requirements, procedures and policies re: admissions	<a href="http://www.bridgew.edu/admissions/undergraduate/apply">http://www.bridgew.edu/admissions/undergraduate/apply</a> <a href="http://www.mass.edu/forinstitutions/admissions/admissionsstandards.asp">http://www.mass.edu/forinstitutions/admissions/admissionsstandards.asp</a>
Requirements, procedures and policies re: transfer credit	<a href="http://www.bridgew.edu/admissions-aid/transfer-central">http://www.bridgew.edu/admissions-aid/transfer-central</a>
A list of institutions with which the institution has an articulation agreement	<a href="http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=763#Articulation%20Agreements">http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=763#Articulation%20Agreements</a>
Student fees, charges and refund policies	<a href="https://www.bridgew.edu/sites/default/files/FinancialAidRefund%20Policy2016.pdf">https://www.bridgew.edu/sites/default/files/FinancialAidRefund%20Policy2016.pdf</a> <a href="http://www.bridgew.edu/admissions-aid/cost-attending">http://www.bridgew.edu/admissions-aid/cost-attending</a> <a href="https://my.bridgew.edu/departments/StudentAccounts/SitePages/Home.aspx#_ga=1.149771569.643195458.1433266512">https://my.bridgew.edu/departments/StudentAccounts/SitePages/Home.aspx#_ga=1.149771569.643195458.1433266512</a>
Rules and regulations for student conduct	<a href="http://handbook.bridgew.edu/Code.cfm">http://handbook.bridgew.edu/Code.cfm</a>
Procedures for student appeals and complaints	<a href="http://www.bridgew.edu/maxient-reporting-forms">http://www.bridgew.edu/maxient-reporting-forms</a> <a href="http://handbook.bridgew.edu/CodeofConduct/CommunityStandardsProcedures.cfm#_ga=2.251343745.681915939.1496674280-1266987491.1496156628">http://handbook.bridgew.edu/CodeofConduct/CommunityStandardsProcedures.cfm#_ga=2.251343745.681915939.1496674280-1266987491.1496156628</a> <a href="http://www.bridgew.edu/academic-integrity/hearing-and-appeal-undergraduate">http://www.bridgew.edu/academic-integrity/hearing-and-appeal-undergraduate</a>
Other information re: attending or withdrawing from the institution	<a href="https://my.bridgew.edu/departments/Registrar/SitePages/Home.aspx#_ga=1.83054737.643195458.1433266512">https://my.bridgew.edu/departments/Registrar/SitePages/Home.aspx#_ga=1.83054737.643195458.1433266512</a>
Academic programs	<a href="http://catalog.bridgew.edu/index.php?catoid=10">http://catalog.bridgew.edu/index.php?catoid=10</a> <a href="http://www.bridgew.edu/academics">http://www.bridgew.edu/academics</a>
Courses currently offered	<a href="http://catalog.bridgew.edu/index.php?catoid=10">http://catalog.bridgew.edu/index.php?catoid=10</a>
Other available educational opportunities	<a href="http://www.bridgew.edu/academics">http://www.bridgew.edu/academics</a>
Other academic policies and procedures	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=918">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=918</a>
Requirements for degrees and other forms of academic recognition	<a href="http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=718#Awarding_of_Undergraduate_Degrees">http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=718#Awarding_of_Undergraduate_Degrees</a> <a href="http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=725#Graduation">http://catalog.bridgew.edu/content.php?catoid=9&amp;navoid=725#Graduation</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=886">http://catalog.bridgew.edu/content.php?catoid=10&amp;navoid=886</a>
Names and positions of administrative officers	<a href="https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf">https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf</a>
Names, principal affiliations of governing board members	<a href="https://www.bridgew.edu/board-of-trustees/board-members">https://www.bridgew.edu/board-of-trustees/board-members</a> <a href="http://www.bridgew.edu/ccs">http://www.bridgew.edu/ccs</a>
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="https://my.bridgew.edu/departments/StudyAbroad/SitePages/Programs.aspx">https://my.bridgew.edu/departments/StudyAbroad/SitePages/Programs.aspx</a>
Programs, courses, services, and personnel not available in any given academic year.	<a href="http://catalog.bridgew.edu/">http://catalog.bridgew.edu/</a>
Size and characteristics of the student body	<a href="http://www.bridgew.edu/the-university/bsu-facts">http://www.bridgew.edu/the-university/bsu-facts</a> <a href="https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf">https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf</a>
Description of the campus setting	<a href="http://www.bridgew.edu/the-university/bsu-facts">http://www.bridgew.edu/the-university/bsu-facts</a>
Availability of academic and other support services	<a href="https://www.bridgew.edu/academics/academic-achievement">https://www.bridgew.edu/academics/academic-achievement</a> <a href="https://www.bridgew.edu/student-life/wellness">https://www.bridgew.edu/student-life/wellness</a>
Range of co-curricular and non-academic opportunities available to students	<a href="https://www.bridgew.edu/student-life/living-the-bsulife">https://www.bridgew.edu/student-life/living-the-bsulife</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://www.bridgew.edu/academics">http://www.bridgew.edu/academics</a> <a href="http://www.bridgew.edu/student-life/living-the-bsulife">http://www.bridgew.edu/student-life/living-the-bsulife</a> <a href="http://www.bridgew.edu/academics/academic-achievement">http://www.bridgew.edu/academics/academic-achievement</a> <a href="http://microsites.bridgew.edu/library">http://microsites.bridgew.edu/library</a>
Institutional goals for students' education	<a href="http://www.bridgew.edu/academics">http://www.bridgew.edu/academics</a> <a href="http://www.bridgew.edu/student-life/living-the-bsulife">http://www.bridgew.edu/student-life/living-the-bsulife</a> <a href="http://www.bridgew.edu/the-university/president-leadership/mission-university">http://www.bridgew.edu/the-university/president-leadership/mission-university</a>
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf">https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf</a>
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="http://www.bridgew.edu/admissions-aid/cost-attending">http://www.bridgew.edu/admissions-aid/cost-attending</a> <a href="http://microsites.bridgew.edu/financialaid/net-price-calculator#_ga=1.145971635.643195458.1433266512">http://microsites.bridgew.edu/financialaid/net-price-calculator#_ga=1.145971635.643195458.1433266512</a>
Expected amount of student debt upon graduation and loan payment rates	<a href="https://my.bridgew.edu/departments/IR/Shared%20Documents/CDS/CDS%202016-2017/CDS_Section_H.pdf">https://my.bridgew.edu/departments/IR/Shared%20Documents/CDS/CDS%202016-2017/CDS_Section_H.pdf</a>
Statement about accreditation	<a href="https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf">https://www.bridgew.edu/sites/default/files/relatedfiles/Factbook_2015-2016.pdf</a>

Revised April 2016

E1 PART A -- INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

INSTITUTIONAL LEVEL

ASSESSMENT OF THE CORE CURRICULUM

(1) Category (At the Institutional Level)	(2) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee?)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review
<p><b>BSU Core Curriculum</b></p>	<p>The outcomes are published in the original Core Curriculum document (ACC 03/04-184). See <a href="https://my.bridgew.edu/departments/CoreCurriculum/Shared%20Documents/Original%20Core%20Curriculum%20Document%200304-183.pdf">https://my.bridgew.edu/departments/CoreCurriculum/Shared%20Documents/Original%20Core%20Curriculum%20Document%200304-183.pdf</a> for the current document (including updates) and <a href="https://my.bridgew.edu/departments/CoreCurriculum/SitePages/Core_Curriculum_Proposal.aspx">https://my.bridgew.edu/departments/CoreCurriculum/SitePages/Core_Curriculum_Proposal.aspx</a> for updates on the revision process.</p>	<p>Since 2012, the assessment of the Core Curriculum has focused 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 (CWRM) 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://my.bridgew.edu/departments/Assessment/Shared%20Documents/Core%20Curriculum/Core%20Curriculum%20Results%202015.pdf">https://my.bridgew.edu/departments/Assessment/Shared%20Documents/Core%20Curriculum/Core%20Curriculum%20Results%202015.pdf</a></li> <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, an assistant professor in the Philosophy Department is leading the work and is also heading the Critical Thinking Working Group and part of the Core Assessment Project for 2016-2017.</li> </ul>	<ul style="list-style-type: none"> <li>The Core Curriculum Steering Committee 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, Associate Dean of the College of Humanities and Social Sciences or the Office of Assessment.</li> <li>Cross-disciplinary faculty/librarian teams both score and analyze the results.</li> <li>A 2-page Core Assessment Brief was distributed to the campus at-large on the results of the Core Assessment Project. The Office of Assessment presented the results to the Academic Affairs Assessment Council, the Writing Across the Curriculum Advisory Board, the Quantity Across the Curriculum Advisory Board, and faculty participating in the 2015 Summer Institute Curriculum Track hosted by the Office of Teaching and Learning.</li> <li>Administration of Core Curriculum assessment (i.e., sample collection, preparation of samples, and running scoring sessions) and summarization 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>	<ul style="list-style-type: none"> <li>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), are in the process of refining learning outcomes and assessment instruments for these Core skills areas. Each group is led by a full-time faculty member. Based the CAP results and faculty/librarian recommendations, the teams are also developing resource guides for each skill to be used in future assessment projects.</li> <li>In 2017-2018, the rubrics will be pilot tested against student papers.</li> <li>Also as a result of the CAP assessment project, the CCSC is moving toward changing the concept of a logical reasoning to a critical thinking requirement; efforts are underway to create a quantitative reasoning course option for certain groups students and to explore placement testing options; the Writing Across the Curriculum coordinators are working on developing tools to help faculty design better assignments and to place more importance defining a target audience for student writing; the OTL did a full day conference in December 2016 on teaching skills; the Quantity Across the Curriculum (QuAC) and Writing Across the Curriculum (WAC) are working together to offer workshops.</li> <li>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 discipline naturally vary in their use of information literacy and the result of the CAP 2015, the team is revising the rubric to better reflect campus practice.</li> <li>Finally, the CCSC, in its design of models for the new Core Curriculum, have focused on skills development at various levels of each student's education and will require that each major map the Core skill areas to those in its major.</li> <li>Speaking Skills remains a difficult assessment challenge. However, as a result of the 2010 pilot, the learning outcomes and courses offered for speaking skills were significantly revised. In Fall 2016 a draft rubric was created by the Oral Communication/Speaking Working Group and a plan is to pilot test assessment of speaking skills at the upper level, ideally in each major.</li> <li>Due in part to the results of the CAP writing assessment, we are piloting placement of some incoming students into a higher level of writing course. In addition, we are piloting allowing incoming students to register themselves for a writing course and to select, with a recommendation, which writing course they will take.</li> <li>While institutional assessment of mathematical reasoning has been slow moving since its inception, a rich campus conversation has ensued on the value of quantitative reasoning compared to mathematical reasoning in part due to the Core Assessment results and the Core revision process. This conversation aligns with national discussion on the topic and remains an unresolved campus issue for the new Core to resolve. Quantitative Reasoning was the lowest performing mean of all four core skills in the CAP.</li> <li>Since 2014, faculty/librarian involvement in assessment has become more inclusive with increased interdisciplinary participation. Faculty/librarians are working across disciplines to assess student samples, develop learning outcomes, rubric development and serving as campus leaders in the work. Faculty heavily involved in assessment are also sitting on the Core Curriculum Steering Committee, the Academic Affairs Assessment Council, the Honors Program, Center for Academic Scholarship, the Office of Teaching and Learning, Writing Across the Curriculum, Quantity Across the Curriculum, and the Provost Council.</li> </ul>	<p>Ongoing</p>





NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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
	<a href="https://tinyurl.com/BSUJOs">https://tinyurl.com/BSUJOs</a>				
	<a href="https://tinyurl.com/BSUESeries">https://tinyurl.com/BSUESeries</a>				
<b>College of Business</b>					
<b>Accounting and Finance, BS</b> Concentrations: 1. Accounting 2. Finance		<ul style="list-style-type: none"> <li>The results from the CPA examination are used to determine that the outcomes have been achieved.</li> <li>Surveys &amp; Focus Groups (data analysis is still in progress)</li> <li>Data retrieval from Career Services - BSU graduates have achieved excellent scores on the CPA exam. Also, our placement numbers for ACFI graduates provides further evidence of our success in meeting stated outcomes. In recent years ACFI graduates have been placed with the top regional and international CPA firms. Our graduates also work in the corporate accounting and finance positions.</li> </ul>	The ACFI curriculum committee interprets the evidence on a regular (at least annual) basis	ACFI has changed (1) the delivery of ACFI 100 Fundamentals of Financial Reporting and ACFI 101 Fin. Reporting Lab, 2) has added ACFI Personal Finance 150 into the curriculum and (3) has adjusted the Actuarial Minor based on past data/evidence.	2012-2013
<b>Accounting and Finance, MSA</b>	Program learning outcomes are in Program Application submitted and accepted by BHE in May 2011.	<ul style="list-style-type: none"> <li>Assessment of professional ethics</li> <li>Surveys of graduating students</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>ACFI Graduate Coordinator</li> <li>ACFI Graduate Curriculum Committee</li> <li>Program faculty</li> </ul>	This is a new program. The first program review is in 2016-2017.	N/A
<b>Aviation, BS</b> Concentration: 1. Aviation Management		<ul style="list-style-type: none"> <li>Results from Post-Test in ACFI 100</li> <li>Results from Post-Test in MGMT 130</li> <li>Results from Analysis of Writing Project in Capstone Course</li> <li>Results from Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>Faculty members</li> <li>Assessment Coordinator</li> <li>Associate Dean/Dean</li> <li>Flight Training Center</li> </ul>	Adoption of a new writing program	2008-2009
2. Flight Training	The outcomes were approved by the department when the Flight training Concentration earned AABI Accreditation and have now been published on the departmental website. We are reviewing and updating syllabi to include outcomes.  <a href="http://www.bridgew.edu/academics/colleges-departments/department-aviation-science">http://www.bridgew.edu/academics/colleges-departments/department-aviation-science</a>	<ul style="list-style-type: none"> <li>Results from Post-Test in MGMT 130</li> <li>Results from Analysis of Writing Project in Capstone Course</li> <li>Results from Alumni Survey</li> <li>FAA exams</li> </ul>	<ul style="list-style-type: none"> <li>Faculty members</li> <li>Assessment Coordinator</li> <li>Associate Dean/Dean</li> <li>Flight Training Center</li> </ul>	<ul style="list-style-type: none"> <li>New Registration Process</li> <li>New Scheduling Process</li> <li>Aviation Workshop</li> <li>New Hierarchy at the Flight Training Center</li> <li>Ricciardi College of Business Assessment Team</li> <li>Summer Start Program</li> <li>Program enrollment has been capped</li> <li>The Flight Training Center has initiated a student tracking program</li> </ul>	2013-2014 AABI Accreditation

NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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>Management, BS</b>	Files maintained by the Assessment Coordinator	Assessment of writing intensive, capstone writing assignment	Assessment Committee to present findings to Management faculty	<ul style="list-style-type: none"> <li>• Goal 2 – Professional Communication - for the first time, we offered the services of a Graduate Writing Tutor to students. There are plans to improve marketing of this service to increase student participation. Another tool, the Undergraduate Writing Toolkit, was developed and will be deployed during fall, 2016.</li> <li>• Goal 3 – Teamwork and Leadership - we made some good initial steps towards developing assessment instruments to measure leadership and teamwork. We will discuss as a department and implement during fall, 2016.</li> <li>• Goal 5 - Ethical Decision Making and Social Justice. To address this goal, a new class MGMT 317, was jointly taught with Philosophy Department with successful outcomes at a national competition. Continuation of this program is contingent on faculty availability.</li> <li>• Goal 7 – Content Knowledge – created a 10-item multiple-choice instrument which was administered to all MGMT 130 students, across five different instructors, at the end of the spring, 2016 semester. Final sample size was N = 153; Data will be analyzed and used to inform future decisions. A goal for the coming year is to learn to employ the new university resource, Datastream, for departmental analytics.</li> <li>• The Assessment Committee and the Management faculty have accepted this first year as a pilot and are committed to working with the Department of Assessment to improve the assessment process and outcomes</li> </ul>	May 2013
<b>Management, MBA</b>	<ul style="list-style-type: none"> <li>• Program Application submitted to BHE May 2011</li> <li>• Program Approved by BHE Fall 2011</li> <li>• Outcomes published in internal document</li> <li>• Plans to post learning outcomes on department website:</li> </ul>	<ul style="list-style-type: none"> <li>• Focus groups of graduating students</li> <li>• Interviews of program faculty</li> </ul> Proposed: <ul style="list-style-type: none"> <li>• Direct measures of at least 2 of the MBA learning goals should be conducted in AY 2016-17. One of the following sets should be introduced: 1. Students in MGMT 595 (Strategic</li> </ul>	<ul style="list-style-type: none"> <li>• Department chair</li> <li>• Faculty</li> <li>• MBA Coordinator</li> <li>• Graduate Curriculum Committee</li> </ul>	Major curriculum revisions proposed for both structural and content changes	N/A

NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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
	<a href="http://www.bridgew.edu/mba">http://www.bridgew.edu/mba</a>	Management - Capstone course should take the ETS Major Field Exam in Business (see description, p.8) to assess Learning Objective #1: Knowledge. Learning Objective #5 can be assessed using the CATME tools (p. 10) in a course where the instructor has built in a team-based project. i. Budget Requirement = ETS-MFAT 15 students @ \$30 = \$450 ii. Time Requirement = one class session in MGMT 595 2. Learning Objectives 4 (Communication) and 6 (Integration) can be assessed using a course-embedded case analysis in MGMT 595 (Strategic Management - Capstone). i. Budget Requirement = none (possible stipend for assessors) ii. Time Requirement = none; embedded in MGMT 595 3. Learning Objectives 1 (Knowledge) and 6 (Integration) can be assessed by having students complete the CAPSIM simulation (p. 9). 4. Budget Requirement = TBD 5. Time Requirement = TBD			
<b>College of Education and Allied Studies</b>					
<b>Communication Sciences &amp; Disorders, BS</b>	ASHA website for ASHA-CFCC Standards: <a href="http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/">http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/</a>	<ul style="list-style-type: none"> <li>• Lab reports</li> <li>• Portfolios</li> <li>• Presentations</li> <li>• Outcomes from Clinical Practicum</li> <li>• Other in development</li> </ul>	Annually by <ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Full-Time Faculty</li> <li>• Director of Clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring new faculty</li> <li>• Addition of High Impact Practices: Undergraduate Research, Peer Learning, Service Learning, Capstone Projects</li> <li>• Beginning in AY 2016-2017, the Communication Disorders degree within the Department of Special Education and Communication Disorders will no longer exist. The Department of Communication Sciences and Disorders will begin September 1, 2016. A graduate program in Speech-Language Pathology is in its initial certification candidacy and is scheduled to enroll our first graduate students 9/1/2017. Secondly, we will use the clinical data to improve undergraduate clinical outcomes and incorporate academic outcomes into next year's program assessment report.</li> </ul>	2013-2014

NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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>Counselor Education, MEd</b> 5 concentrations: <i>Mental Health Counseling</i> <i>Mental Health Counseling - International (non-licensure)</i> <i>Mental Health Counseling (dual license)</i> <i>Student Affairs Counseling</i> <i>School Counseling (PreK-8, 5-12)</i>		<ul style="list-style-type: none"> <li>• Course-embedded exams, tests, &amp; quizzes</li> <li>• Term or capstone papers</li> <li>• Portfolios</li> <li>• Presentations</li> <li>• Research projects</li> <li>• Comprehensive exams</li> <li>• Standardized tests</li> <li>• Licensure examinations</li> <li>• Alumni &amp; employer surveys</li> <li>• Internship evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Full-Time Faculty</li> <li>• Director of Field Work</li> </ul> <p>Discussions in faculty meetings occur throughout the academic year.</p>	<ul style="list-style-type: none"> <li>• Revision of courses</li> <li>• Hiring new faculty</li> </ul>	2014-2015
<b>Elementary &amp; Early Childhood Education: Early Childhood Education, BSE</b>	<a href="http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%203_2011.pdf">http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%203_2011.pdf</a>  <a href="http://www.doe.mass.edu/eval/mode/PartIII_AppxC.pdf">http://www.doe.mass.edu/eval/mode/PartIII_AppxC.pdf</a>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Lesson plans</li> <li>• Faculty surveys</li> </ul>	Annually by the Early Childhood Full-Time Faculty	<ul style="list-style-type: none"> <li>• The year's assessment will be used to help us in two main ways. 1. Practicum: In Fall 2016 we will be officially retiring the PPA and adopting the new Massachusetts 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. Our yearly student assessment data will help us to make a thorough review and also to identify points of weakness that we can focus on in the previous semester (Pre-Practicum) to better prepare our students for their Practicum experiences (connecting community to the classroom, effective uses of technology, making responsive adaptations to curriculum to meet the diverse needs of learner). 2. The year's assessment will also help our Pre-Practicum program review process. We have seen several years now of the same NAEYC learning outcomes appearing at the bottom of the measures. This will make for a great opportunity to start building towards a formal curriculum map and assessment plan across the Pre-Practicum semester</li> <li>• More service learning</li> <li>• More reflection on practice</li> </ul>	2013-2014
<b>Elementary &amp; Early Childhood Education: Elementary Education, BSE</b>	<a href="http://www.acei.org/sites/default/files/acei/elementarystandardsupportingexplanation_5.07.pdf">http://www.acei.org/sites/default/files/acei/elementarystandardsupportingexplanation_5.07.pdf</a>	<ul style="list-style-type: none"> <li>• Course-embedded exams, tests, &amp; quizzes</li> <li>• Portfolios</li> <li>• Presentations</li> <li>• Research projects</li> <li>• Licensure examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Full-Time Faculty</li> <li>• Part-Time Faculty</li> <li>• Committee for scheduling, diversity, program planning</li> </ul> <p>The department examines assessment evidence through an assessment cycle. This consists of revisiting our evidence throughout the semester as a department.</p>	<ul style="list-style-type: none"> <li>• Revision of courses</li> <li>• Hiring new faculty</li> <li>• Addition of High Impact Practices: first/second year seminars, undergraduate research, honors courses, service learning internships</li> <li>• Creating a new major - the ECPK concentration will become a major in Fall 2016</li> </ul>	2013-2014
<b>Elementary &amp; Early Childhood Education: dual licensure BSE/MEd in Special Education</b>	<a href="http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf">http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf</a>				
<b>Elementary &amp; Early Childhood Education: 5 MEd Programs: • ECE prof licensure</b>	<a href="http://www.naeyc.org/files/ecada/file/NAEYC%20Initial%20an">http://www.naeyc.org/files/ecada/file/NAEYC%20Initial%20an</a>	<ul style="list-style-type: none"> <li>• Course-embedded exams, tests, &amp; quizzes</li> <li>• Portfolios</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Full-Time Faculty</li> <li>• Graduate Committee for ELED/ECE Professional Licensure</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of courses – the Graduate Committee recommended modification of the capstone seminar course to help students better accomplish their Action Research Projects</li> </ul>	2013-2014

NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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
<ul style="list-style-type: none"> <li>• ELED prof licensure</li> <li>• ELED initial licensure</li> <li>• ECE non-licensure</li> <li>• ELED non-licensure</li> </ul>	<p><a href="http://www.acei.org/acei-standards-for-elementary-level-teacher-preparation">http://www.acei.org/acei-standards-for-elementary-level-teacher-preparation</a></p> <p><a href="http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf">http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf</a></p>	<ul style="list-style-type: none"> <li>• Term or capstone papers</li> <li>• Research projects</li> <li>• Licensure examinations</li> <li>• Disposition survey</li> </ul>	<p>Graduate Coordinator for ELED/ECE Professional Licensure</p> <p>Through an end of semester meeting of the Graduate Committee</p>	<ul style="list-style-type: none"> <li>• Addition of High Impact Practices: encouraging more global learning experiences</li> </ul>	
<p><i>Elementary &amp; Early Childhood Education: Reading, MEd</i></p>	<p><a href="http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals">http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals</a></p>	<p>The M.Ed.in Reading candidates need to demonstrate a passing score on the Reading Specialists MTEL (Test 08) in order to begin their year-long practicum in reading. Additionally, the M.Ed. in Reading candidates must receive a passing score on a Comprehensive Examination that they write during the second half of their practicum in reading. This comprehensive examination reflects all of the 2010 International Reading Association Standards. Finally, the portfolio that M.Ed. in Reading Candidates complete during their year-long practicum in reading reflects all of the standards of the International Reading Association.</p>	<ul style="list-style-type: none"> <li>• The Reading Specialist MTEL results are reviewed by the Coordinator of the Graduate Programs in Reading.</li> <li>• The Comprehensive Exam is read and scored by three graduate reading faculty, including the Coordinator of the Graduate Programs in Reading.</li> <li>• The Licensure Portfolio is read and scored by a practicum supervisor from Bridgewater State University, Graduate Programs in Reading.</li> </ul>	<ul style="list-style-type: none"> <li>• The data from the program evaluation are reviewed by the graduate reading faculty and the Coordinator of the Graduate Program in Reading on a regular basis.</li> <li>• In AY 2012-2013, the department conducted a program review. From the data collected from this program review, it was observed that a stronger theoretical and research base concerning literacy education needed to be added to all the courses in the M.Ed. in Reading Program. The Graduate Reading faculty met and discussed the results of this self-study. It was agreed to add specific readings and discussion regarding literacy theory and research as this theory and research connects to the course content to each course in the M.Ed. in Reading Program.</li> <li>• A second identified need found in the 2012-2013 program review was the M.Ed. in Reading candidates' ability to articulate a strong connection between assessment and instruction. The Graduate Reading faculty met and discussed the results of this self-study. It was agreed to add a more explicit focus regarding assessment and instruction to the assignments associated with the two assessment courses (READ 551 and READ 552) found in the M.Ed. Program in Reading.</li> <li>• A final identified need found in the 2012-2013 program review is an emphasis of the diverse learner who is found in classrooms today. Data from this program review reveal that M.Ed. in Reading candidates are aware of the changing demographics in school today regarding the diverse learner. However, varied courses in the M.Ed. in Reading program need to include a more in-depth discussion and course activities regarding various ways to plan curriculum and instruction in order for all students to be successful. The Graduate Reading faculty met and discussed the results of this self-study. It was agreed that direct readings, discussions, and class activities will be added to each of the courses in the M.Ed. in Reading program to address the varied diversity found in classrooms.</li> <li>• Since this self-study in 2012-2013, data have continued to be collected regarding the inclusion of specific research and theory, the connection between assessment and instruction, and an understanding of the diverse learner being evidenced in varied courses in the M.Ed. Program in Reading.</li> <li>• Data collected during the 2015-2016 academic year do reveal that M.Ed. in Reading candidates are knowledgeable of each of these specific topics as evidenced in different program assessments.</li> </ul>	<p>March 2013</p>

NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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>Movement Arts, Health Promotion, and Leisure Studies: Athletic Training, BS</b>	• Department extranet page	• Course-embedded exams, tests, & quizzes • Term or capstone papers • Comprehensive examinations • Internship evaluations • Exit surveys from graduating class • Licensure examination	• Full-Time Faculty • Program Coordinator • Clinical Education Coordinator	• Restructuring of program: we split out all lab-based courses to have no more than 10 students per section; addition of EMT course as a required course to replace Sports First Aid; utilized new reflection tool in clinicals where students are journaling their experience in a document we call a 'MOJO'; we decreased the ratio of Preceptor to student in many cases to 1:2 or 1:1.	2011-2012, annual report to CAATE
<b>Movement Arts, Health Promotion, and Leisure Studies: Athletic Training, MS</b>	<a href="http://www.bsuatp.com/">http://www.bsuatp.com/</a>				
<b>Movement Arts, Health Promotion, and Leisure Studies: Health Studies, BS</b>	National Commission for Health Education Credentialing (NCHEC) webpage <a href="http://www.nche.org/responsibilities-and-competencies">http://www.nche.org/responsibilities-and-competencies</a>	New program assessments/assignments in development as program transitions to Public Health major	Full-Time faculty review data from the Health Studies Seminar (HEAL 490) and CHES competency exam.	• Transitioning to a Public Health major	2011-2012
<b>Movement Arts, Health Promotion, and Leisure Studies: Health Promotion, MEd</b> Note: only 1 student is currently enrolled and the program is not accepting any new students.	<a href="https://www.nche.org/assets/2251/he_spa_competen">https://www.nche.org/assets/2251/he_spa_competen</a>	<a href="http://www.bridgew.edu/NCATE/Assessment%20Systems/">http://www.bridgew.edu/NCATE/Assessment%20Systems/</a>	• Coordinators of each program • Faculty • Unit-wide assessment committee	Changes to Strength & Conditioning. The following new courses were added: 1. PHED 555 and PHED 588 and PHED 547 as suggested electives 2. PHED 572 -- Psychology of Sport and Physical Activity 3. PHED 588 -- Competitive Weight Lifting 4. PHED 555 -- Strength and Conditioning Practicum	2013-2014 (NCATE)
<b>Movement Arts, Health Promotion, and Leisure Studies: Physical Education BA &amp; BS (non-licensure)</b>	<a href="http://www.americankinesiology.org/the-undergraduate-core-in-kinesiology/the-undergraduate-core-in-kinesiology/section-two-learning-outcomes">http://www.americankinesiology.org/the-undergraduate-core-in-kinesiology/the-undergraduate-core-in-kinesiology/section-two-learning-outcomes</a>	• Portfolio assessment in progress • Major surveys • Outside program reviewer	• Department Chair • Full-Time Faculty (each semester) • Annually by a departmental subcommittee to analyze student learning outcome assessment data	• Revision of courses • Removal of a concentration (coaching) • Addition of High Impact Practices: capstone courses and culminating projects to be added to the BA • Implementation of e-portfolio assessment across several courses	2015-2016
<b>Movement Arts, Health Promotion, and Leisure Studies: Physical Education BS (licensure only)</b>	<a href="http://ncate.org/LinkClick.aspx?fileticket=9jpRd%2b5aH84%3d&amp;tabid=676">http://ncate.org/LinkClick.aspx?fileticket=9jpRd%2b5aH84%3d&amp;tabid=676</a>	• Term or capstone papers • Lesson plans, unit plans, teaching impact • Licensure examinations	• Department Chair • Full-Time Faculty (each semester) • Teacher Education Committee (annually) • Part-Time Faculty who supervise student teachers	Revision of courses	2013-2014
<b>Movement Arts, Health Promotion, and Leisure Studies: Physical Education MS</b>	• Department intranet page • Blackboard site for graduate students	• Comprehensive exams • Faculty surveys • Graduate thesis • Research projects	• Graduate Coordinator each semester • Department Graduate Committee discussion • All faculty discussion	Better alignment of outcomes, learning activities, and assessments for the culminating experiences in program (thesis, project, or comprehensive examination)	2014-2015
<b>Secondary Education &amp; Professional Programs: Educational Leadership, MEd (licensure &amp; non-licensure)</b>	<a href="http://www.ncate.org/LinkClick.aspx?fileticket=zRZi73R0nOQ=">http://www.ncate.org/LinkClick.aspx?fileticket=zRZi73R0nOQ=</a>	• Term or capstone papers • Portfolios • GPA analysis • Research projects	Annually by Educational Leadership Full-Time Faculty	• Addition of courses • Revision of courses • Removal of courses • Restructuring of program	2013-2014

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E1 PART A -- INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

ASSESSMENT OF DEGREE PROGRAMS BY COLLEGE

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	<a href="http://www.doe.mass.edu/edprep/advisories/LeadershipGuidelines.pdf">http://www.doe.mass.edu/edprep/advisories/LeadershipGuidelines.pdf</a>	<ul style="list-style-type: none"> <li>Comprehensive exams</li> <li>Internship evaluations</li> </ul>			
<b>Secondary Education &amp; Professional Programs: Instructional Technology, MEd (non-licensure)</b>	<p>Since the 2000 inception of the Instructional Technology program, the International Society for Technology in Education (ISTE) standards have been used as the program learning outcomes:</p> <p><a href="https://www.iste.org/docs/pdfs/ncate-tech-coaches-standards.pdf?sfvrsn=4">https://www.iste.org/docs/pdfs/ncate-tech-coaches-standards.pdf?sfvrsn=4</a></p>	<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>	None at this time; in the process of program review, which is likely to result in revision of courses, addition of new courses.	2013-2014 NCATE/CAEP ISTE
<b>Secondary Education &amp; Professional Programs: MAT Core:</b> 1. Biology 2. Creative Arts 3. English 4. History 5. Mathematics 6. Music 7. Physical Science 8. Physics 9. Teachers of Speakers of Other Languages (TESOL)	<p>Department intranet site</p> <p><a href="https://my.bridgew.edu/departments/SeconEd/SitePages/Home.aspx">https://my.bridgew.edu/departments/SeconEd/SitePages/Home.aspx</a></p>	<ul style="list-style-type: none"> <li>Term or capstone papers</li> <li>Portfolios</li> <li>GPA analysis</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Graduate Coordinators</li> </ul> <p>Graduate Coordinators and instructors collect data in Taskstream at the end of each semester in three EDMC courses (531/533/538).</p>	Revision of courses	2013-2014 NCATE/CAEP
<b>Secondary Education &amp; Professional Programs: PreK-12 International Education, MEd (non-licensure)</b>	<a href="http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf">http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf</a>	<ul style="list-style-type: none"> <li>Course-embedded exams, tests, &amp; quizzes</li> <li>Term or capstone papers</li> <li>Portfolios</li> <li>Presentations</li> <li>Feedback from email to former program graduates</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Graduate Coordinators</li> </ul> <p>The data from EDMC 531/533/538 is collected every semester (fall/spring/summer) by the Graduate Coordinator and Department Chair.</p>	None	2015-2016
<b>Special Education, BSE (Moderate &amp; Severe Disabilities)</b>	<p><a href="http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf">http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf</a></p> <p><a href="http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf">http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf</a></p>	<ul style="list-style-type: none"> <li>Course-embedded exams, tests, &amp; quizzes</li> <li>Term or capstone papers</li> <li>Portfolios</li> <li>Presentations</li> <li>GPA analysis</li> <li>Research projects</li> <li>Standardized tests</li> <li>Licensure examinations</li> <li>Faculty &amp; majors surveys</li> <li>Internship evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Full-Time Faculty</li> </ul> <p>Two day-long program faculty retreats in which the department examines the evidence gathered via the 8 course and practicum embedded program assessments.</p>	<ul style="list-style-type: none"> <li>Hiring new faculty</li> <li>Providing more professional development for existing faculty and including student teacher supervisors</li> </ul>	2014-2015
<b>Special Education, MEd</b>	Course syllabi	<ul style="list-style-type: none"> <li>Course-embedded exams, tests, &amp; quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> </ul>	<ul style="list-style-type: none"> <li>Addition of courses</li> </ul>	2013-2014



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E1 PART A -- INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

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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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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><i>(Moderate &amp; Severe Disabilities) including:</i></p> <ul style="list-style-type: none"> <li>• Moderate PK-8, 5-12 initial licensure and partial fulfillment of professional licensure</li> <li>• Severe all levels initial licensure and partial fulfillment of professional licensure</li> <li>• Non-licensure</li> </ul>	<p><a href="https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf">https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf</a></p> <p><a href="http://ncate.org/Standards/UnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx#stnd1">http://ncate.org/Standards/UnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx#stnd1</a></p>	<ul style="list-style-type: none"> <li>• Term or capstone papers</li> <li>• Portfolios</li> <li>• Presentations</li> <li>• Research projects</li> <li>• Comprehensive exams</li> <li>• Licensure examinations</li> <li>• Field-based project assessments</li> <li>• Employer surveys</li> <li>• Faculty assessment review and collaboration of courses and program sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time Faculty</li> <li>• Coordinator for Graduate Studies</li> </ul> <p>Data is reviewed biannually and assessments are modified based on FT faculty recommendations. Program and course reviews are conducted via a governance committee that makes recommendations for changes to existing courses, changes to existing programs, and adding new courses. Monthly faculty meetings are used to assess changes throughout the academic year as well.</p>	<ul style="list-style-type: none"> <li>• Revision of courses</li> <li>• Restructuring of program</li> <li>• Hiring new faculty</li> </ul>	
<b>College of Graduate Studies</b>					
<p><i>Teachers of Speakers of Other Languages (TESOL), MAT</i></p>	<p>In the process of developing a web site for the program. Learning outcomes are on the TESOL International Association website:</p> <p><a href="http://www.tesol.org/advance-the-field/standards">http://www.tesol.org/advance-the-field/standards</a></p>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Research projects</li> <li>• Comprehensive exams</li> <li>• Licensure examinations</li> <li>• Course embedded performance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Full-Time Faculty</li> </ul> <p>Data is collected from the assessments, instructors review their courses, and then faculty discuss the implications of the data and reports for change.</p>	<ul style="list-style-type: none"> <li>• Addition of courses</li> <li>• Revision of courses</li> <li>• Hiring new faculty</li> <li>• Addition of High Impact Practices of Second Year Seminar and Service Learning</li> <li>• Revision of culminating research project</li> </ul>	<p>N/A - new Fall 2013</p>
<b>College of Humanities and Social Sciences</b>					
<p><i>Anthropology, BA</i></p>	<ul style="list-style-type: none"> <li>• In program review documents.</li> <li>• In ANTH 400, Seminar: Anthropological Theory capstone</li> </ul>	<p>Completion of core curriculum, course assignments and referencing the degree audit. In our 2015 assessment we examined how well</p>	<p>Department Chair in conjunction with members of the Department Assessment Committee.</p>	<p>The Anthropology Department at Bridgewater State University has experienced phenomenal growth since the last Self-Study in the following areas:</p>	<p>2015-2016</p>

NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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>Anthropology, BS</b>	syllabus	the learning outcomes identified in the ANTH 400 syllabus were addressed by students in their final paper. All FTF Dept members except Dr. Fox who teaches the course and had previously graded the papers participated in blind evaluation. Dr. Fox then analyzed the results and compiled them into the assessment.		<ul style="list-style-type: none"> <li>• the hiring of two new full-time faculty (FTF) members</li> <li>• the creation of a third Concentration</li> <li>• an increased focus on student research and applied anthropology</li> <li>• dramatic increases in course offerings, including core curriculum</li> <li>• We are in the process of creating an additional assessment tool; we learned that the one paper is not adequate and that too many skills are measured in one tool. In addition, the ANTH 400 syllabus includes readings and presentations in Biological Anthropology and Archaeology to offer students the opportunity to think about the relationship of the subfields in one course—a need identified by the assessment.</li> <li>• The Dept is currently creating a new Graduate Certificate Program in Applied Anthropology with input from the FTF.</li> <li>• We are in the process of hiring a new FTF member in Linguistic Anthropology with Global Languages; we will be working on changing our requirements to include Intro to Linguistic Anthropology.</li> <li>• As the result of our assessment and Program review we are using the curriculum map we created to develop scaffolded skills and concepts across our courses, consistent in each syllabus.</li> </ul>	
<b>Art &amp; Art History</b> • <b>BA in Art</b> • <b>BA in Art History, Global Perspectives</b>	Accreditation-related documents.	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• We have nothing that does this for the degree with respect to direct evidence. We have formalized and have implemented one on the foundations program.</li> <li>• Alumni surveys</li> <li>• Internship evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Full-Time Faculty</li> <li>• Foundations Committee</li> <li>• NASAD accreditation</li> </ul> <p>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>	The portfolio review has been implemented this year. Prior we piloted the program with volunteer students. It is too early to make changes to the program because we have not had a wide pool to assess from.	2011-2012
<b>Art &amp; Art History, MAT in Creative Arts</b>	Expectations can be seen in the Graduate Thesis Paper Guide	The MAT in Creative Arts has 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 ARTS 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.	Annually by the Graduate Committee, which includes both studio art faculty and art history faculty.	The Art Department has raised the application requirements; made program changes regarding requirements; created a thesis paper guide; established mid-progress reviews of students.	May 2015
<b>Communication Studies, BA</b>	Department intranet page (department goals only, not learning outcomes):	<ul style="list-style-type: none"> <li>• Alumni surveys</li> <li>• Major surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Ad Hoc Committee</li> </ul>	• As a result of last year's program review we are undergoing a curriculum revision that will be outcome-based. We'll use this to develop and implement an assessment plan going forward.	2015-2016

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	<a href="https://my.bridgew.edu/departments/Comm/SitePages/Home.aspx">https://my.bridgew.edu/departments/Comm/SitePages/Home.aspx</a>			• Restructuring of program	
<i>Criminal Justice, BS</i>	In department self-study documents	<ul style="list-style-type: none"> <li>• Course-embedded exams, tests, and quizzes</li> <li>• Term or capstone papers</li> <li>• Research projects</li> <li>• Comprehensive exams</li> <li>• Alumni, Faculty, and Major surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Assessment Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring new faculty</li> <li>• We are concluding a Program Review which is centrally dependent on the External Reviewer's report, which will occur in the Fall of 2016, and further changes will be determined at that time.</li> </ul>	2015-2016
<i>Criminal Justice, MS</i>					
<i>Dance, BA</i>		Presentations	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Committee</li> </ul>	This year has been one of adjustment to the expansion of our faculty from two to four. We have been trying to find where the strengths of our new people are and fit them into classes and opportunities where their expertise could be used best. This year we have also put our energies into the establishment of an official major in dance, nurturing the program through the process of examination with the Board of Higher Education. We have also put our energies into the establishment of a department of Dance, separating our two distinct curricula into two administrative units. This will allow us to develop our program and curriculum independent of theater input and political influence. The assessment results of last year and this year will be used in our examination of the curriculum and of our assessment package next year to help shape the decisions that we make in the improvement of our program and the adjustment from a concentration managed by two faculty members to a major served by four faculty members.	2010-2011
<i>Economics, BS</i>	Department intranet site: <a href="https://my.bridgew.edu/departments/Economics/SitePages/Mission%20Statement.aspx">https://my.bridgew.edu/departments/Economics/SitePages/Mission%20Statement.aspx</a>	We are in the process of revising the economics program. There is a strong inclination to develop a capstone course as part of this revision.	N/A - in process of revising the Economics program	N/A - in process of revising the Economics program	2016-2017
<i>English, BA</i>	Department intranet site: <a href="https://my.bridgew.edu/departments/English/Shared%20Documents/English%20Program%20Outcomes_2015.pdf">https://my.bridgew.edu/departments/English/Shared%20Documents/English%20Program%20Outcomes_2015.pdf</a>	Term or capstone papers	<ul style="list-style-type: none"> <li>• Full-Time Faculty</li> <li>• Four faculty readers from the department scored capstone (senior seminar) papers according to a rubric. The assessment committee, two other members of the full-time faculty, were responsible for gathering papers, designing the rubric, facilitating the reading day, and gathering and consolidating data from the reading day.</li> </ul>	Development of new student learning outcomes	2013-2014
<i>English, MA</i>	Department intranet site:	<ul style="list-style-type: none"> <li>• Comprehensive Exams</li> <li>• Alumni, Faculty, and Major surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Full-Time Faculty</li> <li>• Graduate Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Addition of courses</li> <li>• Revision of courses</li> </ul>	2014-2015

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<i>English, MAT</i>	<a href="https://my.bridgew.edu/departments/English/SitePages/GradMissionStatement.aspx">https://my.bridgew.edu/departments/English/SitePages/GradMissionStatement.aspx</a>		After reading all the Comprehensive exams in fall and spring, the Graduate committee members discussed strengths and weaknesses that we saw in the exams.	<ul style="list-style-type: none"> <li>Restructuring of program</li> <li>Creation of a new concentration</li> <li>Revising learning outcomes and mission statement - added five new faculty members to the graduate faculty (recruited from the undergraduate faculty)</li> </ul>	
<i>Global Languages &amp; Literatures, BA in Spanish</i>	Department intranet site:  <a href="https://my.bridgew.edu/departments/ForeignLanguage/SitePages/Outcomes.aspx">https://my.bridgew.edu/departments/ForeignLanguage/SitePages/Outcomes.aspx</a>	<ol style="list-style-type: none"> <li>All students take LASP 200 (Intermediate Spanish II) and are tested again in a 400 level course using a test adapted from DELE.</li> <li>A Simulated Oral Proficiency Interview (OPI) of all seniors.</li> <li>Final project in LASP 391 and 392 (Spanish Civilization and Spanish American Civilization).</li> <li>Final composition in LASP 300 (required course) 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>E-portfolios with a student reflection on meeting the department learning outcomes.</li> <li>The Spanish Program Current Student Survey was conducted in 2011 to seek students' opinions on improving the quality of the program.</li> </ol>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Faculty</li> </ul>	<ol style="list-style-type: none"> <li>A new faculty member was hired.</li> <li>Results of assessment have continuously been used to make adjustments in the curriculum and to improve student learning.</li> <li>The department created an e-portfolio requirement for all students.</li> <li>The department has students perform a simulated oral proficiency interview and requires them to reach the Intermediate-High or Advanced-Low level of proficiency (as based on the ACTFL guidelines.)</li> <li>The department decided to adapt the DELE after using for many years the WebCAPE test. This test will boost students' Spanish grammar.</li> </ol>	2010-2011
<i>History, BA</i>	Department intranet site:  <a href="https://my.bridgew.edu/departments/History/SitePages/Home.aspx">https://my.bridgew.edu/departments/History/SitePages/Home.aspx</a>	Capstone course and review of student papers as part of the annual assessment procedure	Ad hoc assessment committee	A proseminar requirement was recently adopted by the department. The first students to pass through the course took it in Spring 2016; accordingly, the impact is difficult to measure, although we're optimistic.	2013-2014
<i>History, MAT</i>	<ul style="list-style-type: none"> <li>Overall Internal to department</li> <li>Comprehensive Exam Objectives: Distributed to M.A.T. candidates during initial advising and again prior to exam.</li> </ul>	Course work and comprehensive exams	Assessment Committee	<ul style="list-style-type: none"> <li>Clarified our overall program objectives</li> <li>Conducted research to discern how best to grow our program including comparisons to peer-institutions and holding a focus group of our recent alumni (April '16)</li> <li>From this data and feedback we developed a strategic plan which we plan to begin implementing in AY16-17</li> </ul>	2013-2014

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<i>Music, BA</i>		Juried performances scored quantitatively with rubric and qualitatively with written comments, or solo recital	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Full-Time Faculty</li> </ul> Informal discussions	Developing learning outcomes and assessment plan	2011-2012 (NASM)
<i>Music, MAT</i>		None to date	N/A	Our next step as a department is to create a matrix in which specific articles of evidence are documented and gathered to support each of the Learning Outcomes. Although the matrix will be completed by next year, the 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.	None except for review done as a part of overall CEAS NCATE/CAEP review
<i>Philosophy, BA</i>	<a href="https://my.bridgew.edu/departments/philosophy/sitepages/outcomes.aspx">https://my.bridgew.edu/departments/philosophy/sitepages/outcomes.aspx</a>	<ul style="list-style-type: none"> <li>PHIL 111, Foundations of Logical Reasoning, pre-and post-test</li> <li>All majors are required to take the philosophy capstone course (PHIL 450), in which they create a portfolio of work completed in other courses, and reflect upon what they have learned as a philosophy major</li> <li>Graduates are invited to take an exit survey in which they assess their own progress toward meeting our student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>All full time members of the department work as a team to complete an annual assessment activity. The final portfolios created by students in the capstone course are reviewed to assess a student learning outcome. The department focuses upon one outcome each year</li> <li>The departmental assessment chair writes a report of this activity, informed by salient results of the exit survey</li> </ul>	<ul style="list-style-type: none"> <li>A specialist in the history of 20th century philosophy was hired to fill a lacuna in students' grasp of philosophy and its history</li> <li>Majors are now required to take Ancient Philosophy (PHIL 301) and Modern Philosophy (PHIL 303)</li> <li>Four philosophy concentrations were designed to provide students with more structure in negotiating which electives to choose</li> </ul>	2011-2012
<i>Political Science, BA</i>	Department intranet page: <a href="https://my.bridgew.edu/departments/PoliticalSci/SitePages/Home.aspx">https://my.bridgew.edu/departments/PoliticalSci/SitePages/Home.aspx</a>	<ul style="list-style-type: none"> <li>Term or capstone papers</li> <li>Major surveys</li> </ul>	Undergraduate Curriculum Committee	<ul style="list-style-type: none"> <li>Addition of courses</li> <li>Restructuring of program</li> </ul>	2016-2017
<i>Political Science, MPA</i>	Department intranet site: <a href="https://my.bridgew.edu/departments/PoliticalSci/SitePages/Mission%20Statement.aspx">https://my.bridgew.edu/departments/PoliticalSci/SitePages/Mission%20Statement.aspx</a>	<ul style="list-style-type: none"> <li>Portfolios</li> <li>Comprehensive exams</li> <li>Alumni survey</li> </ul>	Department Graduate Curriculum Committee  The process of interpreting the evidence is undertaken by graduate faculty who assess the results of the comprehensive exams in the Fall and Spring semesters. Portfolio assessments are conducted by the faculty instructor in POLI 591 Capstone Seminar in Public Administration.	<ul style="list-style-type: none"> <li>Addition of courses</li> <li>Revision of courses</li> <li>Hiring new faculty</li> </ul>	2008-2009 (NASPAA)

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<i>Psychology, BS</i>	Revision in progress. Will be published when revised.	<ul style="list-style-type: none"> <li>• Course-embedded exams, tests, and quizzes</li> <li>• Surveys</li> </ul> <p>Per the program review consultant, the department is reconstructing an entirely new curriculum following APA guidelines. The department will build an assessment plan and measures after the new curriculum is developed.</p>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Full-Time Faculty</li> <li>• Assessment Committee</li> </ul> <p>The evidence is interpreted annually by the Curriculum and Assessment Committees.</p>	<ul style="list-style-type: none"> <li>• Restructuring of program</li> <li>• Hiring new faculty</li> </ul>	2014-2015
<i>Psychology, MA</i>	<ul style="list-style-type: none"> <li>• MPCAC standards</li> <li>• MPCAC BSU Accreditation Report</li> </ul> <p><a href="http://mpcacaccreditation.org/wp-content/uploads/2016/11/MPCAC-2017-Standards-FINAL-for-posting-on-website.pdf">http://mpcacaccreditation.org/wp-content/uploads/2016/11/MPCAC-2017-Standards-FINAL-for-posting-on-website.pdf</a></p> <p><a href="https://drive.google.com/file/d/0ByPBxkB9cMFUOHFoblQ3NFpzRXc/view">https://drive.google.com/file/d/0ByPBxkB9cMFUOHFoblQ3NFpzRXc/view</a></p>	<ul style="list-style-type: none"> <li>• Internships &amp; internship evaluations</li> <li>• Presentations</li> <li>• Course-embedded exams, tests, and quizzes</li> <li>• GPA analysis</li> <li>• Research projects</li> <li>• Comprehensive exams</li> <li>• Standardized tests</li> <li>• Licensure examinations</li> <li>• Alumni, faculty, majors, and employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Program Coordinator</li> <li>• Graduate Program Committee</li> </ul> <p>The graduate program committee meets monthly, and reviews the program's progress for continuing education.</p>	<ul style="list-style-type: none"> <li>• Addition of courses</li> <li>• Revision of courses</li> <li>• Removal of courses</li> <li>• Hiring new faculty</li> <li>• The expanded internship opportunities. Each of our graduate students is required to have 700 hours of field experience.</li> </ul>	2014-2015
<i>Social Work, BS</i>	<a href="http://www.cswe.org/Accreditation.aspx">http://www.cswe.org/Accreditation.aspx</a>	<ol style="list-style-type: none"> <li>1. CSWE accreditation outcomes</li> <li>2. Junior Year Field Practice</li> <li>3. Senior Year Field Practice</li> <li>4. Student self-assessment</li> <li>5. Evaluation from faculty Internship instructors using a rubric</li> <li>6. Senior capstone paper</li> <li>7. Senior capstone oral presentation</li> <li>8. Alumni Survey</li> <li>9. Employers Survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Department Chair</li> <li>2. Undergraduate Assessment Committee</li> <li>3. Faculty (during faculty meetings)</li> <li>4. Field Committee</li> <li>5. BSW Coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1. Significant changes in the program curriculum due to a shift in the standards by the Council of Social Work Education. Changes include focus on performance-based assessment.</li> <li>2. Material has been inserted into relevant courses or removed. Curriculum has been adjusted to address weakness in student learning identified in assessment.</li> <li>3. Pre-requisites have been modified, for example, SCWK380 (Research Methods) is now a pre-requisite for SCWK498 (senior field).</li> <li>4. Peer Assisted Learning (PALS) have been hired for SCWK320 (human behavior).</li> <li>5. New activities have been added such as field orientation and writing workshops.</li> </ol>	2013-2014
<i>Social Work, MSW</i>	<a href="http://www.cswe.org/Accreditation.aspx">http://www.cswe.org/Accreditation.aspx</a>	<ol style="list-style-type: none"> <li>1. Course-based assessments</li> <li>2. Alumni Survey</li> <li>3. Employer Survey</li> <li>4. Field Evaluations conducted by field supervisors</li> <li>5. Licensing Exam results</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment Committee</li> <li>2. Annual Department Retreat</li> <li>3. Sequence Committee</li> <li>4. Field Supervisors</li> <li>5. MSW Coordinator</li> <li>6. Department Faculty Meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Expanded new student orientation and orientation to field education</li> <li>2. All required courses were moved into fall and spring semesters</li> <li>3. Significant changes in the program curriculum due to a shift in the standards by the Council of Social Work Education. Changes include focus on performance-based assessment</li> <li>4. Material has been inserted into relevant courses or removed. Curriculum has been adjusted to address weakness in student learning identified in assessment.</li> <li>5. New activities have been added such as field orientation and writing workshops.</li> </ol>	January 2010

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<b>Sociology, BA</b>	In department assessment report	<ul style="list-style-type: none"> <li>Alumni, Faculty, &amp; Major Survey</li> <li>Review of capstone papers by assessment committee</li> </ul>	Assessment Committee	Curriculum will be reviewed at retreat. Changes will be made concerning GPA, prerequisites for Social Theory, addition of Proseminar.	2015-2016
<b>Communication Studies, BA (Concentration: Theatre)</b>	In upcoming program review documents.	2015-2016: <ul style="list-style-type: none"> <li>Student performance in the spring production (for students who completed THEA 242: Acting 1)</li> </ul> 2014-2015: <ul style="list-style-type: none"> <li>Sample papers from THEA 115: Play Production, 211: Voice Production, 242: Acting 1, and 495: Senior Seminar to assess Goal #4: Utilize Analytical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Committee</li> <li>Department Chair</li> <li>Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Revised learning outcomes Spring 2015</li> <li>Plan to revised assessment plan</li> <li>Include techniques to scaffold assignments, increase peer feedback, develop clear processes for faculty feedback, devote more time to develop students' ability to display a clear sense of individual tactics in the creation of a character through exercises and written work</li> </ul>	2015-2016
<b>College of Science and Mathematics</b>					
<b>Biology, BS</b>	In department's self study	<ul style="list-style-type: none"> <li>Course exams and quizzes -- question set used in finals for BIOL428 ('14) and BIOL395 ('15). Question set for BIOL121 &amp; 321 (1st &amp; last courses in core biology sequence) as part of exam but not counted toward grade</li> <li>Lab reports and skill assessment</li> <li>Term papers, presentations</li> <li>Practical exams in the lab</li> <li>GPA analysis</li> <li>Performance in undergraduate research</li> <li>Performance in internships</li> </ul>	<ul style="list-style-type: none"> <li>Chair of department</li> <li>Faculty</li> </ul>	Several seminar courses on writing and speaking intensive have been implemented to support critical thinking skills within the Core Curriculum during First Year and Second Year Seminar series. We plan for a retreat for Fall 2017.	2010-2011
<b>Biology, BA</b>					
<b>Biology, MAT</b>		<ul style="list-style-type: none"> <li>Comprehensive Exams</li> <li>Alumni Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Graduate Coordinator</li> <li>Full-Time Faculty</li> </ul>	Process is underway and still under review by the department.	2010-2011
<b>Chemistry, BA</b> (Learning outcomes are the same as the B.S. - there are very few students in the BA program.)	In program review documents.	<ul style="list-style-type: none"> <li>Assessment of the core courses in both BA and BS in Chemistry programs</li> <li>CHEM 351 (Writing-Intensive course) is required for all majors and used as the main avenue of assessing students' technical writing skills in the BA and BS programs</li> <li>Alumni survey as part of the program review</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Faculty assessment coordinator</li> </ul>	In order to maintain accreditation from the <i>American Chemical Society (ACS)</i> and improve student learning, the following changes were made: <ul style="list-style-type: none"> <li>Adjustments in the math prerequisites for CHEM 141/142 to require Pre-Calculus (MATH 140 or 150) for both</li> <li>Creation of a new course, Modern Quantitative Analysis, CHEM 351, a 4 credit writing intensive course with 4 hrs of laboratory. CHEM 351 is required for both BA and BS majors.</li> <li>Addition of CHEM 351 to the annual assessment</li> <li>Renaming of Intermediate Inorganic Chemistry (CHEM 242) to Inorganic Chemistry (CHEM 340). The course serves as the foundation course in Inorganic Chemistry as required by ACS and is required for both the BA and BS degrees.</li> <li>Discussion of lab notebook formats with changing field practices</li> </ul>	2015-2016
<b>Chemistry, BS</b>					
<b>Computer Science, BS</b>	On Department extranet site	program. Each of the 11 student outcomes that Capstone course and a significant assessment	The department full-time faculty	semester looking to use the last four years (our first two complete Added capstone course, removed A1 as a required course. We are this	review in 2012 ABET driven

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BRIDGEWATER STATE UNIVERSITY

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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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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
	<a href="http://www.bridgew.edu/academics/colleges-departments/department-computer-science">http://www.bridgew.edu/academics/colleges-departments/department-computer-science</a>	program. Each of the 11 student outcomes that ABET requires is assessed using at least two performance indicators in a two year cycle.		semester looking to use the last four years (our first two complete cycles) data to do our first full evaluation of our program in 12 years.	review in 2012 (full) and 2013 (expedited)
<b>Computer Science, MS</b>	Department intranet site <a href="https://my.bridgew.edu/departments/computerscience/siteassets/sitepages/home/neasc-learningoutcomes-2015-2016.pdf%20">https://my.bridgew.edu/departments/computerscience/siteassets/sitepages/home/neasc-learningoutcomes-2015-2016.pdf%20</a>	All students must complete a final research project or thesis to earn the MS degree.	The graduate faculty (currently 6) review all projects.	The computer science department completed the first full assessment cycle in the 2015-2016 academic year. We found that all of the outcomes and objectives were met. We conducted our first internal program review, invited external reviewers and received an external review report in May 2016. We plan to update our programs after discussing external reviewers' recommendations, if we agree changes are necessary.	2015-2016
<b>Geography, BA</b> <b>Geography, BS</b>	In program review documents.	<ol style="list-style-type: none"> <li>1. Assessment of the common core courses for both BA and BS degrees based on various products of student learning (e.g., projects, class papers, presentations, and undergraduate research projects, etc). These are assessed using rubrics. Standards for geographic education that were put out by The National Geographic Society are being used to create the assessment rubrics.</li> <li>2. Alumni Nights - informal events hosted for alumni where discussions regarding the department take place.</li> <li>3. Department Alumni Survey</li> <li>4. Seminar in Geography (GEO 490)- this is the department's Capstone course. Note: the capstone course has been revised based on the most current program review in order to make assessment more consistent year-to-year and for different instructors. We are also looking at whether or not we will have different capstone courses for the BA and the BS as we move forward with revisions to the current programs (these will be submitted to governance in the 2016-2017 academic year).</li> </ol>	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Department Evaluation Committee</li> </ul>	<ol style="list-style-type: none"> <li>1. Restructuring of the department led to implementation of a BA degree designed for education majors and a BS degree for all other majors. <i>An additional BA track is under consideration for non-education majors based in part on student feedback; this would be targeted at students who are looking for a less technical program (for example, in policy work).</i></li> <li>2. Seven courses were designated as core for the two degree programs. <i>There will be minor changes to the major core plan along with suggested concentrations in the revised program to go before governance in the 2016-2017 academic year. We have also put into place a new Geographic Information Sciences minor</i></li> <li>3. Increase of course offerings and teaching and research projects in GIS.</li> <li>4. Department faculty are discussing the possibility of using portfolio as a form of program assessment.</li> <li>5. As a means of enhancing students research, the department purchased the Sanborn Maps, a database of detailed insurance-based maps used to examine changes in land use and population distributions throughout the US.</li> </ol> <ul style="list-style-type: none"> <li>• We have also seen an increase in the number of students who are applying for and accepting internship positions in local companies and agencies, even in cases where these internships are unpaid (but set up for course credit).</li> </ul>	2014-2015



NEASC E-SERIES

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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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>Geological Sciences, BA</b>	The department has developed these learning outcomes as a consequence of the most recent program review completed in the Spring 2014 semester. A comprehensive set of learning outcomes has been developed for each of the seven required courses common to the four undergraduate degree programs. These learning outcomes are kept on the department's drive to allow for access by all faculty.	<ul style="list-style-type: none"> <li>This program review resulted in a revision of the core requirements of the department's programs, resulting in the development of a seven-course requirement common to all of our major programs. In Spring 2015, an assessment was initiated of the quantitative skills of the students enrolled in the entry course to the major, GEOL-225 Geodynamics. This quantitative assessment will be repeated for this group of students in Spring 2017 in GEOL-470 Earth Systems History which is the capstone course in the major. This will serve to gauge the effectiveness of recent program changes to improve the quantitative skills of the students.</li> <li>Additional assessment tools have been developed and are being piloted this Fall 2016 semester for the Earth materials sequence of courses (GEOL-260 Mineralogy, GEOL-360 Igneous and Metamorphic Petrology, and GEOL-370 Sedimentary Geology). These courses are taken in successive semesters by the students. The assessment is conducted at the beginning of the mineralogy course to evaluate the knowledge base of the students with respect to Earth materials, and will then be repeated at the end of each</li> </ul>	The data are analyzed and interpreted at the end of the academic year by all five full-time faculty members of the department.	The major changes involved the development of a new curriculum as a result of the last departmental program review. As a result of this review, additional quantitative content has been 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. The assessment of other areas in the program is ongoing and results will be forthcoming at the end of the academic year.	2013-2014
<b>Geological Sciences, BS</b> <ul style="list-style-type: none"> <li>• Earth Science</li> <li>• Geological Sciences</li> <li>• Environmental Sciences</li> </ul>		<ul style="list-style-type: none"> <li>of the three courses in the sequence to assess student progress and to identify any weaknesses in the assessment scheme.</li> <li>A similar assessment scheme has been developed for the Earth structure component of the learning outcomes and will be implemented in the structural geology course (GEOL- 350 Structural Geology) beginning in the Spring 2017 semester.</li> <li>Additionally, evaluations are conducted within each course using the following:                             <ol style="list-style-type: none"> <li>1. Course examinations and laboratory exercises</li> <li>2. Written reports</li> <li>3. Field reports from relevant laboratory exercises</li> <li>4. Student oral presentations, both at on-campus sessions and off campus at professional society meetings.</li> <li>5. Alumni surveys</li> </ol> </li> </ul>			

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<b>Mathematics, BS</b>	<p>The most recent learning outcomes can be found on the mathematics department G: drive and in the most recent program review. They were also published in the most recent departmental newsletter which was distributed to part time and full time faculty as well as mathematics majors and can be found online at</p> <p><a href="http://vc.bridgew.edu/math_news/10/">http://vc.bridgew.edu/math_news/10/</a></p>	<p>Direct measures: The Mathematics Assessment Committee has begun creating rubrics that will be used to assess individual program goals and student learning outcomes. Student work assessed includes class tests and other assignments, course papers, and research posters.</p> <p>Indirect measures: A survey is administered to graduating mathematics majors every spring.</p>	<p>The Mathematics Assessment Committee scores assessments and reports results to the department.</p>	<p>The Mathematics Assessment Committee continued to work to establish a culture of assessment in the Mathematics Department during the 2015 – 2016 academic year. The 2014 – 2015 assessment report was discussed at a department meeting in early Fall 2015. Results of the retention survey administered the previous spring were discussed. This discussion included possible revisions and additions to the retention assessment tool for the next time it is administered as well as possible curriculum and pedagogical changes resulting from the assessment. Suggestions for further discussion leading to programmatic change due to this assessment include the following:</p> <ul style="list-style-type: none"> <li>• Integrating skills from early courses into work in subsequent courses</li> <li>• Pursuing consistency in multi-section courses, including consistency in technology requirements, outcomes, final exams.</li> <li>• Pursuing consistency from semester to semester, particularly among courses without a coordinator.</li> <li>• Considering the relative merits of technology training vs. skills development.</li> <li>• Considering types of questions asked on final exams; both conceptual and skill based problems.</li> </ul> <p>The Assessment Committee also spent a large portion of time researching, creating, and revising a rubric for evaluating proof writing. It is the intention of the committee that this rubric will be available to faculty for use in the classroom once some revisions are made after this initial use of the rubric. This should improve the communication of student learning outcomes to our students and help unify faculty pursuit of those outcomes.</p>	2015-2016
<b>Mathematics, MAT</b>		<ul style="list-style-type: none"> <li>• Comprehensive Examination or Capstone Project</li> <li>• Professional Licensure in the Commonwealth of Massachusetts</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty who have taught the content courses</li> <li>• Project supervisor and the Committee</li> <li>• Graduate Coordinator</li> </ul>	<p>Governance approval process on updating the course descriptions and admission requirements</p>	<p>As part of NCATE/CAEP Program Review in May 2014</p>
<b>Physical Sciences, MAT</b>		<p>The Physical Sciences MAT requires a capstone course. In this course, we ask for evidence of content knowledge from each of the MAT content courses, connections to the EDU part of the program and general impressions of the program and outcomes expected and actual. The entire faculty reads, reviews and makes final recommendations. In addition, the graduate school does surveys to understand the needs of MAT students.</p>	<p>Members of the curriculum committee which, because of our department's small size, includes all 5 tenure track faculty so in the past two have read the data and reported to entire committee.</p>	<p>In the past we have asked the Graduate School administration to visit courses and perform questionnaires that assess many things including expectations and outcomes. We will try to continue this practice.</p>	Spring 2016
<b>Physics, BA</b>		<p>The Physics department uses port-folio reviews. We ask for a lab report, test or other significant</p>	<p>Members of the curriculum committee which, because of our</p>	<ul style="list-style-type: none"> <li>• We are considering easing some of the advanced course offerings for the BA – we are considering if the CORE BA requirements too closely</li> </ul>	Spring 2016

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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. All learning outcomes and NEASC E-Series forms are on the BSU Office of Assessment intranet site:	(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
<i>Physics, BS</i>		report be added to each student port-folio.	department's small size, includes all 5 tenure track faculty so in the past two have read the data and reported to entire committee.	parallel the BS and as such does not, perhaps, meet the needs of the BA. <ul style="list-style-type: none"> <li>• Physics learning outcomes require students to have experience in computational physics, but few student portfolios contained strong computational examples. The department has added computational methods into the teaching of PHYS 439 (required of all majors) to remedy this problem.</li> <li>• We also look at the fact that we really don't have a way to guarantee everyone does some sort of oral communication? We have used oral exams and research presentations in the past, and those have shown up in the portfolios, but have been thinking about ways to include it more rigorously in our classes. One means instituted spring 2015 was a rating system developed and used by faculty to judge the oral and presentation strengths/weaknesses of BSU research students presenting at our annual campus-wide research symposium. We awarded top prizes in the fields of best experimental and theoretical work and added feedback to each presenter.</li> </ul>	
<i>Physics, MAT</i>		The Physics MAT requires a final exam. The final exam is taken from each of the MAT content courses and the entire faculty reads, reviews and makes final recommendations. In addition, the graduate school does surveys to understand the needs of MAT students.	Members of the curriculum committee which, because of our department's small size, includes all 5 tenure track faculty so in the past two have read the data and reported to entire committee.	In the past we have asked the Graduate School administration to visit courses and perform questionnaires that assess many things including expectations and outcomes. We will try to continue this practice.	Spring 2016

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National Council for the Accreditation of Teacher Education (NCATE)	Programs were re-accredited in 2014.	Continuous Improvement	MTEL (when appropriate), assessments related to standards	
Council for the Accreditation of Counseling and Related Programs (CACREP)	Programs were re-accredited in 2015.	Placement and Supervision	Licensure Examination.	
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="http://www.mass.edu/forinstitutions/academic/pcipp.asp">http://www.mass.edu/forinstitutions/academic/pcipp.asp</a>	
PCIPP Criminal Justice and Law Enforcement Academic Program (Masters Program)				
National Association of Schools of Music	NASM <a href="http://nasm.arts-accredit.org/">http://nasm.arts-accredit.org/</a> . AY 2011-2012.	Last review in 2005. Pre-accreditation conducted in the Fall 2011.	<a href="http://nasm.arts-ccredit.org/">http://nasm.arts-ccredit.org/</a>	
Council of Social Work Education (Bachelors Program)	2012 - 2013 <a href="http://www.cswe.org/Accreditation.aspx">http://www.cswe.org/Accreditation.aspx</a>	<a href="http://www.cswe.org/Accreditation.aspx">http://www.cswe.org/Accreditation.aspx</a>	Restructuring course objectives.	
Council of Social Work Education (Masters Program)	Re-accredited in June 2011	<a href="http://www.cswe.org/Accreditation.aspx">http://www.cswe.org/Accreditation.aspx</a>	Advisory board was disbanded and had to work on guidelines for the board. There will be a continual assessment of courses.	2018
National Association of Schools of Public Affairs and Administration (Masters programs - primarily MPA and MPP)	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.naspaa.org/">http://www.naspaa.org/</a>	NASPAA standards prescribe performance indicators; mission driven. Annual report includes changes as a result of data from assessment tools.	

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Commission on Accreditation of Allied Health Education Programs (CAATE) <i>Undergraduate and Graduate programs in Athletic Training</i>	Most recent accreditation is 2012. Accreditation cycle is 7 years.	<ol style="list-style-type: none"> <li>1. Additional section of Anatomy and Physiology I and II to accommodate more students.</li> <li>2. Work with faculty members in the Biology Department to have the syllabi for the Anatomy and Physiology I and II.</li> <li>3. Develop a course for senior athletic training students.</li> <li>4. Develop a research course specific to the needs of the athletic training student.</li> <li>5. Expand the existing exposure to allied health professionals.</li> <li>6. Develop a program website (for ATEP).</li> <li>7. Develop a relationship with the local orthopedic group in order to better serve the needs of the ATEP and the Department of Athletics.</li> <li>8. Develop a template for the academic program.</li> <li>9. Develop Athletic Training major based on the new Standards and Guidelines.</li> </ol>	There are several measures we must report to CAATE. These include, but are not limited to: <ol style="list-style-type: none"> <li>1. BOC Passing rates,</li> <li>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);</li> <li>3. Surveys (Exit surveys by graduating seniors; Alumni surveys and employer surveys)</li> </ol>	
National Association of Schools of Art and Design (NASAD) <i>Undergraduate program in Art</i>	April 2012	BSU was to complete a report on current credit and time formulas and policies – it is due September 1, 2012; also need to when two transcripts for MA in Teaching (1 year) are available, the program needs to submit Final Approval for Listing application	N/A	2017-2018

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National Council for Social Studies (NCSS) <i>Undergraduate program in History</i>	2013-2014	All NCSS accreditation standards were met.	<ol style="list-style-type: none"> <li>1. <b>MTEL</b> (when appropriate), assessments related to NCSS standards.</li> <li>2. <b>Assessment of candidate ability to plan instruction:</b> Strategies course Pre-Practicum and Student Teaching Practicum Units [Rubric]</li> <li>3. <b>Additional assessment</b> that addresses NCSS standards (required) ]: NCSS standards —Lesson Plan Rubric</li> <li>4. GPA</li> <li>5. Preservice Performance Assessment,</li> <li>6. Pre-test/Post-test Practicum Unit,</li> <li>7. NCSS Thematic Lesson Plans (10),</li> <li>8. Content Preparation Profile</li> </ol>	
International Reading Association (IRA) <i>Graduate program in Reading</i>	2013-2014	All IRA accreditation standards were met.	<ol style="list-style-type: none"> <li>1. <b>The Literacy Professional's Dispositions Observed and Considered:</b> Narrative Inquiry with Portfolio Documentation</li> <li>2. <b>The Literacy Professional's Beliefs and Habits: Study Group and Reflections;</b> a) Professional Growth through Seminar Study Group Participation; b) Professional Growth through Professional Membership, (c) Professional Growth: Advocating for Change.</li> <li>3. <b>The Peer Coaching Field Experience:</b> The Literacy Professional's Habits of Mind; (a) Renewal through Peer Coaching; (b) Renewal through Weekly Reflections.</li> <li>4. <b>The Literacy Professional's Leadership:</b> MRA (IRA affiliate) membership attendance Instruction. (i) Differentiated Teaching and Learning, (ii) Pre-service Performance Assessment. For additional performance indicators please visit: <a href="http://www.bridgew.edu/NCATE/Assessment%20Systems/">http://www.bridgew.edu/NCATE/Assessment%20Systems/</a></li> </ol>	

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Aviation Accreditation Board International (AABI) <i>Flight Training program</i>	Initial accreditation by AABI in February 2014	N/A	The FAA Examination. For details regarding indicators, please visit AABI website: <a href="http://www.aabi.aero/about.html">http://www.aabi.aero/about.html</a>	Five year review/re-accreditation in 2019
Accreditation Board for Engineering and Technology (ABET) <i>Undergraduate program in Computer Science</i>	2012-2013	Continuity and sufficiency of faculty members	<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>	2018

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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. Tram Paper For performance indicators please visit: <a href="http://www.nctm.org/resources/higheredlead.aspx">http://www.nctm.org/resources/higheredlead.aspx</a>	
National Council of Teachers of English (NCTE) <i>Undergraduate program in English</i>	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="http://www.ncte.org/college">http://www.ncte.org/college</a>	



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Council for Exceptional Children (CEC) <i>Undergraduate and Graduate program in Special Education</i>	2013-2014	All CEC accreditation standards were met.	1. Massachusetts Test for Educator 2. Licensure (MTEL) in Curriculum 3. Course Work Portfolio, Part 4. Course Work Portfolio, Part 2 5. Massachusetts Preservice Performance Assessment (PPA) 6. Individual/Small Group Instructional Planning Cycle (Beginning Spring 2006)  For performance indicators please visit: <a href="http://www.bridgew.edu/NCATE/Assessment%20Sytems/">http://www.bridgew.edu/NCATE/Assessment%20Sytems/</a>	
Society of Health and Physical Educators (SHAPE) America - was American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) prior - change in December 2013 <i>Undergraduate program in Health Education</i>	2013-2014	All AAHPERD accreditation standards were met.	1. <b>Drug Presentation</b> : Hands-on project; 2. <b>Stress Management Plan</b> : Presentation to a class Program Plan; 3. <b>Program Plan</b> : Semester-long project State  For performance indicators please visit: <a href="http://www.bridgew.edu/NCATE/Assessment%20Sytems/">http://www.bridgew.edu/NCATE/Assessment%20Sytems/</a>	

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National Association for the Education of Young Children (NAEYC) <b>Undergraduate program in Early Childhood Education</b>	2013-2014	All NAEYC accreditation standards were met.	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. <b>Reflections on Preschool or Kindergarten Program Quality:</b> Written reflections using NAEYC checklist. Evaluated using rubric <b>Licensure:</b> (MTEL) in Early Childhood. 3. <b>Case Study</b> – 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="http://www.bridgew.edu/NCATE/Assessment%20Stems/">http://www.bridgew.edu/NCATE/Assessment%20Stems/</a>	
International Society for Technology Education (ISTE) <b>Graduate program in Instructional Technology</b>	2013-2014	All NAEYC accreditation standards were met.	1. <b>Assessment of Content Knowledge:</b> Instructional Technology Comprehensive Exam. 2. <b>Research Project:</b> INST 590-596 Research Project -- Action Research Project 3. Professional Portfolio 4. Exemplary lesson plan and videotape 5. Clinical Experience Summary Report: Essay 6. Acceptable Use Policy Analysis 7. Teaching Unit Plan and Assessment 8. Strategic Technology Plan  For performance indicators please visit: <a href="http://www.bridgew.edu/NCATE/Assessment%20Stems/">http://www.bridgew.edu/NCATE/Assessment%20Stems/</a>	

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Educational Leadership Constituent Council (ELCC) <i>Graduate program in Educational Leadership</i>	2013-2014	All ELCC accreditation standards were met.	1. Validation of Learner Growth: Evaluation of Content Knowledge 2. Needs Assessment 3. Instructional Leadership Project: Curriculum and Instruction Project 4. Practicum Documentation: Internship 5. Graduate Survey: Post graduation program assessment 6. Building Leadership Portfolio: Electronic Portfolio 7. School Improvement Plan: Action Plan/Simulation  For performance indicators please visit: <a href="http://www.bridgew.edu/NCATE/Assessment%20Systems/">http://www.bridgew.edu/NCATE/Assessment%20Systems/</a>	

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**E1 PART B – INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

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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="http://www.bridgew.edu/NCATE/Assessment%20Systems/">http://www.bridgew.edu/NCATE/Assessment%20Systems/</a>	
National Association for Sport and Physical Education (NASPE) <i>Undergraduate program in Physical Ed. (Teaching Cert)</i>	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="http://www.bridgew.edu/NCATE/Assessment%20Systems/">http://www.bridgew.edu/NCATE/Assessment%20Systems/</a>	

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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="http://www.bridgew.edu/NCATE/Assessment%20Systems/">http://www.bridgew.edu/NCATE/Assessment%20Systems/</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>	2018-2019

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American Chemical Society (ACS) <i>Undergraduate program in Chemistry</i>	2013-2014	In order to maintain accreditation from the American Chemical Society (ACS) and improve student learning, the following changes were made: 1. Adjustments in prerequisites for most 100, 200 and 300 level courses. 2. Two new courses (CHEM 446 and CHEM 489) were developed to accurately reflect new standards from ACS and to prevent confusion with other courses. 3. Change in course credits for CHEM 450, CHEM 241 (3-4 credits) and (CHEM 446 2-3 credits). 5. Instrumental Analysis (CHEM 450) was added to the BA program to strengthen it. 6. Faculty agreed to implement evaluation of portfolios as part of assessing the major.	ACS Standardized Examination (if appropriate) and program level assessments associated with ACS standards. ACS website: <a href="http://portal.acs.org/portal/acs/corg/content">http://portal.acs.org/portal/acs/corg/content</a>	

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